

READING

Questioning, Inference, and Interpretation

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Comprehension Extension- A student could score a 4.0 if he or she is able to design and create a comprehension “quiz” that utilizes the questioning words of (who, what, when, where, why, how) based on a grade appropriate text of choice.
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a grade-appropriate text (RL.1.1; RI.1.1) 		<p>Sample Activities:</p> <p>Generating Comprehension Questions as a class- Read a grade appropriate text aloud to the class. On chart paper have students list the main details about the text. Assist the students in creating questions based on the main details from the story. Ask the questions that the class created and ask volunteers to answer the questions. Explain that we have been working on reading comprehension. The following day after the morning read aloud, ask children to return to their seat and write three questions based on the key details in the text. Explain that a few of their comprehension questions will be chosen to be used on the end of the week assessment. Children whose questions are chosen will receive an “owl buck” (PBIS academic reward). Check out the following attachment for guidance in creating simple comprehension questions - http://www.superteacherworksheets.com/reading-comp/1st-ball-for-my-dog_TZZMD.pdf</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • answer, ask, detail, question, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • answer teacher-provided questions about key details in a grade-appropriate text <ul style="list-style-type: none"> • With teacher prompting, orally generate questions related to the grade-appropriate text 		<p>Sample Activities:</p> <p>Reading Response (teacher provided)</p> <p>comprehension details, events, literary text, recall, strategy, and text</p> <p>Comprehension Quilt – see attached reading response to give students that are performing at a level 2.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Themes and Central Ideas

Grade 1

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>		<p>Student generated graphic organizers Extension- A student could score a 4.0 if he or she is able to design and use a main idea and supporting details graphic organizer to create an information text on a topic of choice.</p>
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	

<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • determine the central message or lesson of grade-appropriate stories (RL.1.2) • identify the topic, central idea, and key details of a grade-appropriate text (RI.1.2) 		<p>Sample Activities:</p> <p>Student generated graphic organizers-</p> <ol style="list-style-type: none"> 1. iPad - student can choose to use <i>MindMapper</i>, <i>Popplet</i>, or <i>Inspiration</i> app to create a thinking map or graphic organizer which identifies the main idea and supporting details of a text read aloud in class or a text on the student's appropriate text level. 2. No iPad- Student can use construction paper to create a thinking map. They can choose the color scheme and shapes for their map, but must include the main idea and supporting details from a text read in class or a text on the student's appropriate text level. <p>Graphic Organizer – Use the attached 5w1h graphic organizer to allow children to independently identify the key details in an informational text. This standard lends itself to cross-curricular teaching. Use a text on the content that you are teaching in social studies (community helpers, family, democracy, needs and wants) or science (plants, earth materials, balance and motion, or space).</p>
	<p>Score 2.5</p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • central idea, detail, lesson, message, retell, story, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • retell grade-appropriate stories, including key details (RL.1.2) • retell key details of a grade-appropriate text (RI.1.2) • recognize or recall the central message or lesson of grade-appropriate stories with provided options 		<p>Sample Activities:</p> <p>Depending on the type of text, the student will retell the story with key details or retell the key details of informational text.</p> <p>The student can choose an appropriate theme or central message from provided options</p>
	<p>Score 1.5</p>	<p><i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>	
<p>Score 1.0</p>	<p>With help, partial success at score 2.0 content and score 3.0 content</p>		
	<p>Score 0.5</p>	<p><i>With help, partial success at score 2.0 content but not at score 3.0 content</i></p>	

Score 0.0	Even with help, no success	
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READING				
Story Elements				
Grade 1				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Story Stew Extension - A student could score a 4.0 if he or she is able to compose their own story and identify the various components/story elements. He or she should use these identified components to write a story. He or she should be able to read his or her story aloud to the class and ask peers to identify the ingredients of his or her stew.		
	<table border="1"> <tr> <td data-bbox="174 751 268 854"><i>Score 3.5</i></td> <td data-bbox="268 751 894 854"><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></td> </tr> </table>	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>			
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> describe the characters, setting, and major events of a grade-appropriate story (RL.1.3) 	<p>Sample Activities:</p> <p>Story Stew- Explain to students that a good story is like stew – it has lots of ingredients. Wear an apron and a chef hat and bring in a large pot. After reading a story ("<i>Officer Buckle and Gloria</i>" by Peggy Rathmann is a good story to identify the elements) put all of your ingredients in a pot. Walk students through each part or ingredient of your stew – characters, setting, plot, - and discuss the importance of each part. Explain that students will choose one book from their personal library (a collection of books on their reading level) and create a story stew to present to the class during the morning meeting for the next two weeks. In their stew students must describe the characters, setting, and major events in their story.</p> <p>Student generated graphic organizers</p> <p>Thinking maps</p> <p>Plot/story element diagrams</p> <p>Helpful website-</p> <p>http://www.readtennessee.org/teachers/common_core_standards/1st_grade/reading_literature/rl13.aspx</p>		

	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • character, event, setting, story <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize with provided options or recall from memory Identify the characters, settings, and major events in a grade-appropriate story 		<p>Sample Activities:</p> <p>Describe</p> <p>Characters</p> <p>Setting</p> <p>Major events</p> <p>Narrative</p> <p>Key details</p> <p>5Ws / Story Element Glove</p> <p>Use a light-colored glove that has the five Ws (who, what, when, where, why) written on the fingers. You could also create a graphic that identifies the elements of the story (one finger for each: characters, setting, problem, solution, major events). Use this as a visual cue for students to ask and answer the five Ws of the selected text. As they share the story, they indicate by wiggling the finger of the question they are answering. Once they become confident doing this, a large graphic organizer of a glove can be used in student-led small groups.</p>
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		

READING			
Connections			
Grade 1			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Research Project - A student could score a 4.0 if he or she is able to select two related individuals, events, ideas or pieces of information from an informational text (or two texts) and create a project or research paper comparing and contrasting the two topics.
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> describe the connection between two individuals, events, ideas, or pieces of information in a grade-appropriate text (RI.1.3) 		Sample Activities: Venn Diagrams – Use the attached Venn Diagram to compare two related individuals, events, ideas or pieces of information from an informational text (or two texts) on the students appropriate grade level. Some ideas may include comparing planets, comparing rocks, comparing plants, comparing community helpers, comparing jobs, comparing family members, comparing presidents etc.). The student then must write a paragraph identifying the connection between the two pieces of information. Compare/Contrast Helpful Website- http://www.readtennessee.org/teachers/common_core_standards/1st_grade/reading_informational_text/ri13.aspx
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> connection, event, idea, individual, information, text The student will perform basic processes, such as: <ul style="list-style-type: none"> recognize with provided options or recall from memory how individuals, events, ideas, and pieces of information in a grade-appropriate text are connected 		Sample Activities: The student will identify ways that individuals, events, ideas, and pieces of information are alike and ways that they are different

	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Use of Language

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Vocabulary Theater- A student could score a 4.0 if he or she is able to write a play using grade-appropriate vocabulary.
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	

<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • describe how words and phrases in grade-appropriate stories or poems suggest feelings or appeal to the senses (RL.1.4) • distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings (L.1.5d) 	<p>Sample Activities:</p> <p>Senses Glove – Have a glove that is designated as the 5 senses glove. On each finger tip attach a picture of each of the 5 senses. Allow children to choose a noun to describe and use the glove to help them describe their item using the 5 senses. This glove could also be used to identify words that are classified under the 5 senses. During independent reading or read aloud, allow the student to wear the glove and identify a word from each finger that the author uses to appeal to the five senses.</p> <p>Word Cemetery- As a class, identify “boring” words that need to go into first grade word cemetery. Allow students to decorate tombstones. Each tombstone will have a boring or dead word on it. Include words like nice, fun, said, and good. Next allow students to have one flower for each tombstone and allow them to write an exciting word to replace the “dead” words.</p> <p>Descriptive continuum- Have the students use the words from the “cemetery” to create a descriptive word continuum. Do one as a class with the word good- joyous, giddy, pleased, and elated. Have students come up with creative synonyms that make writing more interesting. Students must work in pairs. The pair will choose from two buckets – differing in manner or differing in intensity. They will record the words that they come up with in the notebook that goes along with the bucket in this center.</p> <p>Vocabulary Theater- Choose volunteers to “act” out the different vocabulary words -verbs of differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>).</p> <p>Picture Dictionary – Have students illustrate the meaning of the verbs and adjectives to distinguish the shades of meaning.</p> <p>Student generated organizer</p> <p>Classifying senses</p>
	<p>Score 2.5</p> <p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adjective, appeal, define, distinguish, feeling, meaning, poem, senses, shade of meaning, story, text, verb <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify words and phrases in grade-appropriate stories or poems that suggest feelings or appeal to the senses (RL.1.4) • determine the meaning of verbs differing in manner and adjectives differing in intensity in isolation identify examples of verbs differing in manner and adjectives differing in intensity 		<p>Sample Activities:</p> <p>The student will highlight words in a grade-appropriate text that suggest feelings or appeal to the senses</p> <p>Descriptive continuum- Have the students use the words from the “cemetery” to create a descriptive word continuum. Do one as a class with the word good- joyous, giddy, pleased, and elated. Have students come up with creative synonyms that make writing more interesting.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Academic Vocabulary

Grade 1

Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>		<p>Sample Activities:</p> <p>In order to obtain a 4.0, students should be able to apply the grade-level vocabulary into a writing piece of their own.</p>
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	

<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-appropriate text (RI.1.4) define grade-appropriate words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) (L.1.5b) use grade-appropriate words and phrases acquired through conversations, reading, and being read to, including frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>) (L.1.6) 	<p>Sample Activities:</p> <p>5W's and an H glove- Create a glove that students can use to assist them in asking questions using who, what, when, where, when, why, and how. Attach one of the 5 W's onto the finger tips and the H onto the palm. Have students wear this glove to ask questions about unknown vocabulary in grade-appropriate text or content. Have a friend answer the questions that are generated. The goal is for students to use questioning techniques to identify the meaning of unknown words. Student can then add these words to their word wall, alphabox, or personal dictionary.</p> <p>Alphaboxes- a graphic organizer to organize content words (attached)</p> <p>Picture dictionary- use pictures to identify the meaning of vocabulary words. The pictures should include category and attributes</p> <p>Sentence Starters – Give students the beginning of a sentence and end at because (Plants need water because...). This is a way to assess their understanding of conjunctions, relationships between words and concepts, as well as content. Once students are able to complete the simple sentence starters, teachers could add a level of difficulty by expecting students to categorize by using key attributes (A plant is a living thing because...)</p> <p>Word studies</p> <p>Sentence extensions</p>
	<p>Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • answer, ask, attribute, category, clarify, conjunction, conversation, define, meaning, question, relationship, text, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize with provided options or recall from memory the meaning of grade-appropriate general academic and domain-specific words and phrases <ul style="list-style-type: none"> • Sort grade appropriate words into teacher provided categories. • Recognize with provided options the appropriate conjunction to signal simple relationships. 		<p>Sample Activities:</p> <p>The student will sort pictures to define words by category by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING
Text Structures and Features
Grade 1

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.

Sample Activities:

Students will create two separate stories. One story will have a fictional basis about a topic and the other will have a non-fiction basis about the same topic.

An Example: A child will write a fictional story about three little pigs building houses in the woods, being sure to include all the characteristics of fiction stories (either fantasy or mystery elements). Students will then create a non-fiction story about three little pigs on a farm, being sure to provide the characteristics of non-fiction texts.



Image from firstgradewow.blogspot.com

Score 3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0	The student will: <ul style="list-style-type: none"> • explain major differences between books that tell stories and books that give information (RL.1.5) (fiction and non-fiction) 		Sample Activities: Book Commercials – Students can work in pairs to act out, or use ipads to create (puppet pals, Toontastic) a commercial for one informational text and one fictional text. Students will learn that they will have to be more creative for fictional because fiction is not real. Students should be able to explain that fiction is a story that is made up and information is a book that gives factual information. Book Billboards Compare and Contrast Venn Diagrams Class discussion
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • book, information, story The student will perform basic processes, such as: <ul style="list-style-type: none"> • recognize with teacher support the differences between books that tell stories and books that give information we know that with teacher support will happen instructionally, but for assessment purposes, the goal should be what the student can do independently <ul style="list-style-type: none"> • Recognize with provided options the attributes of a fiction and non-fiction text 		Sample Activities: Compare and Contrast: Using Venn Diagrams to assist students in recognizing the differences between books that tell stories and books that give information
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING			
Point of View			
Grade 1			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Students are able to write their own fractured fairy tale based on their knowledge and understand of narrators and character roles. Their story should be able to differentiate the difference in the roles of a narrator and a character, and they should be able to state the differences between them.
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> describe the narrator and the narrator's role in a grade-appropriate text (RL.1.6) 		Sample Activities: Fractured Fairy Tales - Read at least three fractured fairy tales (Three Little Pigs, Little Red Hen, Cinderella, Little Red Riding Hood- see attached list) and have the students identify the main character and the narrator in each story. Explain that the main character is not always the narrator. Have students then do a character study of the narrator. Fractured Fairytale Generator – (Whole group activity) http://www.readwritethink.org/classroom-resources/student-interactives/fractured-fairy-tales-30062.html Character Study Reader's Theater
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> narrator, story The student will perform basic processes, such as: <ul style="list-style-type: none"> identify/name who is telling the story at various points in a grade-appropriate text (RL.1.6) 		Sample Activities: Using student generated story board, have students identify/name who is telling the story at various points in a grade-appropriate text

	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Visual/Auditory Media and Information Sources

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	<p>Picture Walk Teach and model how to take a picture walk to preview a text before reading. This includes using the pictures to make predictions about what might happen and then checking those predictions as they read. After reading, students use the pictures to prompt their retelling of characters, setting and events.</p> <p>Students can receive a 4.0 from this standard when they can lead another child through a picture walk, while being sure to point out the characters, settings, and events, while asking questions about the pictures and illustrations.</p>	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	

<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • describe the characters, setting, or events of a grade-appropriate story using illustrations from the story (RL.1.7) • distinguish between information provided by pictures or other illustrations and information provided by the words in a grade-appropriate text (RI.1.6) • describe the key ideas of a grade-appropriate text using illustrations from the text (RI.1.7) 	<p>Sample Activities:</p> <p>Picture Prompt, Picture Captions, Video Sequencing</p> <p>Picture Walk</p> <p>Teach and model how to take a picture walk to preview a text before reading. This includes using the pictures to make predictions about what might happen and then checking those predictions as they read. After reading, students use the pictures to prompt their retelling of characters, setting and events.</p> <p>Running Records- Ask the child to read a text on his or her appropriate reading level. Explain that you are going to be asking them some questions about what they read and to be sure to do their very best. Pay close attention to the individuals reading habits. Is he or she using the pictures to guide meaning? Is the student using illustrations to learn more about the characters, setting, and events in the story? Ask the child to describe what they see in the picture and explain how this helps them understand the meaning of the text. Ask them comprehension questions and ask them if they acquired this information from the words or the pictures. Allow them to return to the part of the book where they learned that particular information.</p>
	<p>Score 2.5</p> <p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • character, event, idea, illustration, information, setting, story, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify illustrations that describe characters, settings, or events in a grade-appropriate story • recognize information with provided options from pictures or illustrations in a grade-appropriate text 		<p>Sample Activities:</p> <p>Running Records- Ask the child to read a text on his or her appropriate reading level. Explain that you are going to be asking them some questions about what they read and to be sure to do their very best. Pay close attention to the individuals reading habits. Is he or she using the pictures to guide meaning? Is the student using illustrations to learn more about the characters, setting, and events in the story? Ask the child to identify the pictures that identify the characters, setting, and events in the story. Ask them comprehension questions and ask them if they acquired this information from the words or the pictures. Allow them to return to the part of the book where they learned that particular information.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Argument and Reasoning

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		P.I.E. Chart Extension- A student could score a 4.0 if he or she is able to create a graphic organizer that depicts the three purposes that an author has, and include an example (cut and paste, picture, or drawing of) of that type of writing. A student could also write a sentence describing the three types of purpose.
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • identify the reasons (details) an author gives to support points (author’s purpose)in a grade-appropriate text (RI.1.8) 		<p>Sample Activities:</p> <p>Student created graphic organizers</p> <p>Thinking maps</p> <p>P.I.E. Chart – Create a P.I.E. chart explaining the three purposes of an author’s writing (P-persuade, I-inform, E-entertain). Write a brief description of each type of writing and add a post-it-note with types of writing for each section. Pass out different types of writing (magazines, newspapers, advertisements, fiction books, nonfiction books) with a post it on each. Have the child record the title onto the post it and have each child come up, put their post it in the correct section and explain why it goes in that section. Put students into group based on the three purposes (PIE). Give each group a book that fits under their purpose. Have the groups identify the author’s purpose and generate a list of reasons/supporting details from the text.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • author, point, reason, support, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize teacher-provided points or arguments (details) that an author makes in a grade-appropriate text 		<p>Sample Activities:</p> <p>Use thinking maps to identify supporting details to a main idea in a text.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Literary Comparisons and Source Material

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities: Multiple Character Study – After doing the activity in the 3.0, students can receive a 4.0 by creating a timeline to compare and contrast the events and experiences of both characters.
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	

<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast the adventures and experiences of characters in grade-appropriate stories (RL.1.9) 	<p>Sample Activities:</p> <p>Multiple character Study- Use any of the <i>Frog and Toad</i> books to compare the two main characters, their experiences, and their adventures throughout the story. Have students complete a character project where they create a visual aid of the two characters and show their similarities and differences. They may also complete a Venn Diagram to write the similarities and differences.</p> <p>It Reminds Me Of</p> <p>Create a chart with two empty boxes, one on the far right and another on the far left side of the page. Place an arrow between them. Label one box <i>The Book</i> and the other <i>My Life</i>. Label the arrow <i>It reminds me of</i>. After reading a book, have students illustrate a favorite part in the first box and illustrate the connection they made to that part in the second box. This activity could also be used to compare two texts.</p> <div data-bbox="1318 711 1995 873" data-label="Diagram"> </div> <p>Compare and Contrast, Venn Diagram</p>
	<p>Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adventure, character, compare, contrast, experience, story <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recognize and recall from memory the details about the adventures and experiences of characters in grade-appropriate stories 	<p>Sample Activities:</p> <p>Retell the details of the adventures and experiences of characters in the <i>Frog and Toad</i> books</p>

	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Rhetorical Criticism

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	In order to receive a 4.0 on this standard, students could compare and contrast specific text features of stories written by the same author (Ex: Gail Gibbons), as well as the similarities of the illustrations in how they make the connections to the texts and the illustrations. Even when students are given multiple books by the same author, students could compare and contrast how different illustrators use drawings and text features to illustrate concepts and ideas in a different or similar fashion.
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>

<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> describe basic similarities in and differences between two grade-appropriate texts on the same topic (e.g., in illustrations, descriptions, or procedures) (RI.1.9) 		<p>Sample Activities:</p> <p>Venn Diagram- In a three week period of time read two informational texts. The first week should be two texts with similar illustrations, the second with similar descriptions, and the third with similar procedures. Allow time for students to write 2 facts in each of the three sections of the organizer. Create a large Venn Diagram on the smart board or chart paper. Give children each a post-it-note. Break the class into three sections (by table, color of clothes, favorite snack etc.) and assign each group a section of the Venn diagram. Allow the students to choose one fact from their Venn to write on the post-it-note. Allow children to come up one by one and place their post it on the class diagram. Collect the children's Venn Diagrams for assessment.</p> <p>Multiple character Study</p> <p>Compare and Contrast</p> <p>Text -to-Text Connections</p>
	<p>Score 2.5</p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> description, illustration, procedure, similarity, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> identify basic similarities in and differences between two grade-appropriate texts on the same topic (e.g., in illustrations, descriptions, or procedures) (RI.1.9) 		<p>Sample Activities:</p> <p>The student will complete a teacher provided graphic organizer comparing how two texts describe the same topic</p>
	<p>Score 1.5</p>	<p><i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>	
<p>Score 1.0</p>	<p>With help, partial success at score 2.0 content and score 3.0 content</p>		
	<p>Score 0.5</p>	<p><i>With help, partial success at score 2.0 content but not at score 3.0 content</i></p>	
<p>Score 0.0</p>	<p>Even with help, no success</p>		

READING

Fluency

Grade 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: Students will be able to write and create poetry or informational pieces about a particular topic, while being able to fluently and accurately read their written piece to others.
<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	

<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • read and comprehend grade-appropriate prose, poetry, and informational text (RL.1.10; RI.1.10) • read grade-appropriate text with purpose and understanding (RF.1.4a) • read grade-appropriate text orally with accuracy, appropriate rate, and expression on successive readings (RF.1.4b) 	<p>Sample Activities:</p> <p>Creating rhyming poetry, student created graphic organizers, Onset and Rimes breakdown, Use of Elkonin boxes.</p> <p>Students have achieved mastery of this standard if they can read and comprehend these texts with accuracy and expression in multiple situations, including with the teacher, in small groups, with peers, and in a presentation setting.</p> <p>Running Records- Ask the child to read a text on his or her appropriate reading level. Explain that you are going to be asking them some questions about what they read and to be sure to do their very best. Pay close attention to the individuals reading habits. Is he or she using the pictures to guide meaning? Is the student using illustrations to learn more about the characters, setting, and events in the story? Ask the child to describe what they see in the picture and explain how this helps them understand the meaning of the text. Ask them comprehension questions and ask them if they acquired this information from the words or the pictures. Allow them to return to the part of the book where they learned that particular information.</p> <p>*All first grade teachers should be using running records from the Dominic Kit to assess the text level of each student in their classroom. They should use the information gathered to create guided reading groups based on level or skill.</p> <p>In first grade on level students should be reading at a guided reading level D-E in the beginning of the year, a guided reading level F-G in the middle of the year, and a guided reading level J-K at the end of the year.</p>
	<p>Score 2.5</p> <p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • accuracy, expression, informational, literature, orally, purpose, rate, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • read grade-appropriate literature and informational text using teacher-directed comprehension strategies (e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading) • identify the purpose for reading a grade-appropriate text • read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression using teacher-directed fluency strategies (e.g., modeling, listening to recordings of others reading, recording and listening to self reading) 		<p>Sample Activities:</p> <p>Running Record- You can use the blank running record form (attached) to do a running record on a poem, fictional story or informational text. Be sure to assess the child for fluency, comprehension, and vocabulary (especially with poetry).</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		