

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 1

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| <p style="text-align: center;">Massachusetts Standards</p> <p style="text-align: center;">Strand: Reading Foundational Skills</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Students will be able to:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade level text with purpose and understanding.</p> <p>Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>(Standard 4)</i></p> </div> | <p>Big Ideas</p> <ul style="list-style-type: none"> • The early elementary grades represent a crucial stage in the development of reading ability. • A number of essential foundational skills and understandings are acquired and expanded during these years that enable students to develop the full repertoire of abilities that represent mature reading. • These skills and understanding are most easily learned when explicitly taught, practiced in a supportive environment, and monitored by the learner and teacher. • Instruction in these foundational skills and understandings must be conducted in conjunction with opportunities to engage in authentic reading and writing experiences. <hr/> <p>Key Outcomes</p> <p>Students will demonstrate an understanding of reading by:</p> <ul style="list-style-type: none"> • Demonstrating understanding of the organization and basic features of print. <i>(Standard 1)</i> • Demonstrating understanding of spoken words, syllables, and sounds (<i>phonemes</i>). <i>(Standard 2)</i> • Knowing and applying grade-level phonics and word analysis skills in decoding words. <i>(Standard 3)</i> <hr/> <p>Essential Knowledge and Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (<i>e.g., first word, capitalization, ending punctuation</i>). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (<i>phonemes</i>), including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds (<i>phonemes</i>) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (<i>phonemes</i>). • Know the spelling-sound correspondences for common consonant digraphs. |
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| | <ul style="list-style-type: none">• Decode regularly spelled one-syllable words.• Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.• Decode two-syllable words following basic patterns by breaking the words into syllables.• Read words with inflectional endings.• Recognize and read grade-appropriate irregularly spelled words. |
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