

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 and answer who, what, when, where and why questions about key details in a text. They can determine which words, pictures, and sentences help them to know what they are reading. They can identify words and phrases in stories or poems that suggest feelings or appeal to the senses. When reading informational texts, proficient readers can ask and answer questions such as who, what, where, when, and why questions to determine key details in a text. They can determine which details (words, illustrations, and sentences) support the key ideas. They can ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Proficient readers can identify 3-4 details from the text that support their answers orally.

Applies comprehension strategies to construct meaning before, during, and after reading- When reading **literature** proficient readers students ask and

answer questions about key details in a text. They can state what happens in the text. They can explain what words, pictures and sentences help them to understand the key details. Proficient readers can identify the central message or lesson of a story, then report on the key ideas, details, and events, including just the important information, not every single detail. They can state the problem the main character is experiencing. They can explain what gets in the character's way. They can explain how the problem is resolved. They can explain what events lead to the resolutions of the characters' problems. They can explain how a character is different at the end of the story compared to the beginning. Proficient readers can describe the characters, setting, and major events in a story, using key details. They can explain how the character is behaving at the beginning of a story and the problem that is causing the character to act this way. They can explain how other characters make things better or worse for the main character. They can explain the lesson that the main character learns by the end of the story. They can explain the events that helped the main character solve the problem. When reading **informational text**, proficient readers can ask and answer questions about key details in a text. They can state what happens in a text. They can explain what words, illustrations, and sentences help them to understand the key details. Proficient readers can identify the main topic of a text, then report on key ideas, details, and events, including just the important information, not every single detail. They can state the main topic of the text or section. They can explain the important information that the author wants the readers to know. Proficient readers can describe how the individuals, events, ideas, or pieces of information relate to one another. They can explain what the title tells the reader about the topic. They can explain what the heading tells the reader about the topic. They understand how the text is organized and that they follow a logical order. They can explain how the information in each section relates to the section title and the main topic as a whole. They can explain how the illustrations, text features, and the words, work together to help the reader.

Identifies types of text and various text features- Proficient readers can explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. They know and use various text features (heading, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. They can identify who is telling the story at various points in a text. Proficient readers can distinguish between information provided by pictures or other illustrations and information provided by words in a text. They use illustrations and details in a story to describe its characters, setting or events. They use illustrations and details in a text to describe its key details.

READING FOUNDATIONAL SKILLS

Demonstrates understanding of the organization and basic features of print- Proficient readers recognize the distinguished features of a sentence. They can locate the first sentence on a page. They can locate the last sentence on a

page. They can use an uppercase letter at the beginning of a sentence. Proficient readers end sentences with a period, question mark, or an exclamation point. They understand that their voice goes down when they come to a period and up when they come to a question mark or exclamation point. They understand what a period, question mark and exclamation point mean as a reader.

Demonstrates understanding of spoken words, syllables, and sounds (phonemes)-

Proficient readers distinguish long from short vowel sounds in spoken single-syllable words. They count, pronounce, blend, and segment syllables in spoken words. They can decode two-syllable words following basic patterns by breaking the words into syllables. Proficient readers understand the final- e and common vowel team conventions for representing long vowel sounds. They can isolate and pronounce the initial, medial vowel, and the final sounds (phonemes) in three-phoneme (CVC) words.

Knows and applies grade-level phonics and word analysis skills in decoding words-

Proficient readers know the spelling-sound correspondences for common consonant digraphs (sh, ch, th, wh, and ph). They can decode regularly spelled one-syllable words. They know all final -e conventions for representing vowel sounds. They use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Proficient readers can decode two-syllable words following basic patterns by breaking words into syllables. They read words with inflectional endings (s, es, ed, ing, est). They can recognize and read some grade-appropriate irregularly spelled words.

Reads with sufficient accuracy and fluency to support comprehension-

Proficient readers read with at least 95% on level J text with at least satisfactory comprehension. They read 75-105 WPM and can consistently score a 3 on the fluency rubric. Proficient readers read grade-level text orally at an appropriate rate, and expression. They use context to confirm or self-correct word recognition and understanding, rereading as necessary. They read a variety of texts at higher levels with some miscues. They can show understanding of the text they are reading by giving a full summary of the text they have read.

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, and can identify a single topic. They can give a detailed opinion of the topic. They can give at least 3 reasons to support their opinion. They can provide a sense of closure to their piece when they have finished. Proficient writers can write a detailed **informative/explanatory** piece about a topic. They can name the topic. They can supply 3-4 facts about the topic and provide a sense of closure. When writing **narrative pieces**, proficient



writers can recount 2 or more appropriately sequenced events. They can include details regarding what happened. They can use temporal words to signal event order. They can provide some sense of closure. They 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 can print all upper and lowercase letters. They use common, proper and possessive nouns. They use singular and plural nouns with matching verbs (He hops, We hop). Proficient writers use personal, possessive, and indefinite pronouns (I, me, my, them, etc.). They use verbs to convey a sense of past, present and future. They use frequently occurring conjunctions (and, so, because). Proficient writers use frequently occurring prepositions (during, beyond, toward). They can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Uses appropriate writing conventions (capitalization, punctuation, and grammar)- Proficient writers capitalize dates and names of people. They use end punctuation for sentences. They use commas in dates and to separate single words in a series. Proficient writers use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. They spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

SPEAKING AND LISTENING

Participates effectively in classroom discussions and conversations- Proficient communicators 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. They build on others' talk in conversation by responding to the comments of others through multiple exchanges. Proficient communicators ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. They can describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

Expresses ideas and feelings clearly- Proficient communicators produce complete sentences when appropriate to task and situation. They can use common, proper and possessive nouns correctly. They use singular and plural nouns with matching verbs

correctly. They use personal, possessive and indefinite pronouns correctly. Proficient communications use verbs to convey past, present and future correctly. They use frequently occurring adjectives correctly. They use 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](#)