

# Suffield Public Schools

## Grade 1 ELA

### Report Card Companion Document



## ELA

English Language Arts continues to be an essential aspect of every curriculum and each individual's educational process. Teaching language arts as distinct and specific classes is critically important to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying language arts skills to other subjects. The Common Core provides students the opportunity to read stories and literature, as well as more complex texts that provide facts and background knowledge. Throughout ELA lessons, students will be challenged and asked questions that push them to refer back to what they've read. These questions allow students to use critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. The following guide will help you gain a better sense of what each of the Common Core Standards requires students to achieve.



### READING: LITERATURE AND INFORMATIONAL TEXT

**Asks and answers questions about text-** Proficient readers can ask who, what, when and where questions about key details in a text. They can determine which words, and pictures, help them to know what they are reading. Proficient readers can identify words in stories or poems that suggest feelings or appeal to the senses. They can ask questions to help determine or clarify the meaning of words and phrases in a text.

**Applies comprehension strategies to construct meaning before, during, and after reading-** When reading literature proficient readers ask questions about key details in a text. They can state a few details about what happens in the text. They can explain what words, and pictures help them to understand the key details. Proficient readers can identify the central message or lesson of a story. They begin to understand the problem the main character is experiencing. They understand

how the problem is resolved and can explain some of the events that lead to the resolutions of the characters problem. They can also explain how a character is different at the end of the story. Proficient readers can explain how the character is behaving at the beginning of a story. They can explain the lesson that the main character learns by the end of the story. They can explain some of the events that helped the main character solve the problem. When reading **informational text** proficient readers can ask questions about key details in a text. They can state some details from a text and can explain what words, and illustrations, help them to understand the key details. Proficient readers can identify the main topic of a text. They can state the main topic of some of the text or sections. They can explain 1-2 facts that the author wants the readers to know. Proficient readers can describe how the individuals or events relate to one another. They can explain what 1-2 headings tells the reader about the topic. They understand the purpose of a heading. They can explain how the information in each section relates to the section title. They can also explain how the illustrations and text features work together to help the reader understand the main topic

**Identifies types of text and various text features-** Proficient readers can determine what words and phrases mean in text and the importance of these words using context clues. They ask and answer questions from a text with key details using who, what, where and when. They can identify and explain the difference between a story and informational text. Proficient readers locate and name all text features in a nonfiction text. They know the purpose of text features. Proficient readers can identify how words and illustrations describe the character, setting, events, and key details in text.

## READING FOUNDATIONAL SKILLS

**Demonstrates understanding of the organization and basic features of print-** Proficient readers can recognize that words can be written with specific letters and letter sequences. They can point to the beginning, middle and end of a word. Proficient reader can recognize that the print (not the pictures) carries the meaning. They recognize that words are separated by spaces. They can read words from left to right. Proficient readers read the lines of text from left to right and from the top line to the bottom line. They understand that when they get to the end of the line they should return to the first word on the next line. Proficient readers recognize that pages in books cannot be skipped.

**Demonstrates understanding of spoken words, syllables, and sounds (phonemes)-** Proficient readers distinguish long from short vowel sounds in spoken single-syllable words. They can hear and pronounce the beginning, middle, and end sounds in spoken single-syllable words. Proficient readers can decode regularly spelled one-syllable

words. They understand the final- e conventions for representing long vowel sounds. Proficient readers can hear and pronounce the beginning, middle, and end sounds in spoken single-syllable words.

**Knows and applies grade-level phonics and word analysis skills in decoding words-** Proficient readers demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. They can associate the long and short sounds with common spellings (graphemes) for the five major vowels. Proficient readers read common high-frequency words by sight (the, of, to, you, she, my, is, are, do, does).

**Reads with sufficient accuracy and fluency to support comprehension-** Proficient readers read with at least 95% on level H with at least satisfactory comprehension. They read with appropriate rate considering WPM: Scoring a 2 or 3 consistently on fluency rubric. They can read with expression. Proficient readers scoop sentences while reading. They incorporate punctuation when reading. Proficient readers can figure out unknown words efficiently (use meaning, visual, and structure). Proficient readers understand when something doesn't look right, sound right or make sense and self-corrects to read text efficiently. They can show understanding of text they are reading on their own stating the character, setting, problem, solution and some details.

## WRITING

**Composes written text to express information, an opinion, or an event with details and elaboration-** Proficient writers can write an opinion piece about a topic or book. They can identify a single topic. They can give an opinion of the topic. They can give a reason or reasons for their opinion. They can write an ending to show they are finished. Proficient writers can write an informative/explanatory piece about a topic. They can name the topic, supply facts about the topic and provide a sense of closure. Proficient writers can write a narrative piece. They can recount 1 or more appropriately sequenced events. They can include some details regarding what happened. They can use some temporal words to signal event order. They can provide some sense of closure. Proficient writers can use feedback from adults to edit and revise writing.



## LANGUAGE CONVENTIONS

**Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words-** Proficient writers print most upper and lowercase letters. They use common, and proper nouns. They use some singular and plural nouns (he, we, they). Proficient writers use some personal, possessive, and indefinite pronouns (I, me, my, them, etc.). They use some verbs to convey a sense of past, present and future. Proficient writers sometimes use frequently occurring conjunctions (and, so, because). They sometimes use frequently occurring prepositions (during, beyond, toward). They produce and expand complete simple and compound sentences in response to prompts.

**Uses appropriate writing conventions (capitalization, punctuation, and grammar)-** Proficient writers capitalize the first word in a sentence and the pronoun I. They recognize and use end punctuation (period, question mark). Proficient writers write a letter or letters for most consonant and short-vowel sounds (phonemes). They spell simple words phonetically, drawing on knowledge of sound-letter relationship

## SPEAKING AND LISTENING

**Participates effectively in classroom discussions and conversations-** Proficient communicators follow most agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion. They build on others' talk in conversation by responding to the comments of others through 2-3 exchanges. Proficient communicators can ask and answer questions in order to seek help, get information, or clarify something that is not understood. They can describe familiar people, places, things and events, and with prompting and support can provide additional details.

**Expresses ideas and feelings clearly-** Proficient communicators produce complete sentences when appropriate to task and situation. They use common nouns, singular and plural nouns, personal pronouns, verbs to convey past, present and future, frequently occurring adjectives and frequently occurring prepositions correctly.

## How To Support Your Child

# Ways a Parent Can Help with **READING**

- 1** **Let your child see you reading!**  
Have magazines and books in your home.
- 2** **Help your child find appropriate word & reading games on the computer.**  
Keep a dictionary on hand. Help your child look up new words they read or hear.
- 3** **Read mysteries with your child and try to figure out the clues together.**
- 4** **Movie version coming out?**  
Read the book together first, then talk about which you each liked better.
- 5** **Set aside a time and place for your child to read -**  
like a comfy chair and a reading light in a quiet place
- 6** **Visit your public library regularly.**  
Look for and read together the books that were your favorites when you were a kid.
- 7** **Encourage your child to write -**
- 8** **Ask your child questions about what he or she is reading, such as:**

### Additional Resources:

- [Common Core State Standards for English Language Arts](#)
- [Supporting Your Child's Reading- Ideas for Prek-5](#)
- [Fountas and Pinnell Instructional Level Expectations](#)
- [Instructional Level Comprehension Questions](#)