

**Willington Public Schools  
Grade 1  
End of Trimester 1  
Language Arts Performance Expectations**

<p style="text-align: center;"><b>Reading Literature</b></p>	<p><b><u>Reads Literature Using Key Ideas And Details</u></b></p> <ul style="list-style-type: none"> <li>● Can talk about how to predict text content.</li> <li>● Beginning to integrate prediction and verification.</li> <li>● Asks some questions relevant to a story; can answer questions.</li> <li>● Often able to identify the central message of a story and supplies some supporting information.</li> </ul> <p><b><u>Reads Literature Identify Craft and Structure</u></b></p> <ul style="list-style-type: none"> <li>● Provides some details about characters, setting, and events when retelling a story.</li> <li>● Frequently uses names of story elements in discussions (e.g. character, setting).</li> <li>● Retells most important story events in sequence.</li> <li>● Usually able to discriminate between fiction and nonfiction.</li> <li>● Identifies words and phrases in stories or poems that suggest feelings.</li> </ul> <p><b><u>Reads Literature Integrating Knowledge and Ideas</u></b></p> <ul style="list-style-type: none"> <li>● Talks about characters in books using picture clues, personal experience, and the text to make inferences.</li> <li>● Makes some comparisons with other texts read or viewed.</li> </ul> <p><b><u>Reads and Comprehends at Various Levels of Text Complexities</u></b></p> <ul style="list-style-type: none"> <li>● Frequently selects own reading material according to interest, purpose, and level of difficulty.</li> <li>● Reads voluntarily for interest and own purposes.</li> </ul>
<p style="text-align: center;"><b>Reading For Information</b></p>	<p><b><u>Reads Informational Text Using Key Ideas and Details</u></b></p> <ul style="list-style-type: none"> <li>● Taught Trimester 2</li> </ul> <p><b><u>Reads Informational Text Identifying Craft and Structure</u></b></p> <ul style="list-style-type: none"> <li>● Taught Trimester 2</li> </ul> <p><b><u>Reads Informational Text Integrating Knowledge and Ideas</u></b></p> <ul style="list-style-type: none"> <li>● Taught Trimester 2</li> </ul> <p><b><u>Reads and Comprehends Literature at Various Levels of Text Complexities</u></b></p> <ul style="list-style-type: none"> <li>● Taught Trimester 2</li> </ul>
<p style="text-align: center;"><b>Reading Foundational Skills</b></p>	<p><b><u>Demonstrates Foundational Skills Through Concepts Of Print</u></b></p> <ul style="list-style-type: none"> <li>● Recognizes features of a sentence including: beginning with a capital letter, understanding spacing, and ending with punctuation (period, question mark).</li> </ul>

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	<p><b><u>Demonstrates Foundational Skills Through The Application of Phonological Awareness</u></b></p> <ul style="list-style-type: none"> <li>● Uses short vowel sounds to read single-syllable words.</li> <li>● Isolates and pronounces initial, medial short vowel and final sounds in spoken single-syllable words.</li> <li>● Segments spoken single-syllable words into their complete sequence.</li> </ul> <p><b><u>Demonstrates Foundational Skills By Applying Phonics And Word Recognition</u></b></p> <ul style="list-style-type: none"> <li>● Recognizes at least 65 high frequency sight words.</li> <li>● Knows the spelling-sound correspondences for common consonant digraphs (ch, sh, th, wh, and ck).</li> <li>● Knows the spelling-sound correspondences for the glued sounds -am,-an,-all,-ank,-ink,-onk,-unk,-ang,-ing,-ong, and -ung.</li> <li>● Decodes a short vowel one-syllable word with ease.</li> </ul> <p><b><u>Demonstrates Foundational Skills With Sufficient Accuracy and Fluency In Grade Level Text</u></b></p> <ul style="list-style-type: none"> <li>● Usually uses picture clues and knowledge of context to check understanding of meaning.</li> <li>● Sometimes reads-on to confirm meaning.</li> <li>● Is beginning to self-correct as a strategy.</li> <li>● Able to read text they have not seen before, but have been previewed for them, with 94% or better accuracy of word recognition (self-correction allowed).</li> <li>● May read in phrases or line-by-line when reading an unfamiliar text.</li> <li>● May attend to punctuation</li> </ul>
<b>Writing</b>	<p><b><u>Uses Text Types For Various Purposes To Compose A Written Piece</u></b></p> <ul style="list-style-type: none"> <li>● Composes stories with 2 or more sequenced events.</li> <li>● Experiments with including some details, and temporal words (first, next, then, after that, finally.)</li> <li>● Provide some sense of closure.</li> </ul> <p><b><u>Produces and Shares Multiple Writing Pieces Through A Variety Of Tools</u></b></p> <ul style="list-style-type: none"> <li>● Begins to edit and revise writing with guidance and support from peers and adults.</li> <li>● Begins to use digital tools to produce and publish writing.</li> </ul> <p><b><u>Collects Research to Build and Present Knowledge Through Various Written Pieces</u></b></p> <ul style="list-style-type: none"> <li>● Taught Trimester 2</li> </ul>

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<p style="text-align: center;"><b>Speaking and Listening</b></p>	<p><b><u>Uses Speaking and Listening Skills To Comprehend And Collaborate With Others</u></b></p> <ul style="list-style-type: none"> <li>● During discussions, responses are usually appropriate to the topic.</li> <li>● When talking about personal experiences, usually is able to stay focused on the topic and includes several details.</li> </ul> <p>Asks and answers questions to gather additional information.</p> <p><b><u>Uses Speaking And Listening Skills To Present Knowledge And Ideas</u></b></p> <ul style="list-style-type: none"> <li>● Usually speaks in complete sentences.</li> <li>● Provides details, expressing ideas and feelings clearly.</li> <li>● Clarifies ideas, thoughts, and feelings in a visual display.</li> </ul>
<p style="text-align: center;"><b>Language</b></p>	<p><b><u>Demonstrates Understanding Of Conventions In Standard English Grammar When Writing and Speaking</u></b></p> <ul style="list-style-type: none"> <li>● Prints most upper- and lowercase letters correctly.</li> <li>● Beginning to use capital letters as needed.</li> <li>● Begins to use end punctuation when appropriate.</li> <li>● Begins to use common, proper and possessive nouns.</li> <li>● Begins to use personal (I/Me) and possessive (He/His) pronouns.</li> <li>● Is beginning to use verbs to convey a sense of past, present and future. (Yesterday I walked home, Today I walk home, Tomorrow I will walk home).</li> <li>● Is beginning to use frequently occurring adjectives.</li> <li>● Is beginning to use frequently occurring conjunctions (and, so, but, because).</li> <li>● Is beginning to use prepositions (during, beyond, toward).</li> <li>● Is beginning to produce more elaborate sentences.</li> <li>● Spells untaught words phonetically.</li> <li>● Spells at least 12/15 words correctly on monthly spelling tests.</li> <li>● Writes spelling words accurately in most written work.</li> </ul> <p><b><u>Acquires And Uses Grade Appropriate Vocabulary And Phrases</u></b></p> <ul style="list-style-type: none"> <li>● Begins to use grade-appropriate words in context.</li> <li>● Sorts some words into categories to gain a sense of the concepts the categories represent.</li> <li>● Identifies some real-life connections between words and their use (example: note places at home that are <i>cozy</i>).</li> <li>● Sometimes demonstrates an understanding of word relationships (example: look, peek, stare) and subtle differences in word meanings (example: large, gigantic).</li> <li>● Begins to use root words (example: look) and their inflectional forms (example: looks, looked, looking).</li> <li>● Acquires new vocabulary through a variety of sources (conversation, books).</li> </ul>