Enfield Public Schools
Language Arts– Grade 1

REVIEW PREVIOUS GRADE LEVEL LEARNER OUTCOMES AND SAMPLE INDICATORS/ASSESSMENTS

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS
The student will know how to:	The student will be able to:
Reading **Concepts About Print** 1. Demonstrate Concepts About Print.	• Match oral word to printed, (e.g., *one-one-correspondence*). • Distinguish words from sentences. • Identify title page, table of contents, author, and illustrator of books. • Read simple graphs, charts, and diagrams.
Phonological Awareness 2. Demonstrate phonological awareness.	• Identify initial, medial, and final sounds in words. • Distinguish long and short vowel sounds in spoken one- syllable words (*e.g. bit/bite).* • Delete, add, and substitute letter sounds in initial position to make different words. • Segment one-syllable spoken words into phonemes. • Blend up to four orally presented phonemes into a correct CVC word. • Identify the number of syllables in a spoken word.
Phonics 3. Demonstrate phonetic skills.	• Identify uppercase and lowercase letters when shown out of order. • Match sounds to letters to read words. • Know sounds for common letter patterns, (e.g. *th,ch,ee,igh,ing,ed).* • Decode words with common letter patterns (e.g., *–ake, -ick*). • Decode regular one-syllable words and nonsense words presented out of context, by using knowledge of sound/symbol relationships and the alphabetic principle. • Decode compound words, contractions, and words with common inflectional endings. • Use context clues and pictures to aid in the decoding of new words when letters are not sufficient.

Reading Strategies	
4. Use all cueing systems with a wide variety of reading and writing materials. Cueing systems: Visual, Meaning, and Syntactic.	• Demonstrate return sweep in reading and in writing. • Use picture clues to construct meaning. • Cross-check letter/sound relationships. • Self-correct. • Recognize that the text does not make sense. • Reread to clarify meaning. • Recognize that the text does or does not sound like spoken English.
5. Use appropriate strategies before, during, and after reading in order to construct meaning.	**Before** • Identify the elements of a genre to help understand the characteristics of different texts (*fairy tales, problem /solution in fictional stories, repetitive phrases of nursery rhymes).* • Make predictions about text by looking at the title, cover, and author. • Identify the purpose for reading the text. • Make connections to texts based on prior knowledge of the topics. **During** • Ask and answer questions about the text. • Recognize and use text features, such as a map or graph, to find information. • Read non-fiction text to gain specific information (*main idea and details).* • Read and follow simple directions. • Create mental imagery about text when prompted by the teacher. • Make connections including, text-to-text and text-to-self. • Make and confirm predictions. • Make inferences to construct meaning. • Reread when something doesn't make sense. • Use cueing system to determine meaning of unknown words. • Read and follow simple directions. **After** • Answer "who","what", "when", "where", "why", and "how" questions about nonfiction text. • Identify story elements (*character,*

	setting, plot, theme, conflict, and point of view). • Identify the topic of and two facts about nonfiction text. • Summarize information with a beginning, middle, and end (BME). • Follow one-step written directions.
Comprehension 6. Construct meaning from text using comprehension strands.	
Forming a General Understanding (CMT Strand A) The reader will demonstrate understanding of the text's general content.	• Determine the main idea or theme (*non-fiction/fiction*) using evidence from the text. • Explain why the author, illustrator, film maker chose this title and determine additional titles. • Retell the main events and identify characters, settings, problems, solutions, and details. • Predict and confirm outcomes prior to reading and throughout the text. • Develop and answer open-ended questions. • Generate and respond to questions before, during, and after reading (*QAR-Question Answer Relationships).* • Label questions: • "right there" (*literal*) • "think and search" (*inferential*) • "author and you" (*critical/interpretive*) • "on my own" (*critical/interpretive*) • Apply context clues in completing cloze activities.
Developing an Interpretation (CMT Strand B) The reader will interpret and/or explain the text.	• Use graphic organizers with emphasis on Beginning/Middle/End (BME) and KWL. • Draw conclusions from stated or implied information with evidence from the text. • Recognize the difference between fiction and non-fiction: real and make-believe selections, poetry. • Connect through discussion the text and outside experiences and/or prior knowledge. • Connect to the text by writing a

Making Reader/Text Connections (CMT Strand C) The reader will connect or associate the text with one's own life.	personal response.
Examining Content and Structure (CMT Strand D) The reader will elaborate on the text and make judgments about the text's quality and themes.	• Identify the words an author uses to create an image in the reader's mind. • Develop and ask one question that would provide more information about a topic after reading a non-fiction text. • Write a different ending to a story.
Fluency 7. Develop reading fluency (ability to read a text accurately, quickly, and with expression). 8. Recognize and use high frequency words.	• Read aloud, attending to punctuation,(e.g., *pause at commas and periods, use inflection with question marks, use excitement with exclamation marks).* • Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech. • Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute. • Read a list of at least 110 high frequency words (DOLCH).
Vocabulary 9. Recognize and use grade appropriate vocabulary.	• Build sight word vocabulary. • Recognize multiple meanings of words. • Develop vocabulary through listening, speaking, reading, writing, and viewing. • Explain and use content vocabulary (*math, music, art, science, social studies, etc.)* appropriately and accurately. • Identify and use contractions, possessives, synonyms, and antonyms. • Classify categories of words (e.g. *can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas).*

Reading Reflection / Behaviors
 	
  10. Demonstrate appropriate reading
        reflections and behaviors.
	• Select "just right" books to independently read based on known criteria,(e.g., *five-finger rule*, *favorite author*, etc.).
	• Choose a variety of genres to read.
	• Read of listen to a text and explain its appeal.
	• Reflect orally on reading behaviors when prompted, (e.g., *What did I learn today as a reader?).*
	• Choose to read for enjoyment and for informational purposes.
	
	• Respond to a reading interest survey.

Writing	

Handwriting
  11.Demonstrate and use appropriate
      handwriting conventions.
	• Print legibly, (e.g. *size, spacing, formation, upper and lower case*).

Writing Process 12. Produce a written piece of work.	• **Plan:** generate ideas, (e.g. *brainstorm, sketch, web*). • **Draft:** Complete a draft with three or more related sentences, using ideas generated in the planning stage. • **Revise**: Revise a completed draft by adding, deleting, and/or rearranging words. • **Edit**: Edit drafts for errors in beginning capitalization and ending punctuation. • **Publish/Present:** Publish and present completed drafts, (e.g., *author's chair, reading aloud to parents / peers).* • **Reflect:** State the way in which changes to the writing made it better.
    13. Write to a specific genre, trait, or craft.	• **Descriptive**: Write details about a topic, (e.g. *favorite food, place*, etc.) using adjectives. • **Narrative:** Write personal and fictional narratives that consist of three or more related sentences using action verbs and demonstrating voice*(e.g. tone, expressive language).*

	• **Expository:** Write personal correspondence (e.g., *e-mail, thank you note, friendly letter*). Write to explain a process (*e.g. make a sandwich, etc.*). • **Persuasive:** Write reasons for liking something. (*e.g. school, book, best friend, pet, etc.*).
Editing 14. Edit written work for capitalization, punctuation, usage, and spelling.	• Use capitals: *I, beginning of sentence, specific names of people, places, groups, months, days, holidays and titles of people.* • Use punctuation: *period, question mark, exclamation point and comma in a date.* • Use nouns, verbs, and adjectives. • Use simple singular and plural nouns, (*e.g. house/houses, girl/girls*). • Recognize and use endings: *s, ed, ing* to signal past and present verb tense. • Recognize special problems in usage: *to, two, too, I, me, know, no.* • Spell grade 1 words / High Frequency Words (DOLCH) correctly. • Use spelling approximations, including beginning, middle, and ending sounds and conventional spelling of common words. • Use standard spelling of grade 1 words in published work.
Listening/Speaking/Viewing 15. Listen to and follow directions.	• Listen attentively to others without interrupting. • Listen for specific information in order to respond to questions. • Maintain eye contact, in line with cultural traditions, when listening to others. • Listen to acquire information from a variety of sources. • Follow a three step task to completion. • Ask questions for clarification and understanding. • Give, restate, and follow simple two-step verbal directions.

16. Use oral language with clarity and voice to communicate a message	• Retell directions. • Stay on topic. • Use descriptive words when speaking about familiar people, places, things, and events. • Express ideas in a logical sequence. • Use vocabulary that is accurate and reasonably specific. • Use elements of diction, inflection, volume, and pace. • Tell personal narratives using organizational patterns, including beginning, middle, and end. • Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.
17. Use audio/video and mass media to increase subject knowledge and influence speaking and writing.	• Generate and answer questions. • Write a personal response using pictures/ print. • Use technological resources to enhance reading and writing.
Study Skills/Test Taking Strategies 18. Use study skills and test taking strategies.	**Multiple Choice Items:** • Use "Look-Back" or "Reread" Strategy to confirm information. • Read through all answer options before choosing answer. **Open-ended Items:** • Use details from the passage (supporting evidence).