

Grade 1 Language Arts Course Overview

Content Area: **English/Language Arts**
Course(s): **ILA-READING-1, ILA-WRITING-1**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS

Grade 1

Course No. 4001 (Reading)

Course No. 4011 (Writing)

BOARD OF EDUCATION

Vicki Becker, President

Laurie Lachs, Vice President

Mark Carangelo

Susanna Chiu

Mark Csizmar

Heather Guas

Liwu Hong

Barbara Reiss

Jeffrey Winston

Course Adoption: 04/21/1986

Curriculum Adoption: 08/01/2001

Date of Last Revision Adoption: 09/01/2021

Course Overview

Grade 1 Balanced Literacy Curriculum

The Grade 1 Balanced Literacy Program is primarily implemented through the Reading and Writing Workshop Model. Typically, each "workshop" begins with a mini-lesson during which the teacher models a particular reading or writing strategy. Students have an opportunity to discuss, ask questions, and try the strategy, often by turning and talking with a partner as the teacher listens in. Following the mini-lesson, students read or write independently for an extended period during which time the teacher observes, confers, and/or works with small groups of students with similar needs. At the culmination of the workshop session, selected students share their strategies and work with the class.

Direct Instruction in phonics, vocabulary, and word study is an important part of the District's Balanced Literacy Program. What is explicitly taught is carried into both the Reading and Writing Workshops

Components of a Balanced Literacy Program

Phonics and Word Study

[Wilson Foundations](#) provides all students in K-3 classrooms with a systematic program in the foundational skills for reading (decoding) and spelling (encoding), emphasizing phonemic awareness, phonics-word study, fluency, vocabulary, handwriting, and spelling. [Level 1 Foundations®](#) reinforces the basic skills that were learned in Kindergarten and progresses further into the study of word structure. Teachers should combine Foundations with a wide variety of text experiences, and expose students to poetry, narrative and informational text.

Reading Workshop

Mini Lesson (5-7 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and modeling of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to practice the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent reading; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent reading.

Independent Reading (20): During this time the teacher confers with individual students, takes conference notes on each child and meets with a guided and/or strategy group(s).

- Guided Reading - Teacher may meet with one to two guided reading groups each day. Guided reading groups consist of no more than six students on the same instructional reading level. Guided reading groups are flexible, constantly changing as the students' reading levels change.
- Strategy Group - Strategy groups are established based on who needs instruction on specific skills rather than level. Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus; it is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Reading (10 minutes): Students will talk with their partner about the books they are reading. Teachers facilitate the pairing of students in several different ways (well matched personalities, same reading levels, below benchmark student with meeting or exceeding grade level student, meeting with exceeding, below grade level with approaching, etc.); what works in one classroom does not always work in another. Partnerships participate in discussions to strengthen their use of reading strategies and their understanding of the text.

Share (3 minutes): Students and teacher return to meeting area to reinforce expectations and good reading habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice and/or partner work.

Writing Workshop

Mini Lesson (5-7 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct

statement and model of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- **Connection** - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- **Teach** - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- **Active Involvement** - Students "have a go;" this is the time for students to try out the work the teacher just taught them.
- **Link** -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent writing; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent writing.

Independent Writing (20 minutes): During this time the teacher confers with individual students, takes conference notes and meets with a strategy group(s).

- **Strategy Group** - Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- **Mid-Workshop Interruption** - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus, and is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Writing (10 minutes): Students will talk with their partners about their writing. Teachers facilitate the pairing of students based on student needs and skill level; what works in one classroom does not always work in another. Partnerships share their independent writing, ask each other questions and offer one another suggestions to help improve each other's work. Writing partnerships should be long term.

Share (3 minutes): Students and teacher return to meeting area to reinforce expectations and good writing habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice.

Instructional Strategies

Shared Reading: Shared reading is an important component as it serves as the time for the teacher to model the active reading strategies (thinking/picturing aloud). This time can serve as an additional opportunity to model print strategies in an authentic setting. A shared reading text is one that can be seen by all students. This is also a time to teach vocabulary within the context of the book.

Close Reading: Reading a shorter text multiple times to uncover layers of meaning that lead to deep comprehension. This is another opportunity to teach vocabulary within the context of the book. This can be accomplished using the following types of text:

- Newspaper/magazine/current events article(s) like Time for Kids, Newsela, ReadWorks, etc.
- Web page excerpt on projector
- Poems
- Songs
- Short Stories

Interactive Read Aloud: Reading aloud is one of the most important things teachers (and parents) can do. Reading aloud serves many purposes:

- Provides and promotes enjoyment and community building

- Provides every student with access to on or above grade level text
- Opportunities to model fluency, expression, and intonation
- Opportunities to model active reading strategies (predict and infer, connect, visualize/envision, clarify, react, question, evaluate, summarize) to increase comprehension and enjoyment
- Encourages and scaffolds conversation surrounding a text
- Reinforces the importance of story elements and story structure
- Increases listening and speaking skills

Shared Writing: Teacher teaches students how to write by writing with them. The process of writing is demonstrated by the teacher through a "write aloud" process. The teacher acts as a scribe while the students contribute ideas. The pen is always in the teacher's hand.

Use of Mentor Texts: as per the National Writing Project, [Mentor Texts](#) are pieces of literature that both teacher and student can return to and reread for many different purposes. They are texts to be studied and imitated. Mentor texts help students take risks and become different writers tomorrow than they are today. They help them try out new strategies and formats. They should be books that students can relate to and can even read independently *or* with some support. A mentor text doesn't have to be in the form of a book; a mentor text might be a poem, a newspaper article, song lyrics, comic strips, technical manuals, essays, etc.

[Link to Scope and Sequence Document for Grade 1](#)

Modifications

Each teacher, student, and classroom is unique and adaptations are specific to each situation. Differentiating instruction and providing multiples ways to assess allows more flexibility for students to meet the standards and requirements of the grade level. Below are samples of the types of modifications and accommodations that may occur for students based on need. This includes English Language Learners, students with a 504 plan, students with an IEP, basic skills students, and gifted and talented students.

Input	Output	Time
<p>Adapt the way instruction is delivered to the learner.</p> <p>For example:</p> <ul style="list-style-type: none"> • Use different and additional visual aids. • Plan more concrete and familiar examples. • Provide hands-on activities. • Please students in partnership or cooperative group. 	<p>Adapt how the learner can respond to instruction.</p> <p>For example:</p> <ul style="list-style-type: none"> • Allow a verbal response instead of written. • Utilize software for voice to text. • Use a communication book for students. 	<p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example:</p> <ul style="list-style-type: none"> • Individualize a timeline for completing a task. • Pace learning differently (increase or decrease (for some learners)) • Provide opportunities for brain breaks during a block of work.
Difficulty	Level of Support	Size

<p>Adapt the skill level, problem type, or the rules on how the learner may approach work.</p> <p>For example:</p> <ul style="list-style-type: none"> • Simplify task directions. • Break tasks into smaller parts. 	<p>Increase the amount of personal assistance with specific learner.</p> <p>For example:</p> <ul style="list-style-type: none"> • Assign peer buddies or cross-age tutors. • Confer with student one-on-one or pull them in additional small groups. 	<p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example:</p> <ul style="list-style-type: none"> • Reduce the number of tasks a student needs to complete when reading with a partner. • Modify the amount of pages a student is expected to read or the amount of lines/pages a student is asked to write.
<p>Degree of Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example:</p> <ul style="list-style-type: none"> • Allow for one-on-one or small group conferring to demonstrate understanding, rather than presentations to the whole class. 	<p>Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same material.</p> <p>For example:</p> <ul style="list-style-type: none"> • Students in the same class are expected to either write a single page, 3 pages, or 5 pages. Other students may meet with the teacher to provide a verbal response. • Students are expected to read different books. • Students are expected to participate based on a personal goal that may differ from general class expectations. 	<p>Substitute Curriculum</p> <p>Provide differentiated instruction and materials to meet a learner's individual goals.</p> <p>For example:</p> <ul style="list-style-type: none"> • provide alternative text, anchor chart, or activities based on student readiness levels. • Use of Learning Ally.

Textbooks and Other Resources

Units of Study for Teaching Reading Grade 1, Lucy Calkins with Colleagues from the Reading and Writing Project, 2015

Units of Study for Teaching Writing Grade 1, Lucy Calkins with Colleagues from the Reading and Writing Project, 2013

The Fountas & Pinnell Literacy Continuum, Irene Fountas and Gay Su Pinnell, 2017

The Reading Strategies Book, Jennifer Serravallo, 2015

The Writing Strategies Book, Jennifer Serravallo, 2017

Foundations Level 1, Barbara Wilson, Wilson Language Corporation, 2012

ReadWorks

Suggested Read Alouds and Mentor Texts:

Reading

Launching/Tricky Words

- Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin
- Let's Get a Pup Said Kate by Bob Graham
- Gingerbread Man by Brenda Parkes
- Buster, The Very Shy Dog
- The Name Jar
- Lucky Goes to School

Nonfiction

- Owls by Mary Dunn
- Beachcombing, Exploring the Seashore
- Dogs by Gail Gibbons
- Pumpkin Book by Gail Gibbons

Character

- Mrs. Wishy Washy by Joy Cowley
- Biscuit by Allison Capucilli
- Elephant and Piggie (series) by Mo Willems
- Fly Guy (series) by Tedd Arnold
- Peter's Chair by Ezra Jack Keats
- Henry and Mudge Series
- Mr. Putter and Tabby Series
- Books written by Robert Munsch
- The Little Red Hen by Brenda Parkes and Judith Smith

Poetry

- All the Small Poems, Valerie Worth
- Hip Hop Speaks to Children by Nikki Giovanni
- Go! Poetry in Motion by Dee Lillegard

Fluency/ Character

- Mrs. Wishy-Washy's Birthday by Joy Cowley
- The Little Yellow Chicken by Joy Cowley

- The Little Yellow Chicken's House by Joy Cowley

Writing

Small Moments

- Night of the Veggie Monster by George McClements
- Joshua's Night Whispers by Angela Johnson
- Roller Coaster by Marla Frazee
- Peter's Chair by Ezra Jack Keats
- The Paperboy by Dav Pilkey
- Knuffle Bunny by Mo Willems
- A Chair for My Mother by Vera B. Williams

Nonfiction Chapter Books/How-to

- Sharks! National Geographic series, by Anne Schreiber
- Trucks, National Geographic series, by Wil Mara
- Trains, National Geographic series, by Amy Shields
- "How to Carve a Pumpkin" in The Pumpkin Book by Gail Gibbons
- My First Soccer Game by Alyssa Satin Capucilli
- How to be a Baby by Sally Lloyd-Jone
- How to Teach a Slug to Read by Susan Pearson
- 101 Things to Make and Do (published by Parragon)
- How to Babysit Grandpa by Jean Reagan
- How to be a Ballerina by Harriet Castor
- Change It! Solids, Liquids, Gases, and You by Adrienne Mason
- How a House is Built by Gail Gibbons
- How to Lose All Your Friends by Nancy Carlson
- Let's Cook! (published by Backpack Books)
- My First Ballet Class by Alyssa Satin Capucilli

Writing Reviews

- Earrings by Judith Viorst,
- Pigeon books by Mo Willems,
- A Pet for Petunia by Paul Schmid

Realistic Fiction (From Scenes to Series)

- Henry and Mudge and the Happy Cat
- Other Henry and Mudge series books
- Puppy Mudge
- Harry by the Sea
- Knuffle Bunny
- Other series books such as Little Bill, Frog and Toad, Max and Ruby, Mr. Putter and Tabby, and Poppleton
- Poetry
- Hip Hop Speaks to Children by Nikki Giovanni

- Go! Poetry in Motion by Dee Lillegard

Writing Like Scientists - Refer to read alouds for Science

Content Specific Standards

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending

punctuation).

LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through

	multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.1.F	Use frequently occurring adjectives.
LA.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.L.1.1.H	Use determiners (e.g., articles, demonstratives).
LA.L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.L.1.5.B	Define words 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).
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

21st Century Life and Career Ready Practice Standards

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Grading and Evaluation Guidelines

Assessment:

Summative: Usually takes place at the end of a large chunk of learning and students/parents/teachers can use the results to see where the students performance lies compared to either a standard or a group of students.

Running Records: Running Records are used to determine students' independent, instructional and frustration reading levels. During the administration of a Running Record, a teacher records the student's reading behaviors, miscues, retelling and answers to comprehension questions, as he/she reads a leveled book. Students' oral reading rate (fluency) – words per minute is also determined via a Running Record. The books are leveled along a gradient from Level A (easiest) to Level Z (hardest).

On Demand Writing (WOD): On demand pre-assessments should be done before each unit in order to best assess students' ability within each genre. On demand post-assessments should also be done at the conclusion of each unit in order to show student growth. The on demand writing will be graded using a genre specific rubric based on the Writing Learning Progression. Prompts direct students to compose the best piece of writing they can - narrative, information, or opinion - in a fixed period of time.

Foundations Unit Tests: Administered at the end of each unit, Foundations Unit Tests measure a student's knowledge of

concepts taught in a specific Foundations unit.

Formative: Considered to be the most powerful type of assessment, the results are used to modify and validate instruction. Students receive immediate feedback. Teachers guide students as they monitor their progress and set new learning goals. Examples of formative assessments used during Reading and Writing Workshop include:

- Observations during mini lessons, small groups, and partner work.
- Conferences (anecdotal notes)
- Notes from guided reading and strategy groups
- Interactive class discussion
- Exit Slips
- Reading responses

Other Details

Language Arts: Grade 1

SCED Number: 51029

Course Number: 4001 (Reading)

Course Number: 4011 (Writing)

Schools: All Elementary (Bowne-Munro, Central, Chittick, Frost, Irwin, Lawrence Brook, Memorial, Warnsdorfer)

Minutes Per Week: 600

Course Duration: Full Year

Interdisciplinary Standards

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Technology Standards

TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

