

Mansfield Public Schools
Progress Report
Grade One - June

Reading to Understand

During this marking period students have applied all past and newly learned skills/strategies to become more proficient readers. Students can now blend up to four orally presented phonemes into a correct c-v-c word and to segment one syllable spoken words into phonemes (up to six sounds). They can decode compound words, contractions, and words with common endings (e.g., -es). Regular one syllable words (e.g., sit, take, need) and nonsense words (e.g., vit, dake, jeed) can also be decoded. Students know the sounds for common letter patterns and use this knowledge when decoding words. When reading students use prior knowledge, context, photos, illustrations, and diagrams to predict and confirm meaning. They can classify categories of words and explain the meaning of content vocabulary. Students can apply a number of strategies to comprehend informational text and form clear questions and responses about what has been read. They can retell informational text and organize the information in proper sequence with a beginning, middle, and end when using a graphic organizer. Students recognize and use text features to find information and can create mental imagery about a text when prompted by teacher. Inferences about characters and settings using picture clues, read-alouds, and discussions can be made. Students can make text-to-self and text-to-text connections. Students are beginning to make informed judgments about text of different genres and authors. A personal opinion or judgment about what is read, heard, or viewed can be supported with at least two appropriate reasons. They can explain why they think/feel orally and in simple written responses. Students can read more fluently due to increased automatic word recognition, awareness of text features and increased reading rate.

Writing to Communicate

Students have continued to write for a variety of purposes in modes such as the friendly letter; explanation and personal expository; personal narrative with supporting details; and poetry that rhymes. Students use strategies to generate and develop a written piece that includes a beginning, middle, and end. Appropriate word choice and correct use of verbs should be evident in the writing. They are expected to write in complete sentences that begin in a variety of ways and contain descriptive words. Students use conventional spelling (short vowel patterns, blends, digraphs, and long vowel silent e) when spelling some common words. They apply their knowledge of words, sounds, and spelling to make approximations when spelling new words. All words that have been taught should be used and spelled correctly. Capital letters at the beginning of a sentence, proper nouns, and "I" are expected to be used correctly in all writing. Students should know when a period, exclamation point, or question mark should be used at the end of a sentence. They are expected to edit writing for correct capitalization, punctuation, muscle words taught, and complete sentences. A simple checklist can be used for editing. Students should write legibly by applying handwriting skills such as consistent size of letters, consistent spacing between words, correct letter formation and by using an effective pencil grip. When communicating students should be able to stay on topic and ask questions for clarification and/or understanding. They can recite short poems, rhymes, and songs. Students use descriptive words when speaking about familiar people, places, things, and events. They can listen to or read a variety of genres to use as models for writing in different modes. At this time of year students are able to give, state, and follow two-step directions.

Mathematics

Students are continuing to build number sense when counting by twos to 50. The strategies for basic addition and subtraction facts to 10 learned last marking period should be solid as they work on knowing their facts with automaticity. Students can match a number fact sentence to the correct picture. Mental math and estimation skills are continuing to be developed. By the end of the year they are expected to count the value of a set of pennies, nickels, dimes, and/or quarters to \$1.00. In geometry, students can identify and name 2-dimensional and 3-dimensional shapes. They sort the shapes by an attribute such as shape, color, number of sides, etc. Measurement skills worked on include reading time on an analog clock to the hour and half hour, knowing the number of days in the week and the month, and practice estimating and measuring areas using non-standard units of measurement. They also measure lengths of objects in inches. Pattern work this marking period includes an understanding that there is a relationship between the number of animals and the number of legs (counting by 4's). Students collect data, post it on pre-made graphs, and then make generalizations and predictions based on the data. In problem solving students are solving problems using a variety of strategies and sharing their thinking with the group. Students use pictures, numbers, and/or words to explain their thinking.