

**Willington Public Schools
Grade 1
End of Trimester 2
Language Arts Performance Expectations**

<p>Reading Literature</p>	<p><u>Reads Literature Using Key Ideas and Details</u></p> <ul style="list-style-type: none"> ● Taught in Trimester 1 and 3 <p><u>Reads Literature Using Craft and Structure</u></p> <ul style="list-style-type: none"> ● Taught in Trimester 1 and 3 <p><u>Reads Literature Integrating Knowledge and Ideas</u></p> <ul style="list-style-type: none"> ● Taught in Trimester 1 and 3 <p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> ● Taught in Trimester 1 and 3
<p>Reading for Information</p>	<p><u>Reads Informational Text Using Key Ideas and Details</u></p> <ul style="list-style-type: none"> ● Asks and answers questions about key details in a text. ● Identifies the main topic and retells key details of a text. ● Describes the connection between two individuals, events, ideas, or pieces of information in a text. <p><u>Reads Informational Text Identifying Craft and Structure</u></p> <ul style="list-style-type: none"> ● Asks and answers questions to help determine or clarify the meaning of words and phrases in a text. ● Knows and uses various text features (e.g., headings, tables of contents, glossaries, etc.) to locate key facts or information in a text. ● Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text. <p><u>Reads Informational Text Integrating Knowledge and Ideas</u></p> <ul style="list-style-type: none"> ● Uses the illustrations and details in a text to describe its key ideas. ● Identifies basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures). <p><u>Reads and Comprehends Literature at Various Levels of Text Complexities</u></p> <ul style="list-style-type: none"> ● Frequently selects own reading material according to interest, purpose, and level of difficulty. ● Reads voluntarily for interest and own purposes.
<p>Reading Foundational Skills</p>	<p><u>Demonstrates Foundational Skills Through Concepts of Print</u></p> <ul style="list-style-type: none"> ● Recognizes features of a sentence including: beginning with a capital letter, understanding spacing, and ending with punctuation (period, question mark). <p><u>Demonstrates Foundational Skills Through the Application of Phonological Awareness</u></p> <ul style="list-style-type: none"> ● Distinguishes long from short vowels in single-syllable words. ● Uses short vowel sounds to read single and two-syllable words. ● Isolates and pronounces initial, medial short vowel and final sounds in spoken single and two-syllable words. ● Segments spoken single and two-syllable words into their complete sequence.

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<p style="text-align: center;">Reading Foundational Skills continued</p>	<ul style="list-style-type: none"> ● Recognizes at least 140 high frequency sight words. ● Knows the spelling-sound correspondences for common consonant digraphs (ch, sh, th, wh, and ck) and blends (2 consonants together). ● Reads words with inflectional endings (s, es, ed, ing). ● Decodes a short vowel one and two-syllable word with ease. <p><u>Demonstrates Foundational Skills with Sufficient Accuracy and Fluency in Grade Level Text</u></p> <ul style="list-style-type: none"> ● Usually uses picture clues and knowledge of context to check understanding of meaning. ● Sometimes reads-on to confirm meaning. ● Able to read a previewed text, with 94% or better accuracy of word recognition (self-correction allowed). ● Reads in longer phrases or line-by-line when reading an unfamiliar text. ● Often attends to punctuation. ● Reads 23 or more words per minute on first grade passages.
<p style="text-align: center;">Writing</p>	<p><u>Uses Text Types for Various Purposes to Compose A Written Piece</u></p> <ul style="list-style-type: none"> ● Composes informative texts in which they name a topic and supply some facts about the topic. ● Provides some sense of closure. <p><u>Produces and Shares Multiple Writing Pieces Through a Variety of Tools</u></p> <ul style="list-style-type: none"> ● Begins to edit and revise writing with guidance and support from peers and adults. ● Uses capital letters as needed. ● Uses end punctuation when appropriate. ● Begins to use digital tools to produce and publish writing. ● Responds to questions and suggestions from peers to strengthen writing. <p><u>Collects Research to Build and Present Knowledge Through Various Written Pieces</u></p> <ul style="list-style-type: none"> ● Explores informational books to be able to gather information to write their own how-to or informational writing piece. ● Conducts research based on focused questions. (Example: Where do birds live?) ● Uses multiple sources (internet, books, and/or magazines) to research a given topic and answer questions on that topic.
<p style="text-align: center;">Speaking and Listening</p>	<p><u>Uses Speaking and Listening Skills to Comprehend and Collaborate With Others</u></p> <ul style="list-style-type: none"> ● During discussions, responses are usually appropriate to the topic. ● When talking about personal experiences, usually is able to stay focused on the topic and includes several details. ● Asks and answers questions to gather additional information. <p><u>Uses Speaking and Listening Skills to Present Knowledge and Ideas</u></p> <ul style="list-style-type: none"> ● Usually speaks in complete sentences.

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	<ul style="list-style-type: none"> ● Provides details, expressing ideas and feelings clearly. ● Clarifies ideas, thoughts, and feelings in a visual display.
Language	<p><u>Demonstrates Understanding of Conventions in Standard English Grammar When Writing and Speaking</u></p> <ul style="list-style-type: none"> ● Prints most upper- and lowercase letters correctly. ● Often uses capital letters when needed. ● Often uses end punctuation when appropriate. ● Often uses common, proper and possessive nouns. ● Often uses singular and plural nouns and matching verbs in basic sentences. ● Often uses personal (I/Me) and possessive (He/His) pronouns. ● Often uses verbs to convey a sense of past, present and future. (Yesterday I walked home, Today I walk home, Tomorrow I will walk home). ● Often uses frequently occurring adjectives. ● Often uses frequently occurring conjunctions (and, so, but, because). ● Often uses prepositions (during, beyond, toward). ● Often produces sentences with elaboration. ● Spells most untaught words phonetically. ● Spells at least 12/15 words correctly on monthly spelling tests. ● Writes spelling words accurately in most written work. <p><u>Acquire and Use Grade Appropriate Vocabulary and Phrases</u></p> <ul style="list-style-type: none"> ● Often uses grade-appropriate words in context. ● Often sorts words into categories to gain a sense of the concepts the categories represent. ● Often identifies real-life connections between words and their use (example: note places at home that are <i>cozy</i>). ● Often demonstrates understanding of word relationships (example: look, peek, stare) and subtle differences in word meanings (example: large, gigantic). ● Often uses root words (example: look) and their inflectional forms (example: looks, looked, looking). ● Acquires new vocabulary through a variety of sources (conversation, books).