

Unit Planning Organizer

Grade: 1

Unit: 2

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Note: Teachers are strongly encouraged to look at the UPO for the context of assessments

Table of Contents

Step 1: Unit Standards

.....	p. 3
Iowa Core Standards- Priority Standards	 p. 3
Iowa Core Standards- Support Standards	 p. 4
Reading Standards Unwrapped and Depth of Knowledge	 p. 4
Writing Standards Unwrapped and Depth of Knowledge	 p. 5
Unit Essential Questions and Enduring Understandings	 p. 5

Step 2: Standards-Based Unit Assessments

.....	p. 5
Assessment and Performance Task Alignment of Unit Standards	 p. 5
Standards-Based Common Formative Post-Assessment (CFA) Teacher Directions, Student Directions and Answers	 p. 6
Standards-Based Common Formative Pre-Assessment (CFA) Teacher Directions, Student Directions and Answers	 p. 7

Step 3: Standards-Based Performance Tasks

.....	p. 9
Performance Task Synopses	 p. 9
Performance Task 1- In Detail	 p. 9
Performance Task 2- In Detail	p. 11
Performance Task 3- In Detail	p. 12

Student Materials

.....
..... p. 14

Notes:

- Supporting standards *may be* embedded in performance tasks. If they are not embedded, they *must be* assessed through teacher-designed classroom measure.
- Supporting standards *will not* be embedded in common formative pre/post assessments.

Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	1 st Grade					
Title of Standards-Based Unit	Telling a Story					
Estimated Duration of Unit	5 Weeks + 1 Buffer Week					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)	
RL.1.3	Describe characters, settings, and major events in a story using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
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.
RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)

RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b	Decode regularly spelled one-syllable words.

Iowa Core Standards- Support Standards (to be instructed and assessed)

Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.

- RL.1.1 - Ask and answer questions about key details in a text.
- RL.1.6 - Identify who is telling the story at various points in a text.
- W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1.a – Follow agreed-upon rules for discussions.
- SL.1.1.b – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1.c – Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.6 - Produce complete sentences when appropriate to task and situation.
- L.1.1 a Print all upper- and lowercase letters.
- L.1.f Use frequently occurring adjectives.
- L.1.2.a Capitalize dates and names of people.
- L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.d 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*).

Reading Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge
RL.1.3	- Describe - Use	- Characters - Setting - Major Events - Key Details	1
RL.1.7	- Use - Describe	- Illustrations - Details - Characters - Setting - Events	2
RF.1.1.a	Recognize	Features of a sentence	1
RF.1.2.a	Distinguish	Long from short vowel sounds in spoken single-syllable word	1
RF.1.2.b	- Orally Produce - Blending	Sounds in single-syllable words	1
RF.1.2.c	- Isolate - Pronounce	- Initial sound in single-syllable word - Medial vowel in single-syllable word - Final sound in single-syllable word	1
RF.1.2.d	Segment	Single-syllable words into complete sequence of individual sounds	1
RF.1.3.a	Know	Spelling-sound correspondence for common consonant digraphs	1
RF.1.3.b	Decode	Regularly spelled one-syllable words	1

Writing Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge/ Bloom’s Levels
W.1.3	- Write - Recount - Include - Use - Provide	- Narratives - Sequenced Events - Detail - Temporal Words - Closure	2, 3

Unit Essential Question and Enduring Understandings	
Essential Questions	Big Ideas
How do authors tell their stories? How do I tell my story?	The words and the pictures help authors tell their story in a way the reader understands. I can use

	what I learn from authors to help me tell my story.
• What do we need to know to read and write words and sentences? • Why do I have to know about the rules in our language?	• Knowing about how books and words work helps us to read and write. • Following the rules in our language helps people understand what I am communicating.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA	RL.1.3, RL.1.7 (Foundational Skills assessed on student need)
Performance Task #1	W.1.3
Performance Task #2	W.1.3
Performance Task #3	W.1.3
Post CFA	RL.1.3, RL.1.7

Standards-Based Common Formative Post-Assessment

RL.1.7 – Use illustrations and details in a story to DESCRIBE its characters, settings, or events.

Teacher directions: Read aloud *Hi! Fly Guy* by Tedd Arnold. Then have students answer the questions below. Teacher will read aloud questions and answers.

Student directions: Listen to your teacher read aloud *Hi! Fly Guy* by Tedd Arnold. Then listen to your teacher read aloud the questions below. Circle the best answer for each question.

1. Use the illustration on page 26. Which sentence describes how Buzz feels?

Correct answer: c

- a. Buzz is frightened.
- b. Buzz is being naughty.
- c. Buzz is surprised.

2. Using the illustrations and text on page 8, which would best describe Fly Guy?

Correct answer: b

- a. He has small eyes and a big body. He is sad.
- b. His eyes are bigger than his body. He is mad.
- c. He is green with long legs and arms. He is angry.

3. How would you describe the setting where Buzz won the award in Chapter 3?

Correct answer: b

- a. The setting is at a circus.
- b. The setting is at the Amazing Pet Show.
- c. The setting is at the zoo.

4. What happened when Fly Guy first met Dad?

Correct answer: a

- a. Dad got out the fly swatter.
- b. Dad and Fly Guy became friends.
- c. Dad fed Fly Guy a hot dog.

Scoring Guide – RL.1.7			
Exemplary	Proficient	Close to Proficient	Far from Proficient
- o All proficient criteria plus: - o N/A	- o Uses illustrations and details to describe character’s feelings or traits. - o Uses illustrations and details to describe character’s physical traits. - o Uses illustrations and details to describe setting. - o Uses illustrations and details to describe an event.	o Meets 3 of the 4 proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

Standards-Based Common Formative Pre-Assessment

RL.1.3 – DESCRIBE characters, settings, and major events in a story, using key details.

Teacher directions: Read aloud *Birthday Soup from Little Bear* by Else Holmelund Minarik. Then have students answer the questions below. Teacher will read aloud questions and answers.

Student directions: Listen to your teacher read aloud *Birthday Soup from Little Bear* by Else Holmelund Minarik. Then listen to your teacher read aloud

the questions below. Circle the best answer for each question.

1. The setting of the story is Bear's house. Circle any of these that would describe the setting in "Birthday Soup"? Then using pictures or words describe the details in the story that helped you to know. **Correct answer: table, fireplace, chairs AND picture or words that describe details from the story that match.**

table

couch

oven

fireplace

television

chairs

2. What happens at the end of “Birthday Soup”?

Correct answer: b

- a. They eat the soup.
- b. Little Bear’s mom surprises him with a birthday cake.
- c. They play a game of hide and seek.

3. How does Little Bear feel at the end of the story?

Correct answer: b

- a. Sad, because no one remembered his birthday.
- b. Happy, because his mom did not forget his birthday.
- c. Lonely, because he is alone.

Scoring Guide RL.1.3

Exemplary	Proficient	Close to Proficient	Far from Proficient
- o All proficient criteria plus: - o NA	- o Describes setting using key details. - o Describes a major event using key details. - o Describes a character using key details.	o Meets 2 of the 3 proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

Engaging Scenario: We all come from very different families. We are going to make a class scrapbook to tell about our families. You will create a page for our scrapbook to tell about your family and something special your family has done together.

Task 1: (W.1.3) Looking at the picture, write about the special day. Record at least 2 events that happened that day. Review the events you wrote about from your family's special day. Put these events in order and make sure to include temporal words.

DOK 2, 3

Task 2: (W.1.3) Identify each event you wrote about; write more about each event. Include additional details about each event from your day.

DOK 2, 3

Task 3: (W.1.3) Remember how authors tie everything up at the end? Provide some sense of closure for your story.

DOK 2, 3

Performance Task # 1- In Detail

Priority Standards:

- 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.

Supporting Standards (if applicable):

- W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.1.1.f - Use frequently occurring adjectives.
- L.1.2.a – Capitalize dates and names of people.

Essential Question:

- How do authors tell their stories? How do I tell my story?

Big Idea:

- The words and the pictures help authors tell their story in a way the reader understands. I can use what I learn from authors to help me tell my story.

DOK: 2,3

Engaging Scenario Synopsis: We all come from very different families. We are going to make a class scrapbook to tell about our families. You will create a page for our scrapbook to tell about your family and something special your family has done together.

Teacher Directions:

- Looking at the picture, write about the special day. Record at least 2 events that happened that day. Review the events you wrote about from your family's special day. Put these events in order and make sure to include temporal words.

Suggestions for Instruction:

- Prior to completing this lesson, read aloud a book about families. Suggested titles include: *A Chair for My Mother* by: Vera B. Williams, *Me and My Family Tree* by: Joan Sweeney, *Family Pictures* by: Carmen Lomas Garza, *The Relatives Came* by: Cynthia Rylant, *All Families Are Special* by: Norman Simon. Invite students to bring in a photograph of their family at an event (or draw a picture of their family at an event). Remind students this needs to be at an event and not just a family portrait.

Differentiation Options: Provide students with index cards or post-it notes to record their events; students could organize their writing inside of a file folder. Students could use technology to assist in writing.

Scoring Guide for Collaborative Component – W.1.3

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Included several details about events – actions, thoughts, feelings	o Writes a narrative with two or more sequenced events o Includes a detail about each event o Uses temporal words (first, next, then, last, finally) o Provides closure	o Meets 3 of the 4 proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

***Performance Task 1 only assesses the highlighted part of W.1.3. To determine proficiency of standard W.1.3, look at the final product at the end of Performance Task 3.

Performance Task # 2- In Detail

Priority Standards:

- 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.

Supporting Standards (if applicable):

- W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.1.1.f - Use frequently occurring adjectives.
- L.1.2.a – Capitalize dates and names of people.

Essential Question:

- How do authors tell their stories? How do I tell my story?

Big Idea:

- The words and the pictures help authors tell their story in a way the reader understands. I can use what I learn from authors to help me tell my story.

DOK: 2,3

Engaging Scenario Synopsis: We all come from very different families. We are going to make a class scrapbook to tell about our families. You will create a page for our scrapbook to tell about your family and something special your family has done together.

Teacher Directions:

- Identify each event you wrote about; write more about each event. Include additional details about each event from your day.

Suggestions for Instruction:

Differentiation Options: When adding details for each event, students could use a t-chart (see www.ttms.org - Writing Teacher's Strategy Guide for more information, page 28). Students could use technology to assist in writing.

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Included several details about events – actions, thoughts, feelings	o Writes a narrative with two or more sequenced events o Includes a detail about each event o Uses temporal words (first, next, then, last, finally) o Provides closure	o Meets 3 of the 4 proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

***Performance Task 2 only assesses the highlighted part of W.1.3. To determine proficiency of standard W.1.3, look at the final product at the end of Performance Task 3.

Performance Task # 3- In Detail
Priority Standards: - 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. Supporting Standards (if applicable): - W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. - W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. - L.1.1.f - Use frequently occurring adjectives. - L.1.2.a – Capitalize dates and names of people. Essential Question: - How do authors tell their stories? How do I tell my story? Big Idea: - The words and the pictures help authors tell their story in a way the reader understands. I can use what I learn from authors to help me tell my story. DOK: 2,3 Engaging Scenario Synopsis: We all come from very different families. We are going to make a class scrapbook to tell about our families. You will create a page for our scrapbook to tell about your family and something special your family has done together. Teacher Directions: - Do you remember how authors tie everything up at the end? Provide some sense of closure for your story. Suggestions for Instruction:

Differentiation Options: Students could use technology to assist in writing.

Scoring Guide for Collaborative Component – W.1.3

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Included several details about events – actions, thoughts, feelings	- o Writes a narrative with two or more sequenced events - o Includes a detail about each event - o Uses temporal words (first, next, then, last, finally) - o Provides closure	o Meets 3 of the 4 proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

***This is now the final product. The complete scoring guide should be used to determine proficiency with standard W.1.3.

Supporting Documents and Student Materials

Name: _____

RL.1.7 – Use illustrations and details in a story to DESCRIBE its characters, settings, or events.

Teacher directions: Read aloud *Hi! Fly Guy* by Tedd Arnold. Then have students answer the questions below. Teacher will read aloud questions and answers.

Student directions: Listen to your teacher read aloud *Hi! Fly Guy* by Tedd Arnold. Then listen to your teacher read aloud the questions below. Circle the best answer for each question.

1. Use the illustration on page 26. Which sentence describes how Buzz feels?
 - a. Buzz is frightened.
 - b. Buzz is being naughty.
 - c. Buzz is surprised.
2. Using the illustrations and text on page 8, which would best describe Fly Guy?
 - a. He has small eyes and a big body. He is sad.
 - b. His eyes are bigger than his body. He is mad.
 - c. He is green with long legs and arms. He is angry.
3. How would you describe the setting where Buzz won the award in Chapter 3?
 - a. The setting is at a circus.
 - b. The setting is at the Amazing Pet Show.
 - c. The setting is at the zoo.
4. What happened when Fly Guy first met Dad?
 - a. Dad got out the fly swatter.
 - b. Dad and Fly Guy became friends.
 - c. Dad fed Fly Guy a hot dog.

Scoring Guide – RL.1.7			
Exemplary	Proficient	Close to Proficient	Far from Proficient
- o All proficient criteria plus: - o N/A	- o Uses illustrations and details to describe character’s feelings or traits. - o Uses illustrations and details to describe character’s physical traits.	o Meets 3 of the 4 proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

	- o Uses illustrations and details to describe setting. - o Uses illustrations and details to describe an event.	
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Name: _____

RL.1.3 - DESCRIBE characters, settings, and major events in a story, using key details.

Teacher directions: Read aloud *Birthday Soup from Little Bear* by Else Holmelund Minarik. Then have students answer the questions below. Teacher will read aloud questions and answers.

Student directions: Listen to your teacher read aloud *Birthday Soup from Little Bear* by Else Holmelund Minarik. Then listen to your teacher read aloud the questions below. Circle the best answer for each question.

1. The setting of the story is Bear's house. Circle any of these that would describe the setting in "Birthday Soup"? Then using pictures or words describe the details in the story that helped you to know.

table couch oven
fireplace television chairs

2. What happens at the end of "Birthday Soup"?
- a. They eat the soup.
 - b. Little Bear's mom surprises him with a birthday cake.
 - c. They play a game of hide and seek.
3. How does Little Bear feel at the end of the story?
- a. Sad, because no one remembered his birthday.
 - b. Happy, because his mom did not forget his birthday.
 - c. Lonely, because he is alone.

Scoring Guide			
Exemplary	Proficient	Close to Proficient	Far from Proficient

- o All proficient criteria plus: - o NA	- o Describes setting using key details. - o Describes a major event using key details. - o Describes a character using key details.	o Meets 2 of the 3 proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

Foundational Skills - 1st Semester

Student Name: _____

Standard: RF1.1.a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Student Directions: Circle the first word of each sentence in green.

One day Frank and Sally went out for ice cream. What kind of ice cream should they get?

Student Directions: Circle how you know each sentence is done in red.

One day Frank and Sally went out for ice cream. What kind of ice cream should they get?

Student Directions: Circle all of the capital letters in blue.

One day Frank and Sally went out for ice cream. What kind of ice cream should they get?

Scoring Guide RF1.1.a			
Exemplary	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus:	O Correctly identified first word of all sentences O Correctly identified ending punctuation marks of all sentences o Correctly identified all capital letters	o Meets 2 of the proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

Standard: RF.1.2.a - Distinguish long from short vowel sounds in spoken single-syllable words.

Teacher Directions: Teachers will ask students to identify whether the following words are long or short vowels. Suggestions include circling S or L for each words, thumbs up/thumbs down, etc.

Suggested Words - Say in any order: cat, pet, dig, rug, hop, cape, Pete, dime, home, mule

Scoring Guide RF.1.2.a			
Exemplary	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus:	o Identifies short a o Identifies short e o Identifies short i o Identifies short o o Identifies short u o Identifies long a o Identifies long e o Identifies long i o Identifies long o o Identifies long u	o Meets 8 or 9 of the proficient criteria.	o Meets fewer than 8 of the proficient criteria.
		Comments:	

Standard: RF.1.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

Teacher Directions: Teachers will pull students individually. Teachers will give students a series of segmented words and ask them to blend them together.

Suggestions: /s/ /ay/ /ou/ /t/ /sh/ /ar/ /k/ /p/ /o/ /s/ /t/

Scoring Guide RF.1.2.b			
Exemplary	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus:	o Blends single phonemes into single-syllable words o Blends consonant blend phonemes into single-syllable words	o Meets 1 of the proficient criteria.	o Meets 0 of the proficient criteria.

		Comments:
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Standard: RF.1.2.c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Teacher Directions: Teachers will pull students individually.

- What is the initial speech sound in this word? (Prompt with *beginning/first sound* if student does not seem to understand the meaning of the term *initial*.)

ship /sh/

van /v/

king /k/

it /i/

- What is the medial vowel sound in this word? (Prompt with *middle sound* if student does not seem to understand the meaning of the term *medial*.)

big /i/

rain /a/

fun /u/

frog /o/

- What is the final speech sound in this word? (Prompt with *ending/last sound* if student does not seem to understand the meaning of the term *final*.)

comb /m/

sink /k/

rag /g/

go /o/

Scoring Guide RF.1.2.c			
Exemplary	Proficient	Close to Proficient	Far from Proficient

o All proficient criteria plus:	o Isolates and pronounces initial sound o Isolates and pronounces medial vowel sound o Isolates and pronounces final sound	o Meets 2 of the proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

RF.1 .2.d-Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Teacher Directions: Teachers will pull students one at a time. Say each sound as you move a chip onto a line or into a sound box:

no /n/ /o/

rag /r/ /a/ /g/

socks /s/ /o/ /k/ /s/

float /f/ /l/ /oa/ /t/

Scoring Guide RF.1 .2.d			
Exemplary	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus:	o Segments spoken single-syllable words into individual phonemes o Phonemes are segmented in correct sequence	o Meets 1 of the proficient criteria.	o Meets 0 of the proficient criteria.
		Comments:	

Standard: RF.1.3.a - Know the spelling-sound correspondences for common consonant digraphs.

Teacher Directions: Teachers will give the students a paper with digraph choices (see student copy) they will then read the directions aloud.

(Digraphs do not show up in any other grade level within the standards- this is a key component.

Digraphs to be taught and assessed in first grade: th, sh, ch, wh, ph, ng, gh, ck. Please refer to Appendix A.)

1. path - circle the digraph that says /th/, path
2. shop - circle the digraph that says /sh/, shop
3. sing - circle the digraph that says /ng/, sing
4. lunch - circle the digraph that says /ch/, lunch
5. whale - circle the digraph that says /wh/, whale
6. phone - circle the digraph that says /ph/, phone
7. laugh - circle the digraph that says /gh/, laugh
8. duck - circle the digraph that says /ck/, duck

Scoring Guide RF.1.3.a			
Exemplary	Proficient	Close to Proficient	Far from Proficient
- o All proficient criteria plus: - o	Knows spelling sound correspondences for: - o th - o sh	o Meets 6 – 7 of the proficient criteria.	o Meets fewer than 6 of the proficient criteria.
		Comments:	

	- o ch - o wh - o ph - o ng - o gh - o ck	
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Student Name: _____ **Date:** _____

RF.1.3.a - Know the spelling-sound correspondences for common consonant digraphs.
Refer to directions in assessment planner.

1. sh th ch wh ph

2. sh th ch wh ph

3. sh ch wh ng gh

4. sh ch ph gh ck

5. th ch wh ph gh

6. th wh ph ng ck

7. sh th ch ng gh

9. th ch wh gh ck

Standard: RF.1.3.b - Decode regularly spelled one-syllable words.

Teacher Directions: Teachers will pull students one at a time and ask them to read the following words.

Note: These words are the same words that are used to assess L.1.2.e – *Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions*. The purpose of using the same words is to compare the student’s ability to both read (decode) and spell one-syllable words.

Suggested words: *fan, rob, pet, dig, gum, blade, shine, coach, thorn, dream*

Scoring Guide RF.1.3.b			
Exemplary	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus: Student sounds out/recodes words with automaticity.	o Decodes at least 80% of the regularly spelled one-syllable words	o Decodes 60 to 79% of the regularly spelled one-syllable words.	o Decodes fewer than 6 of the 10 regularly spelled one-syllable words.
		Comments:	

Checklist for Language Standards L.1.1 a-f

L.1.1 - Demonstrate command of the conventions of standard and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- 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*).
- Use frequently occurring adjectives.

Student Name	<u>L.1.a</u>	<u>L.1.a</u>	<u>L.1.b</u>	<u>L.1.b</u>	<u>L.1.b</u>	<u>L.1.c</u>	<u>L.1.c</u>	<u>L.1.d</u>	<u>L.1.d</u>	<u>L.1.d</u>	<u>L.1.e</u>	<u>L.1.e</u>	<u>L.1.e</u>	<u>L.1.f</u>
	Uppercase Letters	Lowercase Letters	Common Nouns	Proper Nouns	Possessive Nouns	Singular Nouns	Plural Nouns	Personal pronouns	Possessive pronouns	Indefinite pronouns	Past	Present	Future	Frequently occurring adjectives

	Uppercase Letters	Lowercase Letters	Common Nouns	Proper Nouns	Possessive Nouns	Singular Nouns	Plural Nouns	Personal pronouns	Possessive pronouns	Indefinite pronouns	Past	Present	Future	Frequent adjectives

Checklist for Language Standards L.1.1 g-j

L.1.1 - Demonstrate command of the conventions of standard and usage when writing or speaking.

g. Use frequently occurring conjunctions (e.g., and, but, or so, because)

h. Use determiners (e.g., articles, demonstratives,

i. Use frequently occurring prepositions (e.g. during, beyond, toward)

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Student Name	<u>L.1.g</u> conjunctions	<u>L.1.h</u> determiners	<u>L.1.i</u> prepositions	<u>L.1.j</u> Declarative sentences	<u>L.1.j</u> Interrogative sentences	<u>L.1.j</u> Imperative sentences	<u>L.1.j</u> Exclamatory sentences

Checklist for Language Standards L.1.2

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.

Student Name	<u>L.2.a</u> Capitalize dates	<u>L.2.a</u> Capitalize names	<u>L.2.b</u> End punctuation	<u>L.2.c</u> Commas in dates	<u>L.2.c</u> Commas in single word series	<u>L.2.d</u> Common spelling patterns	<u>L.2.d</u> Frequently occurring irregular words	<u>L.2.e</u> Phonemic awareness	<u>L.2.e</u> Spelling conventions

Checklist for Language Standards L.1.4

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

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Student Name	L.1.4.a Context clues	L.1.4.b Affixes clues	L.1.4.c Root words	L.1.4.c Inflectional forms

Checklist for Language Standards Standard L.15

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- 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.

Student Name	L.1.5.a Sort words into categories	L.1.5.b Define words by categories	L.1.5.b Define words by key attributes	L.1.5.c Real life connections	L.1.5.d Shades of meaning among verbs differing in manner	L.1.5.d Shades of meaning in adjectives differing in intensity

