



1st grade English Language Arts Curriculum and Assessment Guide 2017-2018

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Section 1:

Assessment Schedule

Please note: Teacher instructions and student copies of all **REQUIRED** Word Study and Common Formative Assessments (CFAs) will be printed at Midway and delivered to schools prior to the assessment window.



Assessment Windows	Required/Suggested	Reading Assessments	Writing Assessments	Phonics Assessments
Beginning of the Year Aug. 7- Aug. 25	REQUIRED	<ul style="list-style-type: none"> ❖ Administer Placement Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading</i> Universal Screening Beginning of Year Assessment ➤ <i>Benchmark Literacy Oral Reading Record</i> 	<ul style="list-style-type: none"> ❖ Administer Placement Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Placement Assessment Prompt: Journal (use rubric provided to score) 	<ul style="list-style-type: none"> ❖ Administer Placement Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>Benchmark BuildUp Phonics Sight Words Assessment</i> Pretest
Beginning of the Year Aug. 7- Aug. 25	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Begin-Year Comprehension Strategy Assessment 	<ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study</i> On-Demand Performance Assessment Prompt - Narrative Writing (use <i>Writing Pathways</i> page 182 for prompt and page 183 for rubric) 	
During/End 1st grading period Aug. 7- Oct. 5	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit <ul style="list-style-type: none"> ➤ Unit 1: Identify Stated Main Idea & Supporting Details (CSA: 11-12) ➤ Unit 2: Analyze Character (CSA: 1-2) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 1 and 2 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 1: Small Moments (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing</i> Unit 1 Journals ❖ <i>Benchmark Writing</i> Unit 2 Personal Narratives 	<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics</i> Phonemic Awareness Assessment Pretests ❖ <i>Benchmark BuildUp Phonics</i> Phonics Assessment Pretests ❖ <i>Benchmark BuildUp Phonics</i> Units 1-6 Quick Check Assessments
During/End of 1st grading period Sept. 18- Sept. 29	REQUIRED	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA) 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Narrative (use rubric provided to score) 	
Beginning of 2nd grading period Oct. 16- Oct. 20	SUGGESTED		<ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study</i> On-Demand Performance Assessment Prompt - Information Writing (use <i>Writing Pathways</i> page 128 for prompt and page 129 for rubric) 	

<p>During/End of 2nd grading period</p> <p>Oct. 16- Dec. 20</p>	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 3: Identify Sequence of Events (CSA: 15-16) ➤ Unit 4: Analyze Story Elements (CSA: 3-4) ➤ Unit 5: Make Inferences (CSA: 17-18) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 3-5 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 2: Published Nonfiction Chapter Book (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing</i> Unit 3 Published Informational Report 	<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics</i> Phonemic Awareness Assessment Posttests ❖ <i>Benchmark BuildUp Phonics</i> Units 7-15 Quick Check Assessments
<p>During/End of 2nd grading period</p> <p>Nov. 20- Dec. 1</p>	REQUIRED	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA) 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Informational (use rubric provided to score) 	
<p>Beginning of Second Semester</p> <p>Jan. 2- Jan. 12</p>	REQUIRED	<ul style="list-style-type: none"> ❖ Administer Tests/ Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading</i> Universal Screening Mid-Year Assessment ➤ <i>Benchmark Literacy</i> Oral Reading Record 		
<p>Beginning of Second Semester</p> <p>Jan. 2- Jan. 12</p>	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Mid-Year Comprehension Strategy Assessment 	<ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study</i> On-Demand Performance Assessment Prompt – Opinion Writing (use <i>Writing Pathways</i> page 86 for prompt and page 87 for rubric) 	
<p>During/End of 3rd grading period</p> <p>Jan. 2- Mar. 9</p>	SUGGESTED	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 6: Summarize Information (CSA: 21-22) ➤ Unit 7: Make Predictions (CSA: 19-20) ➤ Unit 8: Compare and Contrast (CSA: 5-6) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 6-8 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 3: Published Review (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing</i> Unit 4 Published Book Review 	<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics</i> Units 16-24 Quick Check Assessments

<p>During/End of 3rd grading period</p> <p>Feb. 12- Feb. 23</p>	<p>REQUIRED</p>	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA) 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Opinion (use rubric provided to score) 	
<p>During/End of 4th grading period</p> <p>Mar. 12- May 24</p>	<p>SUGGESTED</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 9: Identify Cause and Effect (CSA: 13-14) ➤ Unit 10: Draw Conclusions (CSA: 9-10) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 9 and 10 ❖ <i>Benchmark Literacy</i> End of Year Comprehension Strategy Assessment 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 4: Published Scenes to Series Narrative (use <i>Writing Pathways</i> book resources: rubric and/or checklists) 	<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics</i> Units 25-31 Quick Check Assessments ❖ <i>Benchmark BuildUp Phonics</i> Phonics Assessment Posttests
<p>During/End of 4th grading period/ End of Year</p> <p>May 1- May 24</p>	<p>REQUIRED</p>	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading</i> Universal Screening End of Year Assessment ➤ <i>Benchmark Literacy</i> Oral Reading Record 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Narrative (use rubric provided to score) 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>Benchmark BuildUp</i> Sight Word Assessment Posttest

Section 2:

Pacing Guides

Please note: The following pacing guides represent the *minimal* teaching requirements for English Language Arts. Teachers are encouraged to supplement instruction in order to meet the needs of all learners.



Suggested Timeframes	Reading Workshop	Writing Workshop	Integrated Unit Connections (Optional)	Phonics
<p>REQUIRED Assessments: Beginning of Year</p>	<p>❖ Administer Placement Tests/Record and file results on First Grade Student Profile Folder:</p> <ul style="list-style-type: none"> ➢ STAR360 Reading Universal Screening Beginning of Year Assessment ➢ Benchmark Literacy Oral Reading Record 	<p>❖ Administer Placement Tests/Record and file results on First Grade Student Profile Folder:</p> <ul style="list-style-type: none"> ➢ WCDE Writing Placement Assessment Prompt: Journal (use rubric provided to score) 		<p>❖ Administer Placement Tests/Record and file results on First Grade Student Profile Folder:</p> <ul style="list-style-type: none"> ➢ Benchmark BuildUp Phonics Sight Words Assessment Pretest
<p>Suggested Assessments: Beginning of Year</p>	<p>❖ Benchmark Literacy Begin-Year Comprehension Strategy Assessment</p>	<p>❖ Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt - Narrative Writing (use <i>Writing Pathways</i> page 182 for prompt and page 183 for rubric)</p>		
<p>Focus Standards for this Grading Period</p>	<p>Foundational Literacy: Print Concepts- 1 Phonological Awareness-2 Phonics & Word Recognition- 3 Vocabulary Acquisition- 7</p> <p>Reading Literature: Key Ideas & Details- 1, 2, 3</p> <p>Reading Informational Text: Key Ideas & Details- 1, 2, 3</p> <p>Speaking and Listening: Comprehension & Collaboration -1, 2, 3 Presentation of Knowledge & Ideas- 6</p> <p>Writing: Production & Distribution- 4</p>	<p>Foundational Literacy: Print Concepts- 1 Phonological Awareness- 2 Word Composition- 4 Sentence Composition- 6</p> <p>Speaking and Listening: Comprehension & Collaboration- 1, 2, 3 Present Knowledge & Ideas- 4</p> <p>Writing: Text Types & Protocols- 3 Production & Distribution- 5</p>	<p>Science: Life Cycles Plant Growth and Changes</p> <p>Social Studies: Government and Civics</p>	<p>Foundational Literacy: Print Concepts- 1 Phonological Awareness-2 Phonics and Word Recognition- 3 Word Composition- 4 Vocabulary Acquisition- 7</p>
<p>Ongoing Standards Addressed this Grading Period</p>	<p>Foundational Literacy: Word Composition- 4 Fluency- 5 Sentence Composition- 6</p> <p>Reading Literature: Craft & Structure- 4, 6 Integration of Knowledge & Ideas- 7</p>	<p>Foundational Literacy: Phonics and Word Recognition- 3 Fluency- 5 Vocabulary Acquisition- 7</p> <p>Reading Literature: Key Ideas & Details- 1, 3 Craft & Structure- 4</p>		<p>Foundational Literacy: Fluency- 5 Sentence Composition- 6</p>

	<p>Range of Reading- 10</p> <p>Reading Informational Text: Craft & Structure- 4, 6 Integration of Knowledge & Ideas- 7, 8 Range of Reading- 10</p> <p>Speaking and Listening: Presentation of Knowledge & Ideas- 4</p> <p>Writing: Research & Present- 8 Range of Writing- 10</p>	<p>Integration of Knowledge & Ideas- 7</p> <p>Speaking and Listening: Present Knowledge & Ideas- 5, 6</p> <p>Writing: Production & Distribution- 4, 6 Research & Present- 8 Range of Writing- 10</p>		
<p>Weeks 1-3</p> <p>Aug. 7- Aug. 25</p>	<p>First Days of School Routines and Rituals: <i>Utilize pages 18-48 for specific lessons to get started with Reading Workshop.</i></p> <ul style="list-style-type: none"> ❖ Establish routines and procedures ❖ Administer Placement Tests 	<p>Making Sense of the Writer’s Workshop: <i>Utilize pages 109-142 for specific lessons to get started with Writing Workshop.</i></p> <ul style="list-style-type: none"> ❖ Establish routines and procedures ❖ Administer Placement Tests ❖ Optional- <i>Benchmark Writing Unit 1: Journal Writing</i> 	<p>Optional Integrated Units Weeks 1-9:</p> <p>Optional Instructional Units Integrating Science concepts and English Language Arts standards (aligned with Science pacing guide):</p>	<p>First Days of School Routines and Rituals:</p> <ul style="list-style-type: none"> ❖ Establish routines & procedures ❖ Administer Placement Tests <p>Benchmark BuildUp Phonics Review Lessons:</p> <ul style="list-style-type: none"> ❖ Review short vowels and consonants, lessons 1-10
<p>Weeks 4-6</p> <p>Aug. 28- Sept. 15</p>	<p>Benchmark Literacy Unit 1 Skills:</p> <ul style="list-style-type: none"> ❖ Ask Questions ❖ Identify Stated Main Idea & Supporting Details 	<p>Narrative Writing Weeks 4-9:</p> <ul style="list-style-type: none"> ❖ <i>Lucy Calkins’ Writing Units of Study Unit 1: Small Moments</i> ❖ Supplement instruction using <i>Benchmark Writing Unit 2: Personal Narrative</i> 	<ul style="list-style-type: none"> ❖ Life Cycles Reading Unit: from eduTOOLBOX ❖ From Seed to Pumpkin Close Reading Task: from eduTOOLBOX 	<p>Benchmark BuildUp Phonics: Unit 1 Skills:</p> <ul style="list-style-type: none"> ❖ l-family blends <p>Unit 2 Skills:</p> <ul style="list-style-type: none"> ❖ r-family blends <p>Unit 3 Skills:</p> <ul style="list-style-type: none"> ❖ s-family blends
<p>Weeks 7-9</p> <p>Sept. 18- Oct. 5</p>	<p>Benchmark Literacy Unit 2 Skills:</p> <ul style="list-style-type: none"> ❖ Visualize ❖ Analyze Character 	<ul style="list-style-type: none"> ❖ Supplement instruction using <i>Lucy Calkins’ If...Then...Curriculum Music in Our Hearts: Writing Songs and Poetry unit</i> ❖ Supplement instruction using <i>Lucy Calkins’ If...Then...Curriculum Authors as Mentors: Craftsmanship and Revision unit</i> 	<p>Optional Instructional Units Integrating Social Studies concepts and English Language Arts standards (aligned with Social Studies pacing guide):</p> <ul style="list-style-type: none"> ❖ A is for America Unit: from Louisiana Believes 	<p>Benchmark BuildUp Phonics: Unit 4 Skills:</p> <ul style="list-style-type: none"> ❖ Final s-family blends <p>Unit 5 Skills:</p> <ul style="list-style-type: none"> ❖ Final consonant clusters <p>Unit 6 Skills:</p> <ul style="list-style-type: none"> ❖ Final consonant clusters

<p><i>Suggested Assessments:</i> During/End of 1st nine weeks</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy Ongoing Comprehension Strategy Assessments (CSA) per unit</i> <ul style="list-style-type: none"> ➤ Unit 1: Identify Stated Main Idea & Supporting Details (CSA: 11-12) ➤ Unit 2: Analyze Character (CSA: 1-2) ❖ <i>Benchmark Literacy Unit Assessments for Units 1 and 2</i> 	<ul style="list-style-type: none"> ❖ <i>Writing Conference notes</i> ❖ <i>Lucy Calkins' Writing Units of Study Unit 1: Small Moments (use Writing Pathways book resources: rubric and/or checklists)</i> ❖ <i>Benchmark Writing Unit 1 Journals</i> ❖ <i>Benchmark Writing Unit 2 Personal Narratives</i> 		<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics Phonemic Awareness Assessment Pretests</i> ❖ <i>Benchmark BuildUp Phonics Phonics Assessment Pretests</i> ❖ <i>Benchmark BuildUp Phonics Units 1-6 Quick Check Assessments</i>
<p><u>REQUIRED Assessments:</u> During/End of 1st nine weeks</p>	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA) 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Narrative (use rubric provided to score) 		



Suggested Timeframes	Reading Workshop	Writing Workshop	Integrated Unit Connections (Optional)	Phonics
<p><i>Suggested Assessments:</i> Beginning of 2nd grading period</p>		<p>❖ <i>Lucy Calkins' Writing Units of Study</i> On-Demand Performance Assessment Prompt - Information Writing (use <i>Writing Pathways</i> page 128 for prompt and page 129 for rubric)</p>		
<p>Focus Standards for this Grading Period</p>	<p>Foundational Literacy: Phonics & Word Recognition- 3 Vocabulary Acquisition- 7</p> <p>Reading Literature: Key Ideas & Details- 1, 2, 3 Craft & Structure- 4, 5, 6</p> <p>Reading Informational Text: Key Ideas & Details- 1, 2, 3 Craft & Structure- 4, 5, 6</p> <p>Speaking and Listening: Comprehension & Collaboration -1, 2, 3 Presentation of Knowledge & Ideas- 6</p> <p>Writing: Production & Distribution- 4</p>	<p>Foundational Literacy: Phonological Awareness- 2 Word Composition- 4 Sentence Composition- 6</p> <p>Reading Informational Text: Craft & Structure- 4 Integration of Knowledge & Ideas- 7</p> <p>Speaking and Listening: Comprehension & Collaboration- 1, 2 Present Knowledge & Ideas- 4, 5, 6</p> <p>Writing: Text Types & Protocols- 2 Production & Distribution- 5 Research & Present- 7, 8</p>	<p>Science: Weather</p> <p>Social Studies: Veteran's Day</p>	<p>Foundational Literacy: Print Concepts- 1 Phonological Awareness-2 Phonics and Word Recognition- 3 Word Composition- 4 Vocabulary Acquisition- 7</p>
<p>Ongoing Standards Addressed this Grading Period</p>	<p>Foundational Literacy: Print Concepts- 1 Phonological Awareness-2 Word Composition- 4 Fluency- 5 Sentence Composition- 6</p> <p>Reading Literature: Integration of Knowledge & Ideas- 7 Range of Reading- 10</p> <p>Reading Informational Text: Integration of Knowledge & Ideas- 7, 8 Range of Reading- 10</p>	<p>Foundational Literacy: Print Concepts- 1 Phonics and Word Recognition- 3 Fluency- 5 Vocabulary Acquisition- 7</p> <p>Reading Informational Text: Key Ideas & Details- 1, 2 Craft & Structure- 5, 6 Range of Reading- 10</p> <p>Speaking and Listening: Comprehension & Collaboration- 3</p>		<p>Foundational Literacy: Fluency- 5 Sentence Composition- 6</p>

	<p><u>Speaking and Listening:</u> Presentation of Knowledge & Ideas- 4</p> <p><u>Writing:</u> Production & Distribution- 5 Research & Present- 8 Range of Writing- 10</p>	<p><u>Writing:</u> Production & Distribution- 4, 6 Range of Writing- 10</p>		
<p>Weeks 1-3 Oct. 16- Nov. 3</p>	<p><u>Benchmark Literacy Unit 3 Skills:</u></p> <ul style="list-style-type: none"> ❖ Determine Text Importance ❖ Identify Sequence of Events 	<p><u>Information Writing</u> <u>Weeks 1-9:</u></p> <ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 2: Nonfiction Chapter Books ❖ Supplement instruction using <i>Benchmark Writing Unit 3: Informational Reports</i> ❖ Supplement instruction using <i>Lucy Calkins' If...Then...Curriculum Writing How-To Books</i> unit 	<p><u>Optional Integrated Units</u> <u>Weeks 1-9:</u></p> <p><u>Optional Instructional Units Integrating Science concepts and English Language Arts standards (aligned with Science pacing guide):</u></p> <ul style="list-style-type: none"> ❖ Weather Unit: from Louisiana Believes ❖ Veteran's Day Reading Unit: from eduTOOLBOX <p><u>Optional Instructional Units Integrating Social Studies concepts and English Language Arts standards (aligned with Social Studies pacing guide):</u></p>	<p><u>Benchmark BuildUp Phonics:</u> <u>Unit 7 Skills:</u></p> <ul style="list-style-type: none"> ❖ Three letter blends <p><u>Unit 8 Skills:</u></p> <ul style="list-style-type: none"> ❖ CVCe long a <p><u>Unit 9 Skills:</u></p> <ul style="list-style-type: none"> ❖ CVCe long o <p><u>Benchmark BuildUp Phonics:</u> <u>Unit 10 Skills:</u></p> <ul style="list-style-type: none"> ❖ CVCe long i <p><u>Unit 11 Skills:</u></p> <ul style="list-style-type: none"> ❖ Open vowels <p><u>Unit 12 Skills:</u></p> <ul style="list-style-type: none"> ❖ Final digraph -ck <p><u>Benchmark BuildUp Phonics:</u> <u>Unit 13 Skills:</u></p> <ul style="list-style-type: none"> ❖ Digraphs ch, sh <p><u>Unit 14 Skills:</u></p> <ul style="list-style-type: none"> ❖ Digraphs th, wh <p><u>Unit 15 Skills:</u></p> <ul style="list-style-type: none"> ❖ Long a digraphs
<p>Weeks 4-6 Nov. 6- Nov. 24</p>	<p><u>Benchmark Literacy Unit 4 Skills:</u></p> <ul style="list-style-type: none"> ❖ Summarize and Synthesize ❖ Analyze Story Elements 			
<p>Weeks 7-9 Nov. 27- Dec. 20</p>	<p><u>Benchmark Literacy Unit 5 Skills:</u></p> <ul style="list-style-type: none"> ❖ Make Connections ❖ Make Inferences 			
<p>Suggested Assessments: During/End of 2nd nine weeks</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➢ Unit 3: Identify Sequence of Events (CSA: 15-16) ➢ Unit 4: Analyze Story Elements (CSA: 3-4) ➢ Unit 5: Make Inferences (CSA: 17-18) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 3-5 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 2: Published Nonfiction Chapter Book (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing</i> Unit 3 Published Informational Report 		<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics</i> Phonemic Awareness Assessment Posttests ❖ <i>Benchmark BuildUp Phonics</i> Units 7-15 Quick Check Assessments

<p><u>REQUIRED</u> Assessments: During/End of 2nd nine weeks</p>	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA) 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Informational (use rubric provided to score) 		
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Suggested Timeframes	Reading Workshop	Writing Workshop	Integrated Unit Connections (Optional)	Phonics
REQUIRED Assessments: Beginning of Second Semester	<ul style="list-style-type: none"> ❖ Administer Tests/ Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➢ STAR360 Reading Universal Screening Mid- Year Assessment ➢ Benchmark Literacy Oral Reading Record 			
Suggested Assessments: Beginning of 3 rd grading period	<ul style="list-style-type: none"> ❖ Benchmark Literacy Mid-Year Comprehension Strategy Assessment 	<ul style="list-style-type: none"> ❖ Lucy Calkins' Writing Units of Study On-Demand Performance Assessment Prompt - Opinion Writing (use <i>Writing Pathways</i> page 86 for prompt and page 87 for rubric) 		
Focus Standards for this Grading Period	<p>Foundational Literacy: Fluency- 5 Vocabulary Acquisition- 7</p> <p>Reading Literature: Craft & Structure- 4, 5, 6 Integration of Knowledge & Ideas- 7, 9</p> <p>Reading Informational Text: Craft & Structure- 4, 5, 6 Integration of Knowledge & Ideas- 7, 8, 9</p> <p>Speaking and Listening: Comprehension & Collaboration -1 Presentation of Knowledge & Ideas- 6</p> <p>Writing: Production & Distribution- 4</p>	<p>Foundational Literacy: Phonological Awareness- 2 Phonics and Word Recognition- 3 Word Composition- 4 Sentence Composition- 6 Vocabulary Acquisition- 7</p> <p>Reading Informational Text: Key Ideas & Details- 1, 2, 3 Integration of Knowledge & Ideas- 9</p> <p>Speaking and Listening: Comprehension & Collaboration- 1, 2, 3 Present Knowledge & Ideas- 4, 6</p> <p>Writing: Text Types & Protocols- 1 Production & Distribution- 5 Research & Present- 7</p>	<p>Science: Properties of Matter</p> <p>Social Studies: Patriotic Symbols</p>	<p>Foundational Literacy: Phonological Awareness-2 Phonics and Word Recognition- 3 Word Composition- 4 Vocabulary Acquisition- 7</p>
Ongoing Standards Addressed this Grading	<p>Foundational Literacy: Print Concepts- 1 Phonological Awareness-2 Phonics & Word Recognition- 3 Word Composition- 4 Sentence Composition- 6</p>	<p>Foundational Literacy: Print Concepts- 1 Fluency- 5</p>		<p>Foundational Literacy: Fluency- 5 Sentence Composition- 6</p>

<p>Period</p>	<p><u>Reading Literature:</u> Key Ideas & Details- 1, 2, 3 Range of Reading- 10</p> <p><u>Reading Informational Text:</u> Key Ideas & Details- 1, 2, 3 Range of Reading- 10</p> <p><u>Speaking and Listening:</u> Comprehension & Collaboration -2, 3 Presentation of Knowledge & Ideas- 4, 6</p> <p><u>Writing:</u> Research & Present- 8, 9 Range of Writing- 10</p>	<p><u>Reading Informational Text:</u> Craft & Structure- 4 Integration of Knowledge & Ideas- 8 Range of Reading- 10</p> <p><u>Writing:</u> Production & Distribution- 4, 6 Range of Writing- 10</p>		
<p>Weeks 1-3 Jan. 2- Jan. 26</p>	<p><u>Benchmark Literacy Unit 6 Skills:</u></p> <ul style="list-style-type: none"> ❖ Fix Up Monitoring ❖ Summarize Information 	<p><u>Opinion Writing Weeks 1-9:</u></p> <ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 3: Writing Reviews ❖ Supplement instruction using <i>Benchmark Writing Unit 4: Book Reviews</i> 	<p><u>Optional Integrated Units Weeks 1-9:</u></p> <p><u>Optional Instructional Units Integrating Science concepts and English Language Arts standards (aligned with Science pacing guide):</u></p> <ul style="list-style-type: none"> ❖ Properties of Matter Expert Pack: from Achieve the Core 	<p><u>Benchmark BuildUp Phonics: Unit 16 Skills:</u></p> <ul style="list-style-type: none"> ❖ Long o digraphs <p><u>Unit 17 Skills:</u></p> <ul style="list-style-type: none"> ❖ Long e digraphs <p><u>Unit 18 Skills:</u></p> <ul style="list-style-type: none"> ❖ Long i digraphs
<p>Weeks 4-6 Jan. 29- Feb. 16</p>	<p><u>Benchmark Literacy Unit 7 Skills:</u></p> <ul style="list-style-type: none"> ❖ Make Inferences ❖ Make Predictions 	<ul style="list-style-type: none"> ❖ Supplement instruction using <i>Lucy Calkins' If...Then...Curriculum Science Information Books About Liquids, Solids, and Gases</i> unit 	<ul style="list-style-type: none"> ❖ Properties of Matter Expert Pack: from Achieve the Core <p><u>Optional Instructional Units Integrating Social Studies concepts and English Language Arts standards (aligned with Social Studies pacing guide):</u></p>	<p><u>Benchmark BuildUp Phonics: Unit 19 Skills:</u></p> <ul style="list-style-type: none"> ❖ y as a vowel <p><u>Unit 20 Skills:</u></p> <ul style="list-style-type: none"> ❖ Variant vowel /ar/ <p><u>Unit 21 Skills:</u></p> <ul style="list-style-type: none"> ❖ Variant vowel /ur/
<p>Weeks 7-9 Feb. 20- March 9</p>	<p><u>Benchmark Literacy Unit 8 Skills:</u></p> <ul style="list-style-type: none"> ❖ Determine Text Importance ❖ Compare and Contrast 		<ul style="list-style-type: none"> ❖ Proud to be Americans: Patriotic Acts and Symbols Reading Unit: from eduTOOLBOX 	<p><u>Benchmark BuildUp Phonics: Unit 22 Skills:</u></p> <ul style="list-style-type: none"> ❖ Variant vowel /or/ <p><u>Unit 23 Skills:</u></p> <ul style="list-style-type: none"> ❖ Digraphs ea, ee with r <p><u>Unit 24 Skills:</u></p> <ul style="list-style-type: none"> ❖ Variant vowel /ar/

<p><i>Suggested Assessments:</i> During/End of 3rd nine weeks</p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➤ Unit 6: Summarize Information (CSA: 21-22) ➤ Unit 7: Make Predictions (CSA: 19-20) ➤ Unit 8: Compare and Contrast (CSA: 5-6) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 6-8 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 3: Published Review (use <i>Writing Pathways</i> book resources: rubric and/or checklists) ❖ <i>Benchmark Writing</i> Unit 4 Published Book Review 		<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics</i> Units 16-24 Quick Check Assessments
<p><u>REQUIRED</u> Assessments: During/End of 3rd nine weeks</p>	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Common Formative Assessment (CFA) 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Opinion (use rubric provided to score) 		



Suggested Timeframes	Reading Workshop	Writing Workshop	Integrated Unit Connections (Optional)	Phonics
Focus Standards for this Grading Period	<p>Foundational Literacy: Phonics & Word Recognition- 3 Fluency- 5 Vocabulary Acquisition- 7</p> <p>Reading Literature: Key Ideas & Details- 1, 2, 3 Craft & Structure- 4, 5, 6 Integration of Knowledge & Ideas- 7, 9</p> <p>Reading Informational Text: Key Ideas & Details- 1, 2, 3 Craft & Structure- 4, 5, 6 Integration of Knowledge & Ideas- 7, 8, 9</p> <p>Speaking and Listening: Comprehension & Collaboration -1 Presentation of Knowledge & Ideas- 6</p> <p>Writing: Production & Distribution- 4</p>	<p>Foundational Literacy: Phonological Awareness- 2 Phonics and Word Recognition- 3 Word Composition- 4 Sentence Composition- 6 Vocabulary Acquisition- 7</p> <p>Reading Literature: Key Ideas & Details- 3 Integration of Knowledge & Ideas- 7</p> <p>Speaking and Listening: Comprehension & Collaboration- 1, 2 Present Knowledge & Ideas- 4, 5, 6</p> <p>Writing: Text Types & Protocols- 3 Production & Distribution- 5 Research & Present- 7, 8</p>	<p>Science: Living Things</p> <p>Social Studies: Economics</p>	<p>Foundational Literacy: Phonological Awareness-2 Phonics and Word Recognition- 3 Word Composition- 4 Vocabulary Acquisition- 7</p>
Ongoing Standards Addressed this Grading Period	<p>Foundational Literacy: Print Concepts- 1 Phonological Awareness-2 Word Composition- 4 Sentence Composition- 6</p> <p>Reading Literature: Range of Reading- 10</p> <p>Reading Informational Text: Range of Reading- 10</p> <p>Speaking and Listening: Comprehension & Collaboration -2, 3 Presentation of Knowledge & Ideas- 4, 6</p> <p>Writing: Research & Present- 8, 9 Range of Writing- 10</p>	<p>Foundational Literacy: Fluency- 5</p> <p>Reading Literature: Key Ideas & Details- 1, 2 Craft & Structure- 4 Range of Reading- 10</p> <p>Writing: Production & Distribution- 4 Range of Writing- 10</p>		<p>Foundational Literacy: Fluency- 5 Sentence Composition- 6</p>

<p>Weeks 1-3</p> <p>March 12- April 6</p>	<p><u>Benchmark Literacy Unit 9 Skills:</u></p> <ul style="list-style-type: none"> ❖ Make Connections ❖ Identify Cause and Effect 	<p><u>Narrative Writing</u></p> <p><u>Weeks 1-9:</u></p> <ul style="list-style-type: none"> ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 4: From Scenes to Series ❖ Supplement instruction using <i>Lucy Calkins' If...Then...Curriculum Independent Writing Projects Across the Genres</i> unit 	<p><u>Optional Integrated Units</u></p> <p><u>Weeks 1-9:</u></p> <p><u>Optional Instructional Units Integrating Science concepts and English Language Arts standards (aligned with Science pacing guide):</u></p> <ul style="list-style-type: none"> ❖ Insects Reading Unit: from eduTOOLBOX 	<p><u>Benchmark BuildUp Phonics:</u></p> <p><u>Unit 25 Skills:</u></p> <ul style="list-style-type: none"> ❖ Variant vowel /oo/ <p><u>Unit 26 Skills:</u></p> <ul style="list-style-type: none"> ❖ Variant vowel /o/ <p><u>Unit 27 Skills:</u></p> <ul style="list-style-type: none"> ❖ Variant vowel /oo/
<p>Weeks 4-6</p> <p>April 9- April 27</p>	<p><u>Benchmark Literacy Unit 10 Skills:</u></p> <ul style="list-style-type: none"> ❖ Make Inferences ❖ Draw Conclusions 		<p><u>Optional Instructional Units Integrating Social Studies concepts and English Language Arts standards (aligned with Social Studies pacing guide):</u></p> <ul style="list-style-type: none"> ❖ Economic Choices Unit: from engageNY 	<p><u>Benchmark BuildUp Phonics:</u></p> <p><u>Unit 28 Skills:</u></p> <ul style="list-style-type: none"> ❖ Diphthong /ou/ <p><u>Unit 29 Skills:</u></p> <ul style="list-style-type: none"> ❖ Diphthong /oi/ <p><u>Unit 30 Skills:</u></p> <ul style="list-style-type: none"> ❖ Soft c, g
<p>Weeks 7-9</p> <p>April 30- May 24</p>	<p>Preview 2nd grade English Language Arts Standards with students</p>			<p><u>Benchmark BuildUp Phonics:</u></p> <p><u>Unit 31 Skills:</u></p> <ul style="list-style-type: none"> ❖ Silent letters <p>Preview 2nd grade English Language Arts Standards with students</p>
<p><i>Suggested Assessments: During/End of 4th nine weeks</i></p>	<ul style="list-style-type: none"> ❖ <i>Benchmark Literacy</i> Ongoing Comprehension Strategy Assessments (CSA) per unit: <ul style="list-style-type: none"> ➢ Unit 9: Identify Cause and Effect (CSA: 13-14) ➢ Unit 10: Draw Conclusions (CSA: 9-10) ❖ <i>Benchmark Literacy</i> Unit Assessments for Units 9 and 10 ❖ <i>Benchmark Literacy</i> End of Year Comprehension Strategy Assessment 	<ul style="list-style-type: none"> ❖ Writing Conference notes ❖ <i>Lucy Calkins' Writing Units of Study</i> Unit 4: Published Scenes to Series Narrative (use <i>Writing Pathways</i> book resources: rubric and/or checklists) 		<ul style="list-style-type: none"> ❖ <i>Benchmark BuildUp Phonics</i> Units 25-31 Quick Check Assessments ❖ <i>Benchmark BuildUp Phonics</i> Phonics Assessment Posttests

<p><u>REQUIRED</u> Assessments: During/End of 4th nine weeks</p>	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>STAR360 Reading Universal Screening</i> End of Year Assessment ➤ <i>Benchmark Literacy Oral Reading Record</i> 	<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ WCDE Writing Assessment: Narrative (use rubric provided to score) 		<ul style="list-style-type: none"> ❖ Administer Tests/Record and file results on First Grade Student Profile Folder: <ul style="list-style-type: none"> ➤ <i>Benchmark BuildUp Sight Word Assessment Posttest</i>
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Section 3:

**Assessment and
Instructional
Resources**

REQUIRED - *STAR360 Reading* Universal Screening Assessment

Universal Screener: *STAR360 Reading*

- Beginning of Year (online administration)
- Midyear (online administration)
- End of Year (online administration)

Beginning of Year Information: Students will complete the *STAR360 Reading Beginning of Year Assessment* online. Following administration, record the *Percentile Rank* on the ***First Grade Student Profile Folder***. (*Percentile Rank* found on the *Student Diagnostic Report*.)

Midyear Information: Students will complete the *STAR360 Reading Midyear Assessment* online. Following administration, record the *Percentile Rank* on the ***First Grade Student Profile Folder***. (*Percentile Rank* found on the *Student Diagnostic Report*.) Use results to adjust instruction.

End of Year Information: Students will complete the *STAR360 Reading End of Year Assessment* online. Following administration, record the *Percentile Rank* on the ***First Grade Student Profile Folder***. (*Percentile Rank* found on the *Student Diagnostic Report*.) Print the final *Annual Progress Report* and file a copy in the ***First Grade Student Profile Folder***.

*Please note:

According to **Response to Instruction and Intervention (RtI²)**, students scoring below 25% on the Universal Screener may be considered for Tier II instruction. Please note: *STAR360 Reading* data is only one source of information to use when determining RtI² status. Use the WCDE guidelines for RtI² when making student placement decisions.

REQUIRED - *Benchmark Literacy*

Oral Reading Records

❖ Universal Screener: *Benchmark Literacy* Oral Reading Records

- Beginning of Year
- Midyear
- End of Year

Benchmark Literacy Oral Reading Record Information:

Regularly observing and accurately recording students' reading is a best practice in monitoring progress and determining appropriate instruction to cover a wide variety of literacy skills, including reading ability in regard to accuracy, comprehension, and fluency.

Benchmark Literacy Oral Reading Records help you:

- Identify a reader's strengths and needs.
- Select appropriately leveled texts for small-group instruction.
- Determine specific skills and strategies to focus on during reading instruction.
- Assess and monitor student reading across many reading levels.
- Provide a standardized way to talk to families and students about reading progress.

The *Benchmark Literacy* Oral Reading Records set includes **Level Screening Passages**, located in the handbook. These short passages are designed to guide teachers to the most appropriate level at which to begin assessing each student. After determining a starting level, teachers may then choose a text and administer an **Oral Reading Record** to individual students using the texts and forms provided in the **ORR** kit.

Three *Benchmark Literacy* Oral Reading Records are administered per student throughout the school year. Results are to be recorded and filed in the **First Grade Student Profile Folder**. Following each required *Benchmark Literacy* Oral Reading Record, teachers are to conference with individual students to determine strengths and areas to strengthen in reading.

Additional assessments beyond the required Beginning, Middle, and End of Year are not mandatory for every student. However, they provide valuable insight into student abilities. If choosing to use these assessments, you may file forms in **First Grade Student Profile Folders**. Use results to inform reading instruction.

REQUIRED *Benchmark BuildUp Phonics* Assessment- Sight Words

❖ **BuildUp Phonics**

- Sight Words
 - ✓ Pretest
 - ✓ Posttest

Sight Word Pretest Information: Instructions and copies of necessary forms are located behind the “Assessment” tab in ***Benchmark BuildUp Phonics Teacher Resource System*** manual. This assessment is administered individually with students. Have a copy of the ***Sight Word Teacher Record*** ready for each student. Copies of these forms will be delivered from Midway at the beginning of the year. Place a copy of the ***Student Sheet*** in front of students. Follow the directions printed at the top of the teacher record form when administering assessment. File the ***Sight Word Teacher Record*** in each student’s ***First Grade Student Profile Folder***. This form will be used again for the Posttest. Use results to inform instruction.

Sight Word Posttest Information: This assessment is administered individually with students. Have a copy of the ***Sight Word Teacher Record*** for each student. Utilize the same form previously used for the Pretest. Place a copy of the ***Student Sheet*** in front of students. Follow the directions printed at the top of the teacher record form when administering assessment. File the ***Sight Word Teacher Record*** in each student’s ***First Grade Student Profile Folder***.

REQUIRED - WCDE

Writing Assessments

Directions: Teachers are to spend several weeks of instruction on a type of writing during **Writing Workshop** in class **daily**. Writing assessments are to be administered at the end of each writing genre study. Copies of student writing paper will be delivered from Midway at the beginning of each assessment window. Teachers may read aloud directions for each assessment. After administering each assessment, teachers will score writing samples using the writing scales provided. Teachers will then conference with individual students to determine strengths and areas to strengthen in writing. Record assessment data on the **First Grade Student Profile Folder**, as seen in the table below. Then file the student’s writing in the **First Grade Student Profile Folder**.

*Please note these are the *minimum* requirements for writing instruction and assessment. Teachers are encouraged to supplement writing instruction based on the needs of the students.

Timeline	Date Administered	Writing Type	Student Score _____/20	Conference Notes (optional)
Placement		Narrative	_____/20	
1 st nine weeks		Narrative	_____/20	
2 nd nine weeks		Informational	_____/20	
3 rd nine weeks		Opinion	_____/20	
4 th nine weeks		Narrative	_____/20	

Student Name: _____

Date: _____

Narrative Writing Grade 1 Scale

		Pts	Self	Peer	Adult
Appropriate to Task					
	Strong connection to writing task	1			
Who?					
	Introduce character (s) and/or narrator	2			
When?					
	Provide time (e.g. long ago, one day, once, early)	1			
Where?					
	Names general location	1			
What Happens? (Organized event sequence that unfolds naturally)					
	Recounts two or more appropriately sequenced events	2			
	Includes details about what happened	4			
	Use temporal words and phrases to signal event order	1			
How Does the Story End?					
	Provide sense of closure	2			
Conventions					
	Handwriting 80% legible (generally lines straight, circles closed, sit on or near correct line, correct orientation...)	1			
	Punctuation (Capitalize first word of sentences, the pronoun <i>I</i> , dates, and names; use end punctuation for sentences)	1			
	Spelling is phonetic (close to 75% spelled correctly)	1			
	Grammar: verbs convey time/number (Ex. she hops, they hop, today I hop, yesterday I hopped)	1			
	Grammar: use prepositions, determiners, and conjunctions	1			
Evidence of planning, revising, and editing present					
	Planner and improvements made are visible or attached	1			
Total		20			

Done Well:

Goals:

Narrative Scoring Guidelines: Grade 1 Writing

Appropriate to Task: Student writing has a strong connection to the task and maintains focus.

Who?: Student should introduce or name a character or narrator (1 pt.). For additional point, student must show or demonstrate aspects of the character’s personality through the character’s thoughts (“She wondered if she would ever get there.”), dialogue, or actions.

When?: Student indicates time when story takes place (e.g., “It was a sunny May morning,” “One day when I woke up.”)

Where?: Student provides setting or general location (e.g., “Working in my mom’s garden,” “The rain fell on the oak roof of our log cabin.”)

What happens?:

- “Recount two or more appropriately sequenced events”: The sequence of events (plot) should unfold clearly. The events should be related and organized to tell a coherent story. Student must recount at least two events to receive both points.
- “Include details about what happened” (1 pt. for each detail): Give points for any details, well placed adjectives, or other descriptions that strengthen the story.
- “Use temporal words and phrases to signal event order”: Student uses words like *when*, *after*, *then*, *as*, *so*, *next* to indicate time relationship between events.

How does the story end?: The closure or conclusion should follow naturally from the story. In other words, instead of merely writing “I had fun” (which doesn’t clearly tie back to the events of a story), a student might write “Playing at the zoo is fun.”

Conventions: The scale spells out specific grade-level conventions based on the standards because first grade writers must focus throughout the year on the essential conventions of written English in order to clearly convey their meaning. Teachers are cautioned not to share overwhelming feedback on conventions with students early in the year; rather, use the standards to set individualized goals and work with students on achieving those goals in future writing/drafts.

- “Spelling is phonetic”: Give leeway for students attempting rich vocabulary.
- “Grammar: use prepositions, determiners, and conjunctions”: These are to be used as needed to make sentences flow. If student does not attempt these, teachers can decide whether to award this point based on whether student is ready for this standard.

Evidence of planning or revision: In 1st grade, students need “guidance and support from adults” to revise. According to the standard, teachers can help students “focus on a topic, respond to questions and suggestions from peers, and add details.” Adding details is a great place to begin with revision and can help students gain points in the “What happens” section. In narrative writing, cutting isn’t always the best way to improve!

Student Name: _____

Date: _____

Informative Writing Grade 1 Scale

		Points	Self	Peer	Adult
Appropriate to Task					
	Strong connection to writing task	1			
Topic Introduction					
	Name a topic	1			
	Topic sentence	2			
Important Details (must tie to topic introduction)					
ID 1	Supply facts about the topic	1			
	Presentation of facts shows understanding	2			
ID 2	Supply facts about the topic	1			
	Presentation of facts shows understanding	2			
ID 3	Supply facts about the topic	1			
	Presentation of facts shows understanding	2			
<i>(5 sentence paragraph not required/expected. If more than 3 IDs, choose 3 to score randomly.)</i>					
Ending					
	Sense of closure provided	2			
Conventions					
	Handwriting 80% legible	1			
	Punctuation (capitalize sentences and names, end punctuation)	1			
	Spelling is phonetic (close to 75% spelled correctly)	1			
	Grammar (noun + verb + preposition +adj/adv + conjunction)	1			
Evidence of planning, revising and editing present					
	Planner and improvements made are visible or attached	1			
Total		20			
Done Well:					
Goals:					

Informative (TIDE) Scoring Guidelines: Grade 1

Appropriate to Task: Student writing has a strong connection to the task and maintains focus.

Topic Introduction:

Look for stated topic or idea. If topic is only mentioned or included in a detail, only award one point. There should be a complete sentence that introduces topic or text, without diving into specific details or an explanation because then it loses its purpose as a topic introduction and becomes a detail sentence. The standards are looking for a topic introduction section or sentence so this must be a sentence (at least) that stands on its own. If so, a student earns all three points in this section.

Important Details:

Information in supplied facts supports the topic. Each new detail usually has its own sentence (or group of sentences).

“Presentation of facts shows understanding” means that the facts cannot be randomly copied from a source. They must be presented either in students’ own words or explained so that understanding is shown. This presentation of facts receives 1 point if there is an attempt to examine facts, 2 points if the examination is done clearly and well.

*ID1, ID2, and ID3 stand for Important Detail 1, Important Detail 2, and Important Detail 3. The number of ID’s will vary, according to what is needed to best respond to the task or what the task or teacher explicitly require. If students supply more than three important details, choose any three to score randomly for points. This will ensure students are rewarded for the quality, not quantity, of their details. If students supply only one or two important details, you can use your judgment in deciding whether those details are sufficient to respond fully and successfully to the task. If so, you can average the scores for ID1 and ID2 and apply the number in the space for ID3. This way you can keep scoring totals consistent across each task.

Ending:

Concluding statement can be very simple. It should provide some sense of closure.

Conventions:

Refer to grade level Common Core State Standard requirements for conventions regarding expected grammar, handwriting, punctuation and spelling. A class-wide expectation can be set for each, or goals could be individualized, as needed.

Evidence of Planning and Revision:

Students respond to comments and suggestions from peers, with adult help to focus, and add details to strengthen writing if needed. A graphic organizer or self-made planner should be attached. A first draft (or carets inserting changes into a final piece), showing improvements should be visible as well.

Student Name: _____

Date: _____

Opinion Writing Grade 1 Scale

		Points	Self	Peer	Adult
Appropriate to Task					
	Strong connection to writing task	1			
Topic Introduction					
	Introduce topic	1			
	State opinion	2			
Reasons and Explanation					
R 1	Supply a reason	1			
	Reason shows understanding of the topic	2			
R 2	Supply a reason	1			
	Reason shows understanding of the topic	2			
R 3	Supply a reason	1			
	Reason shows understanding of the topic	2			
<i>(5 sentence paragraph not required/expected. If more than 3 reasons, choose 3 to score randomly.)</i>					
Ending					
	Sense of closure provided	2			
Conventions					
	Handwriting 80% legible	1			
	Punctuation (capitalize sentences and names, end punctuation)	1			
	Spelling is phonetic (close to 75% spelled correctly)	1			
	Grammar (noun + verb + preposition +adj/adv + conjunction)	1			
Evidence of planning, revising and editing present					
	Planner and improvements made are visible or attached	1			
Total		20			
Done Well:					
Goals:					

Opinion (TREE) Scoring Guidelines: Grade 1

Appropriate to Task: Student writing has a strong connection to the task and maintains focus.

Topic Introduction:

- “Introduce topic”: There should be a complete sentence that stands on its own to introduce the topic or text(s), without diving into specific details or an explanation (that would make it a detail sentence instead of a topic introduction). Ex: “Our Constitution was written to make laws for the country to follow.”
- “State opinion”: Students should state their opinion clearly and unequivocally. This means they must take a side when addressing the prompt or question (e.g., if a student is asked “Which is better, ice cream or cake?” she needs to pick one or the other).

Reasons and explanation:

- “Supply a reason”*: Each reason should support the student’s opinion. A reason is usually represented by its own sentence (or group of sentences). A reason should not be merely copied directly from a source. It should be presented or paraphrased in the students’ own words.
- “Reason shows understanding of topic”: Reasons must not only relate to the topic but show that the student has understood what he has read. Advanced students can explain their reasons to show understanding. Students receive 1 point for an attempt to show understanding or rudimentary understanding, and 2 points if the reason shows clear and strong understanding.

*R1, R2, and R3 stand for Reason 1, Reason 2, and Reason 3. The number of R’s will vary, according to what is needed to best respond to the task or what the task or teacher explicitly require. If students supply more than three reasons, choose any three to score randomly for points. This will ensure students are rewarded for the quality, not quantity, of their reasons. If students supply only one or two reasons, you can use your judgment in deciding whether those reasons are sufficient to respond fully and successfully to the task. If so, you can average the scores for R1 and R2 and apply the number in the space for R3. This way you can keep scoring totals consistent across each task.

Ending:

This can be very simple, as long as students provide some sense of closure. (Example: “These are the reasons why we should expand recess time.”) To receive 2 points, the closure might be more insightful or thorough.

Conventions:

Refer to grade level Common Core State Standard requirements for conventions regarding expected grammar, handwriting, punctuation and spelling. A class-wide expectation can be set for each, or goals could be individualized, as needed.

Evidence of planning, revising, and editing present:

Students should respond to comments and suggestions from peers and adults, and add details to strengthen writing as needed. A graphic organizer or self-made planner can be attached to demonstrate planning. A first draft with annotations showing improvements can demonstrate revising.

Suggested - *Benchmark Literacy* Comprehension Strategy Assessments

Comprehension Strategy Assessments:

- Pretest, Midyear, Posttest (paper/pencil or online administration)
- Ongoing Comprehension Strategy Assessments (paper/pencil or online administration)
- Unit Assessments

Pretest, Midyear, and Posttest Information:

These assessments can be administered online or paper/pencil version. Teacher instructions, answer key, and copy of the tests are located in the **Comprehension Strategy Assessment** book in the **Benchmark Literacy Teacher Toolkit** or online at Benchmark Universe. Teachers may read aloud all text (directions, passages, questions, and answer choices) during administration of the assessment if using as a listening assessment, or choose which parts to read aloud and which parts students read independently if using as a reading assessment. These assessments are not required for every student. However, they provide valuable insight into student abilities, and can be used to plan instruction, make curriculum decisions, and select reading materials to match students' needs. Please note: Posttests should be administered following instruction in all ten units of *Benchmark Literacy* as a final evaluation of student progress as compared to Pretest data. If choosing to use these assessments, please file assessment results in the **First Grade Student Profile Folder**. Use results to adjust instruction.

Ongoing Comprehension Strategy Assessment Information:

These assessments are to be administered periodically throughout the school year as a reading assessment or a listening assessment. They can be administered online or paper/pencil version. Teacher instructions, answer key, and copy of the tests are located in the **Comprehension Strategy Assessment** book in the **Benchmark Literacy Teacher Toolkit** or online at Benchmark Universe. These assessments are not required for every student. However, they provide valuable insight into student abilities, and can be used to plan instruction, make curriculum decisions, and select reading materials to match students' needs. If choosing to use these assessments, please file assessment results in the **First Grade Student Profile Folder**. Use results to adjust instruction.

Unit Assessment Information:

These assessments are to be administered at the conclusion of each unit as a reading assessment or a listening assessment. They are a paper/pencil assessment. Teacher instructions, answer key, and copy of the tests are located in the **Resources** tab online at *Benchmark Universe*. These assessments are not required for every student. However, they provide valuable insight into student abilities, and can be used to plan instruction, make curriculum decisions, and select reading materials to match students' needs. If choosing to use these assessments, please file assessment results in the **First Grade Student Profile Folder**. Use results to adjust instruction.

SUGGESTED - *Benchmark BuildUp Phonics* Assessments

❖ **BuildUp Phonics**

- Phonemic Awareness Pre/Post Assessments
 - Differentiating Sounds, Manipulating Sounds, Blending Phonemes, Segmenting Phonemes
- Phonics Pre/Post Assessments
 - Consonant Sounds Assessment, Vowel Sounds Assessment, Consonant Clusters, Long Vowels, Variant Vowels
- Unit Quick Checks

Suggested Phonemic Awareness and Phonics Assessment Information: Instructions and copies of necessary forms for **Phonemic Awareness and Phonics Pre/Post Assessments** are located behind the “Assessment” tab in ***Benchmark BuildUp Phonics Teacher Resource System*** manual. These assessments are not required for every student. However, they provide valuable insight into student abilities and can be used as additional data sources for progress monitoring. If choosing to use these assessments, make copies of teacher forms and student sheets. Follow the directions printed at the top of the teacher record forms when administering assessments. File forms in ***First Grade Student Profile Folders***. Use results to inform phonics instruction.

Suggested Unit Quick-Check Assessment Information: Instructions and copies of necessary forms for **Unit Quick Checks** are located at the end of each unit in ***Benchmark BuildUp Phonics Teacher Resource System*** manual and online at *Benchmark Universe*. These assessments are not required for every student. However, they provide valuable insight into student abilities and can be used as additional data sources for progress monitoring. If choosing to use these assessments, make copies of the **Unit Quick Check** form. Follow the directions printed at the top when administering assessments. File forms in ***First Grade Student Profile Folders***. Use results to inform phonics instruction.

Suggested – *Lucy Calkins’ Units of Study in Writing* Assessment Tools

Unit Writing Assessment Tools:

- On-Demand Performance Assessment Prompts
- Learning Progressions
- Student Writing Checklists
- Teaching Rubrics
- Annotated Writing Developed through the Progression

All the tools you need to assess your students’ writing—and have students assess themselves—can be found in *Writing Pathways: Performance Assessments and Learning Progressions*. To become familiar with the different tools available to you, you might first read Chapter One in *Writing Pathways*. This will provide you with an overview of each tool and how the tools work together to form a robust assessment system.

On-Demand Performance Assessment Prompts:

These three prompts (narrative, information, and argument) direct students to compose the best piece of writing they can in a fixed period of time. The resulting pieces can then be assessed using the learning progressions and rubrics.

Learning Progressions:

These are written to communicate expectations to students and teachers. These learning progressions not only help you track students’ progress across the three kinds of writing, locating a student’s current level of work and the next steps the student should take, but they also help you see the cross-currents between the three types of writing, so that you can help a student realize that lessons learned in narrative writing can transfer to information writing, and so forth.

Student Writing Checklists:

Student-friendly checklists for each type of writing are located in *The Units of Study: Writing Pathways*. The writing checklists help students become independent evaluators of their own writing. These checklists allow students to assess their own writing and set goals. After completing a genre, students use the appropriate genre checklist to remind themselves of the teaching points shared during instruction. Students then compare their genre writing sample to the areas identified on the checklist. If choosing to use these checklists, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Teaching Rubrics:

These rubrics, grounded in the learning progressions, use numbers corresponding to grade levels and give appropriate weight to each category, so that you can derive a point score for each student’s work in a particular type of writing, as well as track students’ progress statistically. The grade-specific rubrics (provided for each genre) can be used to assess both on demand writing and students’ published writing. If choosing to use these rubrics, please file results in the ***ELA Student Profile Folder***. Use this information to adjust instruction.

Annotated Writing Developed through the Progression:

Leveled Writing Examples-Two sets of carefully selected benchmark student writing samples for each type of writing, at each grade level. The two texts at each grade represent different but equivalent ways for a student to be “at standard” for that grade level.

Optional Instructional Resources for Writing

- Mnemonic Anchor Charts
- Graphic Organizers
 - ✓ Narrative
 - ✓ Informational
 - ✓ Opinion

*For additional supports, visit our SRSD Padlet at:
<https://padlet.com/sheltona1/SRSD>*

These resources were contributed by K-2 teachers in Washington County, beginning June 2016. Please add additional resources to share with others throughout the school year!
Simply find a space, double click, and share.

POW + W-W-W What How (1st Grade)

P Pull apart the prompt/Pick my ideas

O Organize my notes



Who is the main character?

When does the story take place?

Where does the story take place?

What happens?



How does the story end?

W Write and say more

Optional resource: Mnemonic Anchor Chart-Narrative

W-W-W What How Graphic Organizer: Grade 1

 <p>Who?</p>	 <p>When?</p>	 <p>Where?</p>
---	--	---

 <p>What happens?</p>	 <p>How does it end?</p>
--	--

Optional resource: *Graphic Organizer-Narrative*

POW + TIDE

Pull apart prompt/Pick my ideas
Organize my notes
Write and say more

+

T- Topic introduction
ID- Important details
(3 or more)
E- End

TIDE Graphic Organizer

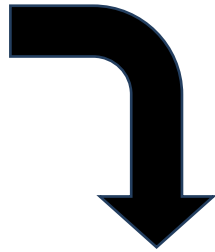
T	Topic Introduction
I D	__ Important detail:
I D	__ Important detail:
I D	__ Important detail: (If more important details, use back)
E	Ending:

Optional resource: *Graphic Organizer-Informative*

POW + TREE (1st Grade)

P Pull apart the prompt/Pick my ideas

O Organize my notes



T Topic Introduction: *Did I state my opinion?*

R Reasons: *Why do I think this?*

E Ending: *Did I wrap it up right?*

E Examine: *Do I have all the parts?*

W Write and say more

TREE Graphic Organizer: Grade 1

T	Topic Introduction:
R	__Reason:
	__Reason:
	__Reason:
E	Ending:

Examine – Do I have all the parts?

___ yes

___ no

Optional resource: Graphic Organizer-Opinion

Optional Integrated Reading and Writing Units

Teachers may choose to use these units as curricular resources to support Tennessee Standards. Topics include Science and Social Studies themes and can be incorporated in the English Language Arts block in both Reading and Writing Workshop or used during Science and Social Studies instruction. These units have been developed to implement over several weeks; however, segments of the unit may be used as needed to best meet students' needs. *Please note: It is up to each individual teacher to assess the content and appropriateness of each unit for alignment to standards and needs of students.*

(The units below are hyperlinked in the pacing guide if using the online version of this document.)

EduTOOLBOX resources:

To access these units, follow the directions below:

URL: <http://www.edutoolbox.org>

Scroll down and click "TENNESSEE TOOLS."

Click on "Instructional Resources" in the ELA/Literacy section.

Locate your grade level and choose "Additional Resources."

Choose appropriate Unit per grading period to access teacher instructions, texts, and activities.

- ❖ 1st nine weeks:
 - Life Cycles Reading Unit
 - From Seed to Pumpkin Close Reading Task
- ❖ 2nd nine weeks: Veteran's Day Reading Unit
- ❖ 3rd nine weeks: Proud to be Americans Reading Unit
- ❖ 4th nine weeks: Insects Reading Unit

*Please note: You will need to create an account to access locked materials. Additional Close Reading Tasks are available on this same website.

Achieve the Core:

To access these units, follow the directions below:

URL: <http://achievethecore.org/>

Use the search function to search for topics.

- ❖ 3rd nine weeks:
 - Properties of Matter (Expert Pack)

*Please note: Some functions at the site require a username and password. This is a free site, but you will need to create an account to access all materials, including lesson plans and tasks, online resources, visuals, and downloads.

EngageNY Social Studies Units:

To access these units, follow the directions below:

URL: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit-kindergarten-grade-4>

Select your grade level.

Navigate through the available units using the table provided.

- ❖ 4th nine weeks:
 - Economic Choices

Louisiana Believes Guidebooks 1.0:

To access these units, follow the directions below:

URL: <https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>

Scroll down to “ELA Guidebooks 1.0”

Click on the specific unit as listed below.

- ❖ 1st nine weeks: A is for America Unit
- ❖ 2nd nine weeks: Weather Unit

Additional Resources for Integrating Science and Social Studies Topics:

EngageNY ELA Units:

To access these units, follow the directions below:

URL: <https://www.engageny.org/resource/grade-1-english-language-arts-listening-and-learning-strand>

Select the topic from the list on the left.

Navigate through the unit by downloading resources.

Benchmark Universe:

To access these resources, follow the directions below:

URL: <https://wcde.benchmarkuniverse.com/>

Username: enter your WCDE email address

Password: password

Use the “Keyword Search” function in the “My Library” tab to search for topics. *The available texts are perfect for Shared Reading lessons.*