



# Indiana Department of Education

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## **Indiana Academic Standards 2020 Grade One English/Language Arts Standards Correlation Guidance Document**

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE's [Literacy Framework](#) provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Foundations</b>		
<b>LEARNING OUTCOME FOR READING FOUNDATIONS</b>		
<b>1.RF.1:</b> Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<b>RF.1.1:</b> Demonstrate understanding of the organization and basic features of print.	IAS explicitly utilizes the Five Components of Reading.
<b>PRINT CONCEPTS</b>		
<i>1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.</i>		
<i>1.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>1.RF.2.3:</b> Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<b>RF.1.1.A:</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<i>No content differences identified.</i>
<b>1.RF.2.4:</b> Learn and apply knowledge of alphabetical order.	<i>No CCSS equivalent.</i>	
<b>PHONOLOGICAL AWARENESS</b>		
<b>1.RF.3.1:</b> Produce rhyming words.	<i>No CCSS equivalent.</i>	
<b>1.RF.3.2:</b> Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<b>RF.1.2.B:</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	IAS requires students to blend sounds in single- and multi-syllable words.
<b>1.RF.3.3:</b> Orally blend sounds in words.	<i>No CCSS equivalent.</i>	

<b>1.RF.3.4:</b> Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<b>RF.1.2.C:</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<i>No content differences identified.</i>
<b>1.RF.3.5:</b> Segment the individual sounds in one-syllable words.	<b>RF.1.2.D:</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<i>No content differences identified.</i>
<b>PHONICS</b>		
<b>1.RF.4.1:</b> Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	<b>RF.1.3.A:</b> Know the spelling-sound correspondences for common consonant digraphs.	IAS requires students to use knowledge of consonants, vowels, digraphs, vowel teams, and r-controlled vowels to decode.
<b>1.RF.4.2:</b> Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	<b>RF.1.3.B:</b> Decode regularly spelled one-syllable words.	<i>No content differences identified.</i>
<b>1.RF.4.3:</b> Apply knowledge of final –e and common vowel teams (vowel digraphs) representing long vowel sounds.	<b>RF.1.3.C:</b> Know final -e and common vowel team conventions for representing long vowel sounds.	<i>No content differences identified.</i>
<b>1.RF.4.4:</b> Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	<b>RF.1.3.G:</b> Recognize and read grade-appropriate irregularly spelled words.	<i>No content differences identified.</i>
<b>1.RF.4.5:</b> Read words in common word families (e.g., -at, -ate).	<i>No CCSS equivalent.</i>	

<p><b>1.RF.4.6:</b> Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</p>	<p><b>RF.1.3.F:</b> Read words with inflectional endings.</p>	<p>IAS requires students to read root words, affixes, verb tense, comparatives, compound words, and contractions.</p>
<b>FLUENCY</b>		
<p><b>1.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>RF.1.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.1.4.A:</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.1.4.B:</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.1.4.C:</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>IAS combines elements from CCSS RF.1.4-1.4.C.</p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Literature</b>		
<b>LEARNING OUTCOME FOR READING LITERATURE</b>		
1.RL.1: With support, read and comprehend literature that is grade-level appropriate.	RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<i>No content differences identified.</i>
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>		
1.RL.2.1: Ask and answer questions about main idea and key details in a text.	RL.1.1: Ask and answer questions about key details in a text.	<i>No content differences identified.</i>
1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<i>No content differences identified.</i>
1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.	RL.1.3: Describe characters, settings, and major events in a story, using key details.	<i>No content differences identified.</i>
1.RL.2.4: Make and confirm predictions about what will happen next in a story.	<i>No CCSS equivalent.</i>	
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>		
1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<i>No CCSS equivalent.</i>	
1.RL.3.2: Identify who is telling the story at various points in a text.	RL.1.6: Identify who is telling the story at various points in a text.	<i>No differences identified.</i>
<b>CONNECTION OF IDEAS</b>		
1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.	<i>No differences identified.</i>

<b>1.RL.4.2:</b> Compare and contrast the adventures and experiences of characters in stories.	<b>RL.1.9:</b> Compare and contrast the adventures and experiences of characters in stories.	<i>No differences identified.</i>
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IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Nonfiction</b>		
<b>LEARNING OUTCOME FOR READING NONFICTION</b>		
1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.	RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.	<i>No content differences identified.</i>
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>		
1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.	RI.1.1: Ask and answer questions about key details in a text.	IAS requires students to confirm understanding of a text.
1.RN.2.2: Retell main ideas and key details of a text.	RI.1.2: Identify the main topic and retell key details of a text.	<i>No content differences identified.</i>
1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>No content differences identified.</i>
<b>FEATURES AND STRUCTURES</b>		
1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<i>No content differences identified.</i>
1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	<i>No CCSS equivalent.</i>	
1.RN.3.3: Standard begins at second grade.		

**CONNECTION OF IDEAS**

<b>1.RN.4.1:</b> Identify the reasons the author gives to support points in a text.	<b>RI.1.8:</b> Identify the reasons an author gives to support points in a text.	<i>No content differences identified.</i>
<b>1.RN.4.2:</b> Identify basic similarities in and differences between two texts on the same topic.	<b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>No content differences identified.</i>
<b>1.RN.4.3:</b> Standard begins at sixth grade.		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Reading Vocabulary</b>		
<b>LEARNING OUTCOMES FOR READING VOCABULARY</b>		
<p><b>1.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p><i>No content differences identified.</i></p>
<b>VOCABULARY BUILDING</b>		
<p><b>1.RV.2.1:</b> Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</p>	<p><b>L.1.4.A:</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>IAS requires students to utilize context clues and text features to gain meaning.</p>
<p><b>1.RV.2.2:</b> Define and sort words into categories (e.g., antonyms, living things, synonyms).</p>	<p><b>L.1.5.A:</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>IAS requires students to define and sort words.</p>
<p><b>1.RV.2.3:</b> Standard begins at sixth grade.</p>		
<p><b>1.RV.2.4:</b> Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.</p>	<p><b>L.1.4.B:</b> Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b>L.1.4.C:</b> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>IAS combines skills from CCSS L.1.4.B-C.</p>
<p><b>1.RV.2.5:</b> Standard begins at second grade.</p>		

**VOCABULARY IN LITERATURE AND NONFICTION TEXTS**

<p><b>1.RV.3.1:</b> Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).</p>	<p><b>L.1.5.C:</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>IAS requires students to identify words and phrases that suggest feelings or appeal to the senses.</p>
<p><b>1.RV.3.2:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.</p>	<p><i>No CCSS equivalent.</i></p>	
<p><b>1.RV.3.3:</b> Standard begins at third grade.</p>		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Writing</b>		
<b>LEARNING OUTCOME FOR WRITING</b>		
<b>1.W.1:</b> Write routinely over brief time frames and for a variety of purposes and audiences.	<i>No CCSS equivalent.</i>	
<b>HANDWRITING</b>		
<b>1.W.2.1:</b> Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<b>L.1.1.A:</b> Print all upper- and lowercase letters.	IAS requires students to write legibly and use appropriate spacing.
<b>1.W.2.2:</b> Students are expected to build upon and continue applying concepts learned previously.		
<b>WRITING GENRES</b>		
<b>1.W.3.1:</b> Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.	<b>W.1.1:</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	IAS requires students to identify the audience and justify their proposal with reasons of consideration.
<b>1.W.3.2:</b> Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	<b>W.1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<i>No content differences identified.</i>
<b>1.W.3.3:</b> Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	<b>W.1.3:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<i>No content differences identified.</i>

### THE WRITING PROCESS

<p><b>1.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>a. With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.</li> <li>b. Use available technology to produce and publish legible documents.</li> </ul>	<p><b>W.1.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>IAS provides students with more details throughout the writing process.</p>
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### THE RESEARCH PROCESS

<p><b>1.W.5:</b> With support, conduct simple research on a topic.</p> <ul style="list-style-type: none"> <li>a. Identify several sources of information and indicate the sources.</li> <li>b. Organize information, using graphic organizers or other aids.</li> <li>c. Make informal presentations on information gathered.</li> </ul>	<p><b>W.1.7:</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>IAS provides students with details throughout the research and writing process. y</p>
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### CONVENTIONS OF STANDARD ENGLISH

<p><b>1.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>No content differences identified.</i></p>
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<p><b>1.W.6.1a:</b> Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.</p>	<p><b>L.1.1.B:</b> Use common, proper, and possessive nouns.</p> <p><b>L.1.1.C:</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>L.1.1.D:</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>IAS covers all common, proper, and personal nouns.</p>
<p><b>1.W.6.1b:</b> Verbs – Writing sentences using verbs to convey a sense of past, present, and future.</p>	<p><b>L.1.1.E:</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p><i>No content differences identified.</i></p>
<p><b>1.W.6.1c:</b> Adjectives/Adverbs – Standard begins at second grade.</p>		
<p><b>1.W.6.1d:</b> Prepositions – Standard begins at fourth grade.</p>		
<p><b>1.W.6.1e:</b> Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>L.1.1.J:</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><i>No content differences identified.</i></p>
<p><b>1.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>No content differences identified.</i></p>
<p><b>1.W.6.2a:</b> Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.</p>	<p><b>L.1.2.A:</b> Capitalize dates and names of people.</p>	<p>IAS requires students to capitalize the first word of a sentence and the pronoun “I,” as well as dates and names of people.</p>
<p><b>1.W.6.2b:</b> Punctuation –</p> <p>a. Correctly using a period, question mark, and exclamation mark at the end of a sentence.</p>	<p><b>L.1.2.B:</b> Use end punctuation for sentences.</p> <p><b>L.1.2.C:</b> Use commas in dates and to separate single words in a series.</p>	<p><i>No content differences identified.</i></p>

<p>b. Using commas in dates and to separate items in a series.</p>		
<p><b>1.W.6.2c:</b> Spelling –</p> <p>a. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>b. Correctly spelling words with common spelling patterns.</p> <p>c. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.</p>	<p><b>L.1.2.D:</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2.E:</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><i>No content differences identified.</i></p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Speaking and Listening</b>		
<b>LEARNING OUTCOME FOR SPEAKING AND LISTENING</b>		
<p><b>1.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><i>No CCSS equivalent.</i></p>	
<b>DISCUSSION AND COLLABORATION</b>		
<p><b>1.SL.2.1:</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><i>No content differences identified.</i></p>
<p><b>1.SL.2.2:</b> Standard begins in third grade.</p>		
<p><b>1.SL.2.3:</b> Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p>	<p><b>SL.1.1.A:</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><i>No content differences identified.</i></p>
<p><b>1.SL.2.4:</b> Ask questions to clarify information about topics and texts under discussion.</p>	<p><b>SL.1.1.C:</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><i>No content differences identified.</i></p>
<p><b>1.SL.2.5:</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>SL.1.1.B:</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><i>No content differences identified.</i></p>

<b>COMPREHENSION</b>		
<b>1.SL.3.1:</b> Ask and answer questions about what a speaker says to clarify something that is not understood.	<b>SL.1.3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<i>No content differences identified.</i>
<b>1.SL.3.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<i>No content differences identified.</i>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>		
<b>1.SL.4.1:</b> Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	<b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	IAS requires students to speak audibly when reciting poems, rhymes, songs, and stories. It also requires students to describe sensory details.
<b>1.SL.4.2:</b> Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	<b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<i>No content differences identified.</i>
<b>1.SL.4.3:</b> Give and follow three- and four-step directions.	<b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)	<i>No content differences identified.</i>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
<b>Media Literacy</b>		
<b>LEARNING OUTCOME FOR MEDIA LITERACY</b>		
<b>1.ML.1:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<i>No CCSS equivalent.</i>	
<b>MEDIA LITERACY</b>		
<b>1.ML.2.1:</b> Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	<i>No CCSS equivalent.</i>	
<b>1.ML.2.2:</b> Standard begins in fifth grade.	<i>No CCSS equivalent.</i>	

<b>Unaligned CCSS</b>	
<b><i>The following CCSS are not aligned to IAS in grade 1.</i></b>	
<b>RF.1.2.A:</b> Distinguish long from short vowel sounds in spoken single-syllable words.	
<b>RF.1.3.D:</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
<b>RF.1.3.E:</b> Decode two-syllable words following basic patterns by breaking the words into syllables.	
<b>RL.1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
<b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
<b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.	
<b>L.1.5.B:</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	
<b>L.1.5.D:</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.	
<b>L.1.1.F:</b> Use frequently occurring adjectives.	
<b>L.1.1.I:</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	
<b>L.1.1.G:</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	
<b>L.1.1.H:</b> Use determiners (e.g., articles, demonstratives).	