MANSFIELD PUBLIC SCHOOLS
Progress Report
Grade 1 – November 2015

Reading to Understand

Developing reading skills, comprehension and endurance in order to enhance the joy of literacy are the primary goals for grade one students. During this marking period, children have been working on phonological awareness, decoding, fluency, vocabulary, and comprehension skills and strategies. Auditory skills such as identifying all initial, medial, and final sounds in single syllable words, blending sounds to make one syllable words, segmenting (breaking apart) three sound words, and hearing syllables in words are taught. Students use strategies to decode new one and two syllable words by using their knowledge of basic word patterns and word families. They also use word families to read new words and to decode words that end in the suffix –s. By this time of the year, students understand the organization and basic features of print and they can recognize features of a sentence. Fluent automatic reading of taught sight words is expected. Students are also expected to read aloud grade level text with accuracy and use punctuation clues appropriately. At this time of year, they are expected to speak in complete sentences and clearly share personal experiences using vocabulary appropriate to the topic while following agreed upon rules for discussion. They know when and how to take a turn in a conversation and are learning when and how to interrupt appropriately. The vocabulary and phrases used in discussion reflects an awareness of the topic. Students in grade one are learning to comprehend by making a prediction and supporting it with text information; making meaningful connections; activating prior knowledge about the topic; distinguishing between fiction and informational text (nonfiction); asking and answering questions about the text; and by retelling key text details.

Writing to Communicate

During the first marking period, students learn that writing is a form of communication and that there are different types of writing. They learn to write for different purposes. Writing informative or explanatory, and narratives texts are taught. The vocabulary used in writing is appropriate and relative to the type of writing. Illustrations, if drawn, will support the written topic. Students at this time of year are expected to write in complete sentences; use a capital letter at the beginning of a sentence, in names and the word “I”; and use a period at the end of a sentence. They are expected to spell taught words correctly. Students will attempt to spell new words correctly using the spelling patterns and conventions they have been taught. Students are learning to write legibly by developing handwriting skills such as consistent size of letters, consistent spacing between words, correct letter formation, and by using an effective pencil grip.

Mathematics

Students start the year engaged in subitizing activities (the ability to instantly recognize how many without counting) with collections of up to 10 objects. This helps students use creative and formal strategies for addition and subtraction. Knowing 1 more and 1 less than a given number is an important skill students are learning. They count by 1s, 2s, 5s, and 10s during the first couple of months of school. The class will make and read simple graphs using pictures and tally marks. Measuring length with nonstandard units is introduced and contributes to the continued development of number sense. In the second unit students learn various strategies for adding and subtracting single digit numbers. Students are beginning to understand the relationship between addition and subtraction and teachers are trying to move students away from counting each object individually to being able to count on from one of the two numbers being added. Students are using a variety of models – the number rack, dominoes, tens frames – to develop their additive reasoning skills.