

Balanced Literacy Components and Grade Level Benchmarks Grades K-2

Elements of a Comprehensive Reading Program

(adopted from *The National Reading Panel*)

Phonemic Awareness: Ability to hear, identify, and manipulate individual sounds

- ☒ Children need to learn that words are made up of a sequence of sounds and the sounds are related to the letters in the alphabet
- ☒ Phonic awareness is different from phonics
- ☒ It involves manipulating speech sounds without seeing letters
- ☒ At the kindergarten stage it is known as one of the best predictors of how well a child will learn to read
- ☒ In order to help students learn to read and spell, a systematic and explicit phonemic awareness program should be at the beginning of a reading program

Phonics: Instruction that assists children learn the relationship between letters of written language, the sounds spoken, and spelling patterns

- ☒ Phonics instruction teaches children the relationship between letters(graphemes) of written language and the individual sounds (phonemes)
- ☒ The purpose of phonics is for children to understand the relationship between letters and sounds
- ☒ With phonics instruction children learn a way to remember how to read words
- ☒ Phonics instruction begins in kindergarten and first grade.
- ☒ It assist children with knowing how to decode words
- ☒ From second through sixth grade, students learn how words work, word parts, inflectional endings, word meanings, word derivation and word history
- ☒ Through writing children will be able to demonstrate their ability to analyze the relationship between spoken and written language (phonics)

Elements of a Comprehensive Reading Program (continued)

(adopted from *The National Reading Panel*)

Vocabulary: Vocabulary refers to words we recognize and use in print. It is correlated to reading comprehension

- ☒ Taught directly—explicit teaching of individual words
- ☒ Direct teaching assists in reading comprehension and the learning of new words
- ☒ Taught indirectly—learned through conversation, independent reading, and hearing text read aloud
- ☒ Important to reading instruction

There are four types of vocabulary:

- Listening vocabulary—the words needed to understand what is heard
- Speaking vocabulary—the words used when speaking
- Reading vocabulary—the words needed to understand what is read
- Writing vocabulary—the words used in writing

Vocabulary Tiers:

Tier 1- Everyday Words (implicit, high frequency words) the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While tier 1 words are important, they are not the focus of this discussion.

Tier 2- Academic Vocabulary (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative, vary, formulate, specificity, and accumulate*), technical texts (*calibrate, itemize, periphery*), and literary texts (*misfortune, dignified, faltered, unabashedly*). Tier 2 words often represent subtle or precise ways

to say relatively simple things- *saunter* instead of *walk*, for example. Because Tier 2 words are found across many types of texts, they are highly general.














Tier 3- Domain Specific Words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier 3 words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

See Appendix Q

Fluency: The ability to read text accurately, quickly and with expression. Fluency is necessary for comprehension.

Text Comprehension: The reason for reading. Comprehension is the ability to process meaning through the text. Sample guiding reading questions **See Appendix O.**

Text Complexity Grade Band in the Common Core Standards	Lexile Ranges Aligned to CCR Expectations
K-1	NA
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-CCR	1215-1355

Reading A-Z Level	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA
	4 - 6	K	A	1	A-1
	4 - 6	K	A	1	A-1
	4 - 6	K	B	2	2
	4 - 6	K	C	3-4	3-4
	4 - 7	1	D	5-6	6
	6 - 7	1	E	7-8	8
	6 - 7	1	F	9-10	10
	6 - 7	1	G	11-12	12
	6 - 7	1	H	13-14	14
	6 - 7	1	I	15-16	16
	6 - 8	1	J	17	18
	7 - 8	2	J	17	18
	7 - 8	2	K	18	20

M	7 - 8	2	L	19	24
N	7 - 8	2	M	20	28
O	7 - 8	2	M	20	28
P	7 - 8	2	M	28	28
Q	7 - 9	3	N	30	30
R	8 - 9	3	N	30	30
S	8 - 9	3	O	34	34
T	8 - 9	3	P	38	38
U	8 - 11	4	Q	40	40
V	9 - 11	4	Q	40	40
W	9 - 11	4	R	40	40
X	9 - 11	5	S	40	40
Y	9 - 11	5	T	40	40
Z	9 - 11	5	U-W	N/A	50

A Balanced Literacy Classroom

Prior to Students' Arrival- CLASS SET UP

- A. Be familiar with your students academically. Review portfolio of your students.
- B. Be familiar with the grade's English Language Arts standards as outlined in the Common Core State Standards and the first few weeks of the core program pacing calendar.
- C. Organize the classroom and the materials in ways that foster independence and responsibility as referred to in the reading and writing checklists. **See Appendix D, E, I**
 - a. Establish a classroom library—place books in baskets labeled by authors and/or genre. **See Appendix F**
 - b. Create a word wall (place each letter in horizontal lines with space left below for the sight words the students will need to know during the school year. **Do not set up the entire sight words list by the first week of school; these words will be gradually introduced during the year.**)
 - c. Create reading and writing workshop binders for your own record keeping.
 - d. Create independent reading bags with reading folders per student.
 - e. Create writing workshop folders per student. **See Appendix P**
 - f. Create name plates per student.
 - g. Display a daily schedule – name of subject, time, and picture. It should be created in a way for your students to read together and independent.
 - h. Establish a sign-in area for children to write or check off their names when they arrive.
 - i. Create a writing center- **See Appendix G**
- D. Review all literacy assessments from prior year—student portfolios, class profile sheets and NJ PASS/NJ ASK scores, if applicable to your grade.
- E. Use Guiding Readers and Writers by Fountas and Pinnell as a reference throughout the year.

During the First Week of School

- A. Immediately begin beginning of the year literacy assessment (DORA, writing prompt, and *Reading Street 2013* Baseline Assessment)
- B. Read to the children—books, poetry, etc... about separation or beginning of the school.
- C. Involve students in the shared reading of a poem and/or story. **(The material should be in the form of a big book or chart paper. The children need to see the text. This is different from a read-a-loud)**
- D. Provide time for students to begin reading books from the classroom library.
- E. Provide time for independent drawing and writing.
- F. Begin to observe children's understandings about reading and writing and continue to do so during the next few weeks so that you can plan your program based on your children's strength and needs.
- G. Begin to implement the suggested process towards independent reading. *Select a few lessons* from the following resources for the first week of school to teach during Science/Social Studies period. See Literacy Coach for suggested lessons:
 - ❑ 1st 20 day of Independent Reading in Guiding Readers and Writers (beige book) by Fountas and Pinnell (Grades 1-2)
 - ❑ First 20 Days of Reading Workshop in Guiding Readers and Writers by Fountas and Pinnell (white book) (Kindergarten Grade)

Components of a Balanced Literacy Program (At a Glance)

Kindergarten –Second Grade Balanced Literacy Curriculum Guide

Word Study, Phonics, and Phonemic Awareness

Kindergarten and First Grade Name Study

“In most kindergartens, teachers begin the year of word study through a name inquiry. Many teachers call this Star Names, and it’s based on the work of Patricia Cunningham. Each day, one of the students’ names is featured and the class studies the name in many ways. Through a Star Names study, children learn the concepts of word vs. letter, concepts of beginning, middle, and final letters, letter names and letter features. Students also learn how to hear and orally break down words into syllables. For example, if the featured name for the day is Theo, students might notice things like: Theo’s name starts with the same letter as Teneisha’s name; Theo’s name has four letters; the last letter looks like a circle; the first part of Theo’s name sounds like think and thirsty; ‘the’ is in Theo’s name; Theo’s name has two beats (syllables); and so on. In order to plan the instructional emphasis that will run through a Star Name study, you’ll want to administer a letter identification assessment to find out the ways in which your students can identify letters: by the name (It’s a B!), by a word (It’s boy!), and/or by the sound (It’s /b/b/b/). Your students will learn each other’s names while comparing and contrasting them during the Star Names study. Meanwhile, you may want to put each name on the word wall as you study it together. Many teachers also keep several name charts organized alphabetically around the room, especially near the easel, so that the names can be easily referenced during any of the balanced literacy components. In addition to the Star Names study, you will want to provide opportunities for your children to practice phonemic awareness through rhyming, paying attention to beginning sounds, and clapping out syllables.” Teacher’s College Calendar Kindergarten Curriculum

Materials	Mentor Text	Assessment	Teacher Resources Available
Chart of children’s name Predictable books	Concept books, picture books, predictable books	Observations Conference notes	<p>Core Program: <i>Reading Street 2013</i></p> <p>Supplemental Resources: <u>Word Study: Phonics and Spelling Lessons</u> by Fountas and Pinnell</p> <p><u>Words Their Way</u> by Bear</p>

What is it: “Word study” gives students an opportunity to manipulate words (and parts of words) in meaningful and enjoyable activities. Reading ability can develop dramatically as word study lessons develop experience with:

1. Patterns of how words are spelled, such as word families
2. Letters and their sounds
3. Word parts-- such as roots, prefixes, and suffixes
4. How parts of words often will give hints to the meaning of a word

Why: Of course, we were also taught some reading and spelling rules such as, "When two vowels go walking, the first one does the talking." But did you know that this rule, like many others that we were taught, holds true less than fifty percent of the time? (Clymer, 1996)

Who:

Teacher’s Role:

- Provide a wide variety of activities centered around the study of the phonological
- Plan instruction based on ongoing assessment of students’ reading and writing work
- Provide instruction which is explicit, systematic, and purposeful
- Guide children to apply acquired knowledge as they read and write independently

Student’s Role:

- Learn the skills associated with words
- Apply this knowledge when speaking, reading, and writing independently

When

- 20 minutes a day—short focused lessons
- Example: Create literacy center activities based on (name study or phonological awareness) that have been introduced to students

How

- Core Program- *Reading Street 2013*

- *Words Their Way*- Bear (supplemental resource for differentiation)
- Example: Use Name Study to conduct the following lessons: Use students' class names to recognize beginning consonant sounds and the letters that represents them.
 - Phonological awareness skills
 - Letter Recognition
 - Use of interactive writing
 - Students will recognize their own names
 - Students will use left-to-right directionality of print
 - Students will hear similar beginning/ending phonemes in words

Sources:

Clymer, T. (1996). The utility of phonic generalizations in the primary grades. *The Reading Teacher*, 50(3), pp.182-187.
 Cunningham, P. (2004). *Phonics they use: Words for reading and writing*. New York: Longman.
 Teacher's College Calendar Kindergarten Curriculum

Phonological Awareness Skill Sequence

Skill	Example	Typically mastered in assigned grade
WORD		
Isolating words in a sentence	Tomorrow/is/my/birthday	Preschool
RHYME		
Recognition	Does 'chicken' rhyme with 'richen'	Preschool
Production	What rhymes with 'blue'?	Kindergarten

SYLLABLE		
Blending	cup+cake=cupcake	Preschool
Segmentation	cup/cake	Kindergarten
Deletion	Say cupcake without 'cup'	Kindergarten
PHONEME		
Isolation of initial/final sound	What is the first sound in 'fox'?	Kindergarten
Blending	What am I saying? 'v/p/-/ouch/'	1 st grade
Complete Segmentation	What are the sounds in 'cloud'? /k/ /l/ /ou/ /d/	1 st grade
MANIPULATIONS		
Addition	Add/w/ to 'ed'	K-1 st grade
Deletion	Say 'meat' without /m/ Say 'meat' without /t/ Say 'clap' without /k/ Say 'clap' without /l/	1 st grade 1 st grade 2 nd grade 3 rd grade
Substitution	Say 'hard', & instead of /h/ say /k/	1 st -3 rd grade
Transposition	'Tomboy' to 'bomtoy'; spot to 'stop' What is changing?	1 st -3 rd grade

From *Literacy First Process: Professional Development Institute*

Vowel Digraphs	ai, ay, eigh, ea, ey oa, oe, ow, ou, ew ee, ea, ei, ie ie, ye ue ew, oo, oe, ui oo ou au, aw	pain play eight hey boat doe grow through sew see seat either chief tie eye cue chew moo show suit book tough pause paws saw	Mid 1 st -3 rd grade
Diphthongs	oi, oy ou, ow	oil boy out cow	mid 1 st -2 nd grade
R or L Controlled	er ir ur	fern bird turn	mid 1 st -third

	ar or al air	park short halt pair	
Generalization for y at end of words	y=long e y=ey		mid 1 st -mid 2nd
Complete 1st 200 sight words	Open and closed syllables		mid-2nd
Review single-syllable phonics, begin multisyllabic words	Open and closed syllables Homophones, homographs		mid-2nd
Generalization for c and g	C or g followed by and I or an e (soft sound of c and g)		Beginning to mid 2nd
Continue structural analysis and syllabication	Consonant-le		mid 2 nd on
Complete 300 most frequently used sight words			End of 2nd
and structural analysis	Prefixes, suffixes, homophones, homographs, and derivation		3 rd on

Interactive Read-Aloud

Materials	Assessment
Age appropriate read- aloud text, poems, books, etc See Appendix J	Student response to open-ended questions and students showing evidence to backup their responses

What is it: Research states read aloud is the single most influential factor in your children’s success. Read aloud encourages listening skills, building vocabulary, building comprehension, and encourages a positive attitude in children towards reading. During interactive read-aloud, the teacher reads text to students. The text may be specifically chosen from any content area or genre.

Why: Interactive read-aloud provides an opportunity for students to grow and share their thinking through partner, small group, and whole group conversations. Also, it’s an opportunity for teachers to introduce and reinforce reading skills, reading behaviors, and possible word study

Interactive Read-Aloud Continued

Who:

Teacher's Role

1. Preview the text ahead of time—plan ahead for significant vocab., phrases, and HOT questions you'll be interested in discussing with the children
2. Introduce the text to the children—tell why you have selected the text and give some brief info. about the author
3. Discuss the cover—the information that is found on the cover, the illustrations. In addition discuss the dedication page
4. Use an expressive voice that yields to character, plot, and tone of the text
5. Invite talk about the reading:
 - Make predictions, then confirm or disprove the predictions as the text unfolds
 - Make text-to-text, text-to-self, and text-to world connections
 - Chart characters personality and connection to purpose of text
 - ENCOURAGE AND DEMONSTRATE SUPPORTING RESPONSES BY REFERRING TO THE TEXT
6. Reread text more than once
7. Do not feel pressured to read the entire text in one setting

Student's Role

1. Listen actively as text are read aloud
2. Have conversations with peers about text
3. Transfer the skills/behavior practiced and models in the interactive read aloud to independent reading/writing work

When: Each day, at least once a day for approximately 20 minutes outside reading/writing workshop component. Text used during interactive read-aloud may be referred to during workshops mini-lessons.

What: *Reading Street 2013* provides text of different genres that will support work done in content area and units of study. Purposely planned lessons pertaining to the interactive read loud are expected.

How: Teacher models thinking aloud to introduce and reinforce comprehension and reading behaviors.

Guided Reading

Materials	Assessment	Teacher Resource
Reading Street 2013 Leveled Readers Fountas and Pinnell Scholastic Guided Reading Leveled Readers Ready Readers Leveled Readers Reading A-Z books from website See Appendix H	Observations Conference notes Running Records (Fresh Reads) DORA	Core Program: <u>Reading Street 2013</u> (Scott Foresman/Pearson) Supplemental Resources: <u>Guided reading. Good first teaching for all children</u> by Fountas and Pinnell Video: <u>Bridges to Independence: Guided reading with nonfiction</u> by Tony Stead <u>Reading with Meaning</u> by Debbie Miller Video: <u>Happy Reading</u> by Debbie Miller

What is it: The teacher chooses a text for a small group (max. 6) of students to read. This group of students is homogenously grouped based on ability. The teacher observes students while they read and assist students practice a focus reading strategy while reading the text.

Why: This reading technique gives the teachers the opportunity to provide reading strategies to students with guidance. The goal is to assist students to become stronger independent readers.

Who:

Teacher's Role:

- Work with students at their instructional level to guide them in using the context, visual, and structure cues within stories to generate meaning.
- Plan instruction based on ongoing assessment of students' reading level
- Provide instruction which is explicit, systematic, and purposeful
- Guide children to apply acquired knowledge as they read independently

Student's Role:

- Learn a new strategy or skill about the reading process that can be tried on his/her own.
- Apply this knowledge when reading independently
- Extend repertoire of problem solving strategies when reading a new text.

When

- About 20-25 minutes a day per group—**the weakest group must be met on a daily basis, on level groups at least 2-3 times/week, above level 1-2 times/week.**

How:

Teachers will create a 60 minute rotating schedule for guided reading groups. The following is a pacing format for each guided reading session.

Part 1: Teacher and whole group (5-7 minutes)

- Introduce book
- Build on prior knowledge
- Leads a shared, choral or echo reading (may be necessary as a springboard or emergent readers or to clarify a teaching point)

Part 2: Student and teacher or student and student (15 minutes)

- Student reading is individualized as teacher listens in and gives specific feedback about reading to student. Teacher's feedback is based on **3 reading cues (syntax, meaning, or visual)**
- Student reading with a partner as teacher listens in and gives specific feedback about reading to student. Teacher's feedback is based on **3 reading cues (syntax, meaning, or visual)**

Part 3: Teacher and whole group (5-7 minutes)

- Teacher teaches specific skill or strategy to entire group.

Sources: Fountas C.& Pinnell G. (1996). *Guided reading. Good first teaching for all children.* Portsmouth, NH: Heinemann.

Shared Reading

Materials	Assessment
Shared Text (Reading Street 2013) Big books, poems, charts of any genre that pertains to unit of study Teacher Resource: <i>Reading with Meaning</i> by Debbie Miller	Student response Reading Street 2013 story assessment

What is it: A teaching method where the teacher and students read together from a text that is visible to all.

Why: Shared reading provides an opportunity for teachers to model the reading cueing system (visual, syntax, meaning) in reading. Also, model what fluent readers do, conventions of print in writing, and build a classroom community.

Who:

Teacher's Role

- Choose a text that is supportive of the instruction of skills/strategies needed by the class as it is determined by ongoing assessment of student work
- Point to the text while reading word-by word for beginning readers, and line-by-line for more proficient readers
- Provide students with the opportunity to identify word study skills and concepts in a meaningful context
- Observe and document student behavior and participation. Use documentation to plan future lessons.

Student's Role

- Join in and read along with teacher

- Learn reading strategies and behaviors being taught
- Apply reading strategies and behaviors in independent reading

When: Each day, at least once a day for approximately 20 minutes outside reading/writing workshop component. Text used during interactive read-aloud may be referred to during workshops mini-lessons.

What: Choose text of different genres that will support work done in content area and units of study. Purposely planned lessons pertaining to the interactive read loud are expected.

How: Teacher models reading behaviors and students join in. **This is not round robin or read aloud.** The text chosen by teacher can be used during the course of a week.

Sources: Fountas C.& Pinnell G. (1996). *Guided reading. Good first teaching for all children.*, Portsmouth, NH: Heinemann.

Reading Workshop/ Independent Reading

Materials	Mentor Text	Assessment	Teacher Resource
Books in baskets per table—concept books, predictable books, wordless books	Concept books, picture books, predictable books, level readers	Listen to informal conversations Conference notes Begin informal observations of book handling	Teachers select lessons from the following resources during first week of school.
Books from A-Z website			Beginning of the year refer to <u>1st 20 Days of Independent Reading</u> by Fountas and Pinnell- Chapter 9 (Grades 1and 2)
Post-its to mark favorite place			Beginning of the year refer <u>First 20 Days of Reading</u>
See Appendix A, H, M, N, O			

			<u>Workshop (Kindergarten Grade)</u> <u>Strategies That Work</u> by Harvey and Goudvis
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What is it: Reading Workshop is a time for whole group instruction to help students learn to read independently for enjoyment by connecting to the text in a meaningful way.

Why: This instructional model allows the teacher to plan instruction that will meet the individual needs of as many students as possible during a given amount of time. By providing opportunities for a range of instructional groupings, the teacher can differentiate the content and rate of the skills/strategies taught to best meet the needs of the individual students, rather than being locked into the “one size fits all” instruction that is the result of the whole group instructional model. In addition, it moves students towards independence by providing time for them to work privately on the skills/strategies that have been taught. The level of engagement is high as the students are working with self-selected text.

Who:

Teacher’s Role:

- Teach mini-lessons based on observations of student needs
- Conference with individual students
- Keep records of student progress

Student’s Role:

- Take an active role for developing as an independent reader
- Understand “Reading is Thinking”
- Choose books that appeal to them and are at their instructional level
- Verbally respond to test they are reading within whole group, small group, and individual share
- Set personal reading goal for themselves
- Develop metacognitively reading strategies they are using and not using

Reading Workshop/ Independent Reading Continued

When: Each day during Homeroom Period and as a center during Literacy Block

How: The structure of reading workshop is as follows...

- Mini-lesson: Time for whole group instruction.
- Independent reading:
 - A. **Reading**: Students may be trying strategies that they learned during the mini-lesson or focusing on personal reading goals he/she has set for him/herself.
 - B. **Responding to Literature**: Students may choose to respond to the literature they are reading by responding in their reading notebook.
 - C. **Conferencing**: The teacher should be conferencing with selected students and taking running records. **Keeping documentation on discussions made during conference is essential.**

Share: At the end of the workshop, the students and teacher gather on the rug to highlight work done together. Conversations are focused on reading strategy and skills. Teacher may chart comments students have discovered. **All students will not be able to share at once. Teacher may select a specific student/students to discuss a literacy point the whole class may benefit from.**

What:

- Prepare a mini-lesson
- Have materials ready for guided reading or skill/strategy work
- Have conferring note taking material ready for use

Sources: Fountas C.& Pinnell G. (1996). *Guided reading . Good first teaching for all children.*, Portsmouth, NH: Heinemann.

Kindergarten: Reading Workshop/ Independent Reading:
Mini-lessons: For the First 20 days of reading workshop

Readers Build Good Habits

These mini-lessons are not listed in a sequential order. The teacher literacy decisions are based on the reading assessments of students.

- Students will know classroom behavioral expectations for reading workshop
- Readers will know what to do when finished reading
- Readers will know what the classroom looks and sounds like during reading workshop (mini-lesson, independent, partner time, and share)
- Readers will know how to choose books of their interest
- Readers show early concept of print
- Readers can find text
- Readers will know how to take a picture walk
- Readers will know how to use illustrations to help make meaning of text (tell the story)
- Readers learn the parts of a book, and how to handle books with respect
- Readers understand how to handle books with care (how to locate, pick, and put books away with care)
- Readers will be able to locate parts of a books (cover, back, spine, title page, etc...)
- Readers know what is partner reading
- Readers will understand partners sit “hip to hip” with the book in between each other
- Readers learn to talk on topic with a partner
- Readers learn to face their partner during accountable talk—“eye-to-eye, knee-to-knee”
- Readers know what to talk about with a partner
- Readers make simple predictions about a text
- Readers look at the cover and inside pages to predict what the book is about

First and Second Grade: Reading Workshop/ Independent Reading

Mini-lessons: For the First 20 days of Reading Workshop—refer to Fountas and Pinnell resource

Model Writing

Materials	Assessment	Teacher Resource
Word Wall—Students’ name printed in the chart Chart paper Marker Spacers Correcting Tape	Penmanship Conventions Feedback from discussion	Formal and explicit instructions on penmanship and conventions must be taught in the context of modeled writing

What is it: The teacher model demonstrates own writing strategies and the writing process by "thinking out loud" and recording a written message in a variety of genre in front of the students.

Why: This instructional model allows teachers to demonstrate how writing works-through thinking and recording. Students also develop an awareness of all components and traits of 6 +1 writing traits.

Who:

Teacher’s Role:

- To demonstrate the way writing work
- Act as a scribe, recording on a flip chart
- To develop and refine ideas
- To work at a level beyond children’s independent writing

Student’s Role:

- Observe teacher as teacher demonstrates using the writing process sequence to develop and construct message on paper

When: Each day during literacy block and/or other instructional time

How: The structure of model writing is as follows...

- Plan the lesson—have a clear objective in mind (the focus should be based on the students’ needs)

- Tell students the objective of the lesson and access prior knowledge from students
- Think out loud while writing
- Reread and revise the text out loud to students
- Discuss with students the objective and reflect on what they learned

Shared Writing

Materials	Assessment	Teacher Resource
Word Wall—Students’ name printed in the chart Chart paper Marker Spacers Correcting Tape	Feedback from discussion	Formal and explicit instructions on penmanship and conventions must be taught in the context of shared writing

What is it: Shared writing is a collaborative approach to writing instruction that helps children’s understand the process of written language.

Why: Shared writing provides an opportunity for teachers to model the writing process.

Who:

Teacher’s Role

- To demonstrate the way writing work
- Act as a scribe, recording on a flip chart
- To develop and refine ideas
- To work at a level beyond children’s independent writing

Student's Role:

- To contribute his/her own ideas
- To identify features in the shared text to use in writing
- To begin to incorporate the techniques modeled by the teacher into his/her own writing in guided/independent work

When: Each day during literacy and other content area instructional time

How: The structure of shared writing is as follows...

- Discuss and agree about the purpose of the writing task determine the structure, grammatical features and content;
- Rehearse sentences orally before writing them down, this lets the children understand how to compose and generate an idea
- Encourage the automatic habit of incorporating basic elements, e.g. capital letters and punctuation
- Constantly and cumulatively re-read to gain a flow from one sentence into another
- Explain to children why decisions have been made
- Check for understanding/ misconceptions of children
- Occasionally make deliberate errors as a way to discuss and tackle common errors or on errors related to a specific teaching objective
- At the end of session discuss and share with children what they have learned and what will they apply to their independent writing

Interactive Writing

Materials	Assessment	Teacher Resource
Word Wall—Students’ name printed in the chart Chart paper Marker Spacers Correcting Tape	Penmanship Conventions Feedback from discussion	Formal and explicit instructions on penmanship and conventions must be taught in the context of interactive writing

What is it: Form of shared writing that is teacher-guided. It is designed to teach children about the writing process and how written language works through the use of a “share-pen” technique.

Why: Allows teachers to share the process of writing with the students while scaffolding their development of skills and strategies that later can be applied to their independent writing.

Who:

Teacher’s Role

- Help students compose and remember text
- Bring students’ attention to print
- Talk about where to start and where to go
- Talk about how to make letters
- Have students say the words slowly
- Write in capital and lowercase letters
- Skills increase and are appropriate to grade level

Student's Role

- Interact with the stories read aloud
- Discuss the use of audience in the stories
- Share their experiences sending and receiving invitations
- Create a class invitation with teacher assistance
- Participate in reflective discussions applying knowledge of audience to the composition of the class invitation
- Transfer the skills/behavior practiced and models in the interactive read aloud to independent reading/writing work

When: Especially at the beginning of the year, this teaching strategy should be done each day during literacy block or content area session.

How: The structure of the interactive writing is as follows...

- Have materials readily available (pointer, marker, correcting tape, spacer, alphabet chart, chart paper or other writing tablet)
- Have students sit in an area where they can all see the writing tablet.
- Think of the topic. This topic should be one that is meaningful to children. It can include thank you notes, invitations, responses to literature, creation of a big book, etc.
- Know ahead of time the text you want to construct with the students. The writing can be one letter, one word, or phrase at a time. This can be a joint effort between teacher and children. Activities such as counting words and put the words on their fingers become important for allowing children to see the separation of words and spacing. The text should be brief (a few words or a single sentence) at the beginning part of the year.
- Prepare the paper. The area for text needs to be large enough to allow for student-produced work and teacher-guided corrections.
- Write the text. The children write as much as they possibly can, with the teacher modeling, questioning, and focusing attention on concepts of prints and sounds in words. Alphabet charts and classroom name charts can be used to support letter recognition and formation of letters. This time can also be used to help strengthen students' Phonemic Awareness. Children participation is important during interactive writing. The children are strongly encouraged to participate by forming letters in the air, whisper letters, use silent nonverbal signals, etc.
- The final text should look like a published text. Correction tape is an essential supply as children are guided to self-correct mistakes. This provides an important model of the editing and correcting that takes place in real writing.

- Read the text. After each word is written, it is read. Repetition helps reinforce many skills.
- The finished text should be used as a reflection for the children. Ask students what they have learned about writing that they will try in their own work.

Sources: McCarrier, Fountas.& Pinnell G. (2000). *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.

Writing Workshop

Materials	Mentor Text	Assessment	Teacher Resource
Pencils Folders labeled Word Wall—Students’ name printed in the chart Chart paper Crayons for publishing Appropriate paper with 1 or 2 lines	Labeled picture books Concept books on... Color, Shape, Numbers, Letters	Student work Conference notes	Core Program: <i>Reading Street 2013</i> Supplemental Resources: <i>Units of Study for Writing Workshop</i> by Lucy Calkins <i>Craft Lessons</i> by Ralph Fletcher <i>Teaching the Qualities of Writing</i> by Fletcher and Portolupi Write Source Student Handbooks Video: <u>In the Beginning: Young Writer’s Develop Independence</u> by JoAnn Portalupi and Ralph Fletcher Video: <u>The Teaching Behind</u>

			<p><u>About the Authors: How to Support our Youngest Writers</u> by Katie Wood Ray</p> <p>Video: <u>Learning to Confer: Writing Conferences in Action</u> by Shelley Harwayne</p> <p>Video: <u>Word Study: Phonics and Spelling Lessons</u> by Fountas and Pinnell</p> <p>Video: <u>Focus on Spelling</u> by Diane Snowball</p>
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What is it: Writing workshop is a teaching time for whole group, small group, and individual instruction where students are given a repeated exposure in the writing process in specific genres and units of study.

Why: The teacher is able to plan instruction that with meet the individual needs of the students.

Who:

Teacher’s Role

- Teach the structures and expectation of the workshop model
- Teaching planning is based on assessment and observation of student work
- Provide time for guided practice
- Meet with every student once a week to discuss and monitor progress—document conferences with students

Student’s Role

- Use assigned writing time to practice becoming independent writers
- Is actively engaged in all aspects of writing workshop

Writing Workshop Continued

When: Each day during literacy block

How: The structure of the workshop is as follows...

- Mini-lesson: Time for whole group instruction,
- Independent reading: Students reading self-selected texts, and/or teacher meeting with small groups for guided reading lessons or other strategy/skill building lessons, conference occur at this time. The teacher meets with an individual student/ to coach, encourage, or demonstrate a specific need. **Keeping documentation on discussions made during conference is essential.** Students can have opportunity for partner share: students have interactive conversations focused on book discussions and/or challenges they found
- Share: At the end of the workshop, the students and teacher gather on the rug to highlight work done together. Conversations are focused on reading strategy and skills. Teacher may chart comments students have discovered. **All students will not be able to share at once. Teacher may select a specific student/students to discuss a literacy point the whole class may benefit from.**

What:

- Prepare a mini-lesson
- Have materials ready for guided reading or skill/strategy work
- Have conferring note taking material ready for use

***** Grammar, Usage, and Mechanics (GUM) lessons must be taught in context of writing workshop.*****

Independent Writing

Materials	Assessment	Teacher Resource
Word Wall—Students’ name printed in the chart Chart paper Marker Writing tools	Penmanship Conventions Feedback from discussion	Formal and explicit instructions on penmanship and conventions must be taught in the context of independent writing Video: <u>Learning to Confer: Writing Conferences in Action</u> by Shelley Harwayne Video: <u>Word Study: Phonics and Spelling Lessons</u> by Fountas and Pinnell Video: <u>Focus on Spelling</u> by Diane Snowball

What is it: Children write pieces by themselves in the writing center, journals, class instructional time (response writing, content area),etc...

Why: Practice using writing skills and strategies that were taught

Who:

Teacher’s Role

- Make routines and structure clear to students
- Establishes a structure for regularly reviewing student writing
- Decide what support the students need
- Provide opportunities for students to generate ideas for writing
- Tell students “what we’re doing and why”
- Reviews student writing for the purpose of application and understanding of model writing session and for future planning

Student's Role

- Generate ideas for writing
- Understand and communicate “what we’re doing and why”
- Write for the time allotted by the teacher Re-reads, confers, revises, edits, publishes as appropriate to grade level
- Shares writing with appropriate audience when appropriate
- Refer to charts, exemplars and other reference material to revise and edit their writing

When: This teaching strategy should be done each day during literacy block or content area session

Language Arts Benchmarks – Kindergarten

Children are expected to leave Kindergarten prepared to learn to read in the primary grades by meeting the following standards.

Attitudes About Reading and Writing:

- Chooses reading related activities for enjoyment. Chooses to read independently.
- Chooses writing related activities for enjoyment. Chooses to write independently.
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Has some knowledge of authors and similarities between texts.

Developmental Reading Assessment Levels:

- (DRA) Mid-year—**(January)** Level A
- **End of Year** Level 3

Listening Comprehension and Speaking:

- Listens attentively to stories, and poems read aloud.
- Understands the social conventions of spoken language.
- Uses talk to clarify ideas and experiences.
- Comprehends stories and poems read aloud.
- Understands vocabulary used in stories and poems.
- Retells, reenacts, or dramatizes stories or parts of stories.

Concept about Print:

Knows the parts of a book and their functions

1. Cover
2. Title

3. Holds book correctly
4. Turns pages right to left
5. Reads left to right
6. Relates pictures to content
7. Points to print when reading or approximating reading
8. Understands directionality
9. Understands the concept of word
10. Understands concepts of letter
11. Identifies punctuation (periods, question mark, exclamation mark, quotation mark)

Reading Comprehension:

- Uses own experiences and picture cues to help predict the meaning.
- Approximates reading by looking at pictures in text and talking about the content of the text.
- Realizes the ideas and information is in the text.
- Becomes a novice/emergent reader.
- Read a few pattern books and/or picture books from memory.
- Begins to retell stories and makes connections to schema.
- Asks questions
- Makes predictions
- Makes connections
- Activates prior knowledge

Phonological Awareness:

- Identifies rhyming sounds and can give additional words that rhyme.
- Understands that words are composed of speech sounds, such as: back /b/ + /ak/.
- Identifies the constituent sounds in one-a syllable word, such as: play /p/ + /l/ + /a/.

- Understands blending of words: /s/ +/u/ + /n/= sun
- Understands deleting of sounds: say “sit” without saying /s/
- Understanding matching of sounds: which begins with the same sound as *red*? *Bun, rip, or farm*?
- Given spoken segments, can blend into target word.

Phonics Knowledge:

- Understands that the sequence of letters in a written word represents the sequence of sounds spoken (phonemes) in a word.
- Corresponds sound to the letters of the alphabet.
- Recites the letters of the alphabet.
- Recognizes and names most of the uppercase and lower case letters of the alphabet.
- Writes independently most of the upper case and lower case letters of the alphabet.

Sight Word Knowledge

- Recognizes some words by sight, including a few common words, names, and some environmental print.
- Writes some high frequency words, such as: I, a, is, to, and my.
- Able to write the kindergarten set of words within writing
- Able to read the kindergarten set of word within reading.

Writing:

- Draws a picture that tells a story and approximates writing by labeling the picture or writing about the picture. **(mid year kindergarten benchmark.)**
- Draws a picture that tells a story of genre studied and writes by writing about the picture in simple sentences. **(end of year kindergarten benchmark.)**
- Uses the convention of leaving a space between words. **(end of year kindergarten benchmark.)**
- Able to write the kindergarten set of sight words within writing

- *The student begins to develop personal style as a writer, acquires a way of thinking about writing, revisits, writing, and understands purposes for writing.*
 - Applies grade-appropriate focus correction areas
 - Engages in the writing process
 - Writes in response to prompts
 - Uses drawing and words to express ideas
 - Stays on selected topic
 - Revises selected pieces for clarity
 - Maintains a writing folder
 - Demonstrates the characteristics of a emergent writer moving to a developing writer
- The student produces various Units of Study: Personal narrative Exposition Everyday writing*
 The student demonstrates an understanding of punctuation, capitalization, spelling, handwriting, and grammar in writing.

Spelling:

- Attempts to write or label using beginning and ending sounds for spelling. (**midyear kindergarten benchmark**).
- Spells words by using appropriate CVC letter correspondence, such as: KAT or CAT for cat, BED for bed (**end of year kindergarten benchmark**.)
- Spells and writes his/her first name correctly.
- Takes risks in attempting new conventions and spelling unfamiliar words

Penmanship:

- Draws shapes
- Conventionally forms upper and lower case letters (manuscripts)
- Write numbers
- Spacing of words are present
- Hold writing tools correctly

Kindergarten Literacy Quarterly Rubrics

Note: The following rubrics are for teacher reference. Report card assessments are based on a grading scale which includes tests, quizzes, class work, and homework.

Alphabet Names---Kindergarten

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	Letter Names: Knows 54 letter names	Letter Names: Knows 30-20 letter names	Letter Names: Knows 19-10 letter names	Letter Names: Knows less than 10 letter names
Quarter 2	Letter Names: Knows 54 letter names	Letter Names: Knows 40-30 letter names	Letter Names: Knows 39-20 letter names	Letter Names: Knows less than 19 letter names
Quarter 3	Letter Names: Knows 54 letter names	Letter Names: Knows 54-45 letter names	Letter Names: Knows 44-40 letter names	Letter Names: Knows less than 40 letter names
Quarter 4	****	Letter Names: Knows 54 letter names	Letter Names: Knows 53-45 letter names	Letter Names: Knows less than 45 letter names

Alphabet Sounds---Kindergarten

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	NA	NA	NA	NA
Quarter 2	Letter Sounds: Knows 26-21 letter sounds	Letter Sounds: Knows 20-12 letter sounds	Letter Sounds: Knows 11-9 letter sounds	Letter Sounds: Knows less than 8 letter sounds
Quarter 3	Letter Sounds: Knows 26-25 letter sounds	Letter Sounds: Knows 24-20 letter sounds	Letter Sounds: Knows 19-12 letter sounds	Letter Sounds: Knows less than 11 letter sounds
Quarter 4	Letter Sounds: Knows 26 letter sounds	Letter Sounds: Knows 25-24 letter sounds	Letter Sounds: Knows 23-20 letter sounds	Letter Sounds: Knows less than 19 letter sounds

Concept About Print (CAP)--Kindergarten

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	Exceeds all items as described below for quarter 1	Meets all items as described below for quarter 1	Meets 6-7 items described below for quarter 1	Meets less than 5 items described below for quarter 1
Quarter 2	Exceeds all items as described below for quarter 2	Meets all items as described below for quarter 2	Meets 4 items as described below for quarter 2	Meets less than 4 items as described below for quarter 2
Quarter 3	MASTERED	Meets all items as described below for quarter 3	Meets 3 items as described below for quarter 3	Meets less than 3 items as described below for quarter 3
Quarter 4	MASTERED	MASTERED	MASTERED	MASTERED

Concept About Print (CAP) Skills:

Quarter 1:

- Front of book
- Back of book
- Title of Text
- Title page
- Where to begin reading the text
- The direction on which to read (left-to-right)
- Where to go next at the end of the line (sweeping)
- One-to-one word match

Quarter 2:

- Frame one word/ two words
- Show first letter in a word
- Show last letter in a word

- Show a capital letter
- Show a lower case letter

Quarter 3:

- Identifies period
- Identifies question mark
- Identifies exclamation point
- Identifies quotation mark

Comprehension Strategies/ Skills---Kindergarten

Note: Evidence may be oral, visual, or written

Yearlong	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	Always able to use pictures, titles, and prior knowledge to make predictions about story content	Usually able to use pictures, titles, and prior knowledge to make predictions about story content	Sometimes able to use pictures, titles, and prior knowledge to make predictions about story content	Does not use pictures, titles, and prior knowledge to make predictions about story content
Quarter 2	Always able to use pictures, titles, and prior knowledge to make predictions about story content Always able to sequence of events of story	Usually able to use pictures, titles, and prior knowledge to make predictions about story content Usually able to sequence of events of story	Sometimes able to use pictures, titles, and prior knowledge to make predictions about story content Sometimes able to sequence of events of story	Does not use pictures, titles, and prior knowledge to make predictions about story content Is unable to sequence of events of story

Quarter 3	In addition to quarter 2 Always asks and answers questions about the text DRA: more than 1	In addition to quarter 2 Usually asks and answers questions about the text DRA: 1	In addition to quarter 2 Sometimes asks and answers questions about the text DRA: less than 1	In addition to quarter 2 Does not ask and answer questions about the text Unable to be assess with DRA
Quarter 4	In addition to quarter 3 DRA: more than 3	In addition to quarter 3 DRA: 3	In addition to quarter 3 DRA: less than 3	Unable to assess with DRA

DORA/DRA TESTING: DO NOT TEST ABOVE LEVEL 18

Phonological Awareness--Kindergarten

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	Exceeds the required benchmark of quarter 1	Meets all the required Quarter 1 benchmarks	Meets 2 out of 3 required benchmark	Meet less that 2 of the required bench mark
Quarter 2	Exceeds the required benchmark of quarter 2	Meets all the required Quarter 2 benchmarks	Meets 1 out of 2 required benchmark	Does not meet any of quarter 2 benchmarks
Quarter 3	Exceeds the required benchmark of quarter 3	Meets all the required Quarter 3 benchmarks	Meets 1 out of 2 required benchmark	Does not meet any of quarter 4 benchmarks
Quarter 4	Mastered benchmarks and is able to delete and blend phonemes in words	Meets all the required Quarter 4 benchmarks	Did not meet the required benchmark	Did not meet the required benchmark
Phonological Awareness:				
Quarter 1: <ul style="list-style-type: none"> • Isolating words in a sentence • Recognition of rhyme • Blending: (what word is this... /sh/ /oe/ ?) 				
Quarter 2:				

- Producing rhymes (what rhymes with man?)
- Segmentation of syllables (cup/cake)

Quarter 3:

- Deletion of syllable (say cupcake without cup)
- Phoneme: Isolation of initial/final sounds (What is the first sound in *boy*?)

Quarter 4:

- Manipulation : (add /m/ to ‘an’)

Penmanship---Kindergarten

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	Holds writing tool the proper way Always writes 1 st and last name legible	Holds writing tool the proper way Usually writes 1 st name legible	Holds writing tool the proper way with teacher guidance Writes first name with letters missing, reversed, or in the wrong order	Is unable to hold writing tool the proper way with teacher guidance Write 1 st name illegibly or odes not attempt to write name
Quarter 2	Holds writing tool the proper way	Holds writing tool the proper way	Holds writing tool the proper way	Is unable to hold writing tool the proper

	<p>Writes 1st and last names legible with capital letter only at the beginning of the word</p> <p>Writes most letters correctly using starting point and strokes</p>	<p>Usually writes 1st name legible with capital letter only at the beginning of the word</p> <p>Writes letters taught using correct starting points and strokes</p>	<p>Usually writes 1st name legible with capital letter only at the beginning of the word with teacher guidance/reminder</p> <p>Writes a few letters taught correctly with starting point and strokes</p>	<p>way with teacher guidance</p> <p>Is unable to writes 1st name legible with teacher guidance/reminder</p> <p>Is unable to write letters using starting point and strokes</p>
Quarter 3	<p>Letters are formed with correct form</p> <p>Usually upper and lower case letters are correctly formed</p> <p>Letters within words are correctly spaced</p> <p>Letters between words are spaced correctly</p> <p>Writes first and last name using correct letter formation</p>	<p>Most letters are formed with correct form</p> <p>Sometimes mixes upper case and lower case letters</p> <p>Usually letters within a word are spaced correctly</p> <p>Usually letters between words are spaced correctly</p> <p>Write first name using correct letter formation</p>	<p>Sometimes letters are formed legible</p> <p>Frequently mixes upper case and lower case letters</p> <p>Does not put letters within a word are spaced correctly</p> <p>Does not put letters between words are spaced correctly</p> <p>Write first name</p>	<p>Writing continues to be illegible</p> <p>Continues to need assistance when writing first and last name</p>
Quarter 4	Same as quarter 3	Same as quarter 3	Same as quarter 3	Same as quarter 3

Writing Convention---Kindergarten

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	NA	NA	NA	NA
Quarter 2	Successfully uses correct sounds of letters to represent words	Often initial and final sounds in work to represent words	Occasionally initial and final sounds in work to represent words	Does not use any sounds in work to represent words
Quarter 3	<p>Successfully uses ending punctuation in writing</p> <p>Successfully uses capital letters at the beginning of sentences</p> <p>Successfully spells words phonetically (beginning, middle, and ending sounds present)</p> <p>Successfully places appropriate spaces between letters and words</p>	<p>Often uses ending punctuation in writing</p> <p>Often uses capital letters at the beginning of sentences</p> <p>Often spells words phonetically (beginning, middle, and ending sounds present)</p> <p>Often places appropriate spaces between letters and words</p>	<p>Occasionally uses ending punctuation in writing</p> <p>Occasionally uses capital letters at the beginning of sentences</p> <p>Occasionally spells words phonetically (beginning, middle, and ending sounds present)</p> <p>Occasionally places appropriate spaces between letters and words</p>	<p>Unable to use ending punctuation in writing</p> <p>Unable to use capital letters at the beginning of sentences</p> <p>Unable to spell words phonetically (beginning, middle, and ending sounds present)</p> <p>Unable to place appropriate spaces between letters and words</p>
Quarter 4	Successfully uses ending punctuation in writing	Often uses ending punctuation in writing	Occasionally uses ending punctuation in writing	Unable to use ending punctuation in writing

	Successfully uses capital letters at the beginning of sentences	Often uses capital letters at the beginning of sentences	Occasionally uses capital letters at the beginning of sentences	Unable to use capital letters at the beginning of sentences
	Successfully spells words phonetically (beginning, middle, and ending sounds present)	Often spells words phonetically (beginning, middle, and ending sounds present)	Occasionally spells words phonetically (beginning, middle, and ending sounds present)	Unable to spell words phonetically (beginning, middle, and ending sounds present)
	Successfully places appropriate spaces between letters and words	Often places appropriate spaces between letters and words	Occasionally places appropriate spaces between letters and words	Unable to place appropriate spaces between letters and words
	Spells taught sight words correctly	Often spells taught sight words correctly	Occasionally spells taught sight words correctly	Unable to spell taught sight words correctly

Writing Composition---Kindergarten

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	<p>Successfully attempts to match drawing with text</p> <p>Always participates in shared and interactive writing</p>	<p>Often dictates or retells story to teacher for scribing</p> <p>Drawing often matches dictated story</p> <p>Often participates in shared and interactive writing</p>	<p>Occasionally dictates or retells story to teacher for scribing</p> <p>Occasionally participates in shared and interactive writing</p>	<p>Is unable to dictate or retell stories for teacher to scribe</p> <p>Is unable to draw or label picture or text</p> <p>Does not participate in shared and interactive writing</p>
Quarter 2	<p>Able to describe the role of the author and illustrator</p> <p>Writes independently from left to right and top to bottom and use the return sweeping action</p> <p>Always labels beginning and ending sounds to pictures</p>	<p>Able to describe the role of the author and illustrator</p> <p>Often write from left to right and top to bottom and use the return sweeping action.</p> <p>Usually label beginning sounds to pictures</p>	<p>Occasionally able to describe the role of the author and illustrator with some assistance</p> <p>Writing has minimal text support</p> <p>Occasionally participates in shared and interactive writing</p>	<p>In unable to write from left to right and top to bottom and use the return sweeping action without teacher's assistance</p> <p>Does not participate in</p>

				shared and interactive writing
Quarter 3	<p>Able to describe the role of the author and illustrator</p> <p>Write independently from left to right and top to bottom and use the return sweeping action</p> <p>Stories written has text of 2 or more supporting details</p>	<p>Able to describe the role of the author and illustrator</p> <p>Often write from left to right and top to bottom and use the return sweeping action</p> <p>Begins to write stories and text with little support</p>	<p>Occasionally able to describe the role of the author and illustrator with some assistance</p> <p>Inconsistently writes from left to right and top to bottom and use the return sweeping action</p> <p>Writing has minimal text support</p> <p>Occasionally participates in shared and interactive writing</p>	<p>Unable to use pictures, labels, and familiar words in story</p> <p>Unable to participate in shared and interactive writing</p> <p>Unable to write from left to right and top to bottom and does not use sweeping action</p>
Quarter 4	<p>Score on End-of –the-year writing prompt = above 3</p> <p>Always participates in interactive and shared writing</p> <p>Writing produced has pictures, labels, sight words, and shows a sentence structure with a few supporting details</p>	<p>Score on End-of –the-year writing prompt = 3</p> <p>Often participates in interactive and shared writing</p> <p>Most of writing produced has pictures, labels, sight words, and generally shows the beginning of sentence structure</p>	<p>Score on End-of –the-year writing prompt =2</p> <p>Sometimes participates in interactive and shared writing</p> <p>Some of the writing produced has pictures, labels, with limited sight words, and may show the beginning of sentence structure</p>	<p>Score on End-of –the-year writing prompt = less than 2</p> <p>Does not participate in interactive and shared writing</p> <p>Writing produced is limited to pictures, labels, sight words, and does not shows the beginning of sentence structure</p>

Quarterly Writing Rubrics

Use the Six Trait Writing Assessment Rubric on Students’ Work

Ideas - The writer follows a main idea throughout the paper, including supporting details. The writer writes from experience and is focused and clear.

Organization – The writer writes with a clear sense of beginning, middle, and end. The piece flows smoothly. The piece opens with an engaging lead, builds to a high point and ends with a satisfying conclusion.

Voice – The writer conveys true feeling. He/she writes with a clear sincerity, enthusiasm, and commitment. There is a person behind the words.

Word Choice – The writer uses a variety of fresh, original and interesting words; language is descriptive and specific.

Sentence Fluency – The writer experiments with sentence variety. The writing is natural; it has cadence.

Conventions – The writer uses correct spelling, punctuation, and capitalization. The writer incorporates sound paragraphing.

Adapted from the Northwest Regional Education Laboratory

SAMPLE REFLECTION **QUESTIONS** **ABOUT WRITING:**

ASK/ DISCUSS THE FOLLOWING SUGGESTED QUESTIONS WITH STUDENTS AT THE END OF A GENRE STUDY. THESE QUESTIONS CAN BE DISCUSSED IN A GROUP SESSION AND INDIVIDUALLY.

1. What have we learned?
2. What have you done well as a writer?
3. What do you need to work on as a writer?

First Grade Literacy Benchmarks - Grade 1

Benchmarks for Grade 1 Speakers, Listeners, and Viewers

The student speaks, listens, and views effectively in formal and informal situations.

- Listens attentively
- Asks questions
- Participates in discussions
- Describes common objects and events in general and specific language

The student speaks effectively using language appropriate to the situation and audience.

- Participates in formal group conversations and use Standard English
- Participates in discussions
- Recites simple poems
- Participates in dramatic play

Attitudes About Reading and Writing:

- Listens to and/or reads at least 10 different authors and illustrators
- Listens to and/or reads at least 5 books by a single author, in a single genre, or on a single issue or subject
- Develops a personal appreciation for types of genres and favorite author/illustrators
- Select books at an appropriate level for independent reading.
- Chooses to read independently.
- Chooses to write independently.
- Chooses to read in a sustained way for a period of time (15-20 minutes).
- Chooses to write in a sustained way for a period of time (15-20 minutes).
- Chooses reading related activities for enjoyment.
- Chooses writing related activities for enjoyment.
- Chooses to read from a variety of genres.

- Chooses to write to a variety of audiences and for different purposes.

Literacy Benchmarks - Grade 1 continued

Developmental Reading Assessment Levels (DRA2)

- Beginning of Year Developing/ Independent Level 4-6
- Mid-year Independent Level 10
- End of Year Independent Level 16

Handwriting:

- Prints legible upper and lower case letters on standard-ruled paper
- Prints legible when printing words and sentences

Grammar/ Usage/ Mechanics:

- Uses Standard English in writing and speech (**year-long benchmark**)
- Identify nouns, verbs, and adjectives in sentence
- Identifies, explains, and implements the use of capital letters for the beginning of the sentence, for pronoun I, and for Proper names (**mid year benchmark**)
- Identifies, explains, and implements the use of punctuation (period, question mark, and exclamation) (**end of year benchmark**)
- Identifies, explains, and implements the use of commas (separating lists, in writing letters) (**end of year benchmark**)

Reading Comprehension:

- Transitions on the reading continuum as an emergent reader to a fluent reader.
- Relates prior knowledge
- Makes predictions
- Asks questions
- Makes connections
- Creates mental images
- Considers and applies knowledge of text structure and elements of genre (fiction and nonfiction)
- Retells key ideas of narrative and expository text
- Reads with appropriate phrasing, pacing, and expression
- Reads aloud with fluency and comprehension any text that is appropriately designed for grade one.
- Demonstrates comprehension of text that is appropriately designed for grade one by answering higher order open-ended questions.
- Reads to confirm predictions.
- Uses background knowledge to predict and justify responses to events in stories appropriate for grade one.

Literacy Benchmarks - Grade 1 continued

- Appropriately answers open-ended questions from fiction and nonfiction texts that require finding support from the reading to support answer.
- Uses appropriate word attack skills to decode and understand unknown words while reading first grade level text.
- Applies reading strategies of retelling, making connections to schema, visualizing and wondering /questioning.
- Makes connections between stories and real life situations.
- Uses reading strategies before, during, and after reading
- Integrates varied information sources (semantic, syntactic, graph phonic) by searching, predicting, confirming, self-correcting, and cross-checking to monitor read

Phonological Awareness:

- Demonstrates phonemic awareness by counting, tapping, or clapping the number of syllables in a word.
- Recognizes rhymes and sequence of sounds in words.
- Blends or segments sounds in multi-syllable words.

- Demonstrates full sound awareness.

Phonics Awareness:

- Decodes phonetically regular, one and two-syllable words
- Applies phonics knowledge to sound out unknown words when reading text.

Word Specific Knowledge:

- Has a sight word vocabulary of 100 high frequency sight words.
- Recognizes irregularly spelled words by sight, such as: have, said, where, two.
- Uses known parts of words to decode unfamiliar words while reading.

Literacy Benchmarks - Grade 1 continued

In Whole and Small Group Settings for Speaking and Listening:

- Listens to others.
- Uses “Turn to Your Partner” (e.g., faces partner, makes eye contact, listens attentively, contributes ideas about reading, question or topic).
- Uses “Think, Pair, Share” (e.g., thinks quietly before sharing with partner).

- Listens to and follows directions.
- Understands and uses age appropriate basic interpersonal communication and academic vocabulary.
- Listens to and comprehends appropriate content material designed for grade one.
- Understands vocabulary used in stories and poems designed for grade one.
- Listens to and retells a story in sequence.
- Listens to and responds to peers in small group.

Writing:

- Applies grade-level punctuation, capitalization, and grammar expectations consistently
- Takes risks in attempting new conventions and spelling unfamiliar words
- Writes 4 or more different sentences/ideas about a topic
- Supports writing with an illustration
- Sequences events using transitional word such as first, next, then, last
- Writes compound sentences
- Uses varied sentence starters
 - Uses **conjunctions** correctly in compound sentences
 - Uses punctuation to show feelings
 - Expresses feelings in writing
 - Produces and meets the genre benchmarks various types of writing (Personal Narratives, Poetry, Non-fiction, Letter Writing, Persuasive, Everyday writing (How to Books))
 - Able to write a text showing beginning, middle, and end (**mid and end of the year benchmark**)
 - Uses basic punctuation and capitalization. (**end of the year benchmark**)
 - Able to write a paragraph on a single topic (**end of the year benchmark**)
 - Demonstrates the understanding of the writing process
 - Writes in response to prompts
 - Shares writing for feedback
 - Revises selected pieces for clarity
 - Maintains a writing folder

Literacy Benchmarks - Grade 1 continued

Spelling:

- Spells words by matching all of the sounds in the word with an appropriate letter correspondence, such as: EGL for eagle, BOTM for bottom. **(Quarter 1 benchmark)**
- Spells words by representing many of the visual aspects of English spelling, such as: e-marker pattern, double letters, vowels in all syllables, and vowel digraphs in spellings, such as: EGUL for eagle and BOTUM for bottom. **(Quarter 2 benchmark)**
- Spells many three and four letter phonetically regular, short vowel words correctly, such as: bat, sit, milk. Spells some high frequency, phonetically regular, long vowel words correctly, such as: like, take, day.
- Spells some high frequency, irregular sight words correctly, such as: of, the, one, and have.

Uses strategies to determine pronunciation and/or meaning of simple words

First Grade Literacy Quarterly Rubrics

Note: The following rubrics are for teacher reference. Report card grades will be based on a grading scale that includes tests, quizzes, class work, and homework.

Alphabet Knowledge---First Grade

Quarters	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not meet the Benchmark
Quarter 1	Mastered	Letter Names: Knows 54 letter names	Letter Names: Knows 45-54 letter names	Letter Names: Knows less than 54 letter names
Quarter 2	Mastered	Mastered	Mastered	Mastered
Quarter 3	Mastered	Mastered	Mastered	Mastered
Quarter 4	Mastered	Mastered	Mastered	Mastered

Alphabet Sounds--First Grade

Quarters	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not meet the Benchmark
Quarter 1	Mastered	Knows most alphabet sounds	Knows some alphabet sounds	Knows limited alphabet sounds
Quarter 2	Mastered	Mastered	Mastered	Mastered
Quarter 3	Mastered	Mastered	Mastered	Mastered
Quarter 4	Mastered	Mastered	Mastered	Mastered

First Grade—Comprehension Skills/Strategies

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
1st Quarter	<p>Consistently uses comprehension skills taught</p> <p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>DRA Independent Level Above 6</p>	<p>Often uses comprehension skills taught</p> <p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions</p> <p>DRA Independent Level 4- 6</p>	<p>Occasional uses comprehension skills taught</p> <p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions</p> <p>DRA Independent Level 3</p>	<p>Is unable to use comprehension skills taught</p> <p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>DRA Independent Level less than 3</p>
2nd Quarter	<p>Consistently uses comprehension skills taught</p> <p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>DRA Independent Level Above 8</p>	<p>Often uses comprehension skills taught</p> <p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions</p> <p>DRA Independent Level 8</p>	<p>Occasional uses comprehension skills taught</p> <p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions</p> <p>DRA Independent Level 6</p>	<p>Is unable to use comprehension skills taught</p> <p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>DRA Independent Level less than 6</p>

3rd Quarter	<p>Consistently uses comprehension skills taught</p> <p>Consistently uses comprehension skills taught</p> <p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>DRA Independent Level Above 10</p>	<p>Often uses comprehension skills taught</p> <p>Often uses comprehension skills taught</p> <p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions DRA Independent Level 10</p>	<p>Occasional uses comprehension skills taught</p> <p>Occasional uses comprehension skills taught</p> <p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions DRA Developing Level 10</p>	<p>Is unable to use comprehension skills taught</p> <p>Is unable to use comprehension skills taught</p> <p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>DRA Developing Level less than 10</p>
4th Quarter	<p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>DRA Independent Level Above 18</p> <p>Fluency rate 4</p>	<p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions</p> <p>DRA Independent Level 16</p> <p>Fluency rate 3</p>	<p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions</p> <p>DRA Instructional Level 16</p> <p>Fluency rate 2</p>	<p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>DRA Instructional Level less than 16</p> <p>Fluency rate 1</p>
Strategies	<p style="text-align: center;">Skills Taught:</p> <p>On going throughout the year—check pacing guide</p> <ul style="list-style-type: none"> • Story Structure • Fantasy and Realism • Predicting Outcome of story • Compare/ Contrast • Fact and Opinion • Categorize and Classify 		<p style="text-align: center;">Strategies Taught:</p> <ul style="list-style-type: none"> • Predict/ Infer: Teacher and/or student reads first part of story. Students uses text pictures clues, and personal knowledge • Summarize: Teacher and/or student reads story. Student demonstrates understanding of beginning, middle, and end passage 	

	<ul style="list-style-type: none"> • Making Judgments • Topic/ Main Idea/ Details • Problem Solving • Making Inferences • Drawing Conclusions • Cause and Effect • Following Directions • Sequence of Events • Author’s Point of View • Problem Solving (new word, 	<ul style="list-style-type: none"> • Evaluate: Student reads stories and form an opinion about what is read. HOT/ Open Ended questions • Prior Knowledge: Student reads and makes connections between world, text, and self to deepen meaning. • Monitor/ Clarify: Student monitors for understanding as he/she reads using (stop and jot—sticky notes, reading journal, story maps or fact sheets); Students notices words and ideas that don’t make sense and fixes them • Questions: Students reads and asks “who, what, when, where, and why” questions to demonstrate understanding of details and important ideas in the text • Visualization:
Options for assessment	<p>Open Court theme tests Integrate literature discussions in additional subjects...</p> <ol style="list-style-type: none"> 1. Guided reading, shared reading, leveled reading (conferences) 2. Integrated studies (Science, Social Studies, Character Education) 3. Literature Circle discussion 	

DRA TESTING: DO NOT TEST ABOVE LEVEL 28

First Grade Fluency Evaluation—

Taught Year Long
<p>1.</p> <ul style="list-style-type: none">• Very little fluency• All word-by-word reading with some long pauses between words• Perhaps a couple of two-word phrases, but generally is fluent• Almost no recognition of syntax or phrasing (expressive interpretation)• Very little evidence of awareness of punctuation• Some grouping awkward
<p>2.</p> <ul style="list-style-type: none">• Mostly word-by-word reading, but with some two-word phrasing and even a couple of three- or four- phrases (expressive interpretation)• Evidence of syntactic awareness of syntax and punctuation, although not consistently so• Rereading for problem solving may be present
<p>3.</p> <ul style="list-style-type: none">• A mixture of word-by-word reading• Fluent, phrased reading (expressive interpretation)• Evidence of attention to punctuation and syntax• Rereading for problem solving may be present

4.

- Reads primarily in larger meaningful phrases
- Fluent, phrased reading with few word-by-word-slow downs for problem solving
- Expressive interpretation is evident at places throughout the reading
- Attention to punctuation and syntax
- Rereading for problem solving may be present, but is generally fluent

Source: Guided Reading: Good First Teaching for All Children (Fountas and Pinnell)

First Grade—Wide Range Reading

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
1st Quarter	Consistently uses strategies to choose “just right” books	Often uses strategies to choose “just right” books	Occasional uses Strategies to choose “just right” books	Is unable to use strategies to select “just right” books
2nd Quarter	Consistently uses strategies to choose “just right” books Consistently uses independent time to read daily alone or with a buddy Consistently maintains a	Often uses Strategies to choose “just right” books Often uses independent time to read daily alone or with a buddy Often maintains a reading	Occasional uses Strategies to choose “just right” books Occasionally uses independent time to read daily alone or with a buddy Occasionally maintains a	Is unable to use strategies to select “just right” books Is unable to use independent time to read daily alone or with a buddy Is unable to maintain a reading log and/or journal of book

	reading log to monitor book selection and goals for reading	log and/or journal of book selection and goals for reading	reading log and/or journal of book selection and goals for reading	selection and goals for reading
3rd Quarter	<p>Consistently uses strategies to choose “just right” books</p> <p>Consistently maintains a reading log and/or journal of books read</p> <p>Consistently selects a variety of books of a variety of topics</p> <p>Consistently maintains a reading log to monitor book selection and goals for reading</p>	<p>Often uses Strategies to choose “just right” books</p> <p>Often uses independent time to read daily alone or with a buddy</p> <p>Often maintains a reading log and/or journal of book selection and goals for reading</p> <p>Reading log/ reading journal shows reading done from a variety of genre</p>	<p>Occasional uses Strategies to choose “just right” books</p> <p>Occasionally uses independent time to read daily alone or with a buddy</p> <p>Occasionally maintains a reading log and/or journal of books read</p>	<p>Is unable to maintain a reading log/journal of books read</p> <p>Is unable to select a variety of topics</p> <p>Is unable to use independent time to read daily</p> <p>Is unable to maintain a reading log and/or journal of book selection and goals for reading</p>
4th Quarter	<p>Consistently uses strategies to choose “just right” books</p> <p>Consistently selects a variety of books of a</p>	<p>Often uses Strategies to choose “just right” books</p> <p>Often uses independent time to read daily alone</p>	<p>Occasional uses Strategies to choose “just right” books</p> <p>Occasionally uses independent time to read</p>	<p>Is unable to maintain a reading log/journal of books read</p> <p>Is unable to select a variety of topics</p>

	<p>variety of topics</p> <p>Consistently maintains a reading log to monitor book selection and goals for reading</p> <p>Consistently uses independent time to read daily alone</p>	<p>or with a buddy</p> <p>Often maintains a reading log and/or journal of book selection and goals for reading</p> <p>Reading log/ reading journal shows reading done from a variety of genre</p>	<p>daily alone or with a buddy</p> <p>Occasionally maintains a reading log and/or journal of books read</p>	<p>Is unable to use independent time to read daily</p> <p>Is unable to maintain a reading log and/or journal of book selection and goals for reading</p>
Strategies/ Skills Taught	<p>Skills Taught:</p> <p>1. The 1st 20 days of independent reading—Fountas and Pinnell</p> <p>2.</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry • Using reading journal • Recording on reading log <p>3. Reading Engagement Reflections and Attitudes about reading</p>			
Suggested assessments	<p>Independent Reading</p> <p>Reading log/journals</p> <p>Discussions</p> <p>Conferences</p>			

First Grade Writing Conventions to be used in All Content Area Subjects

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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Quarter 1	Consistently uses capital letters for the beginning of a sentence, proper names, "I", or months	Often begins to use capital letters for the beginning of a sentence, proper names, "I", or months	Occasionally begins to use capital letters for the beginning of a sentence, proper names, "I", or months	Does not use capital letters for the beginning of a sentence, proper names, "I", or months
	Consistently uses correct spacing between word	Often uses correct spacing between word	Occasionally uses correct spacing between word	Does not use correct spacing between word
	Consistently uses correct spelling for all high frequency words	Often uses correct spelling for some high frequency words	Occasionally uses correct spelling for some high frequency words	Does not use correct spelling for some high frequency words
	Consistently uses correct initial consonants	Often uses correct initial consonants	Occasionally uses correct initial consonants	Does not use correct initial consonants
	Consistently uses correct final consonants	Often uses correct final consonants	Occasionally uses correct final consonants	Does not use final consonants
	Consistently write capital and lower case letters appropriately within a word	Often begins to write capital and lower case letters appropriately within a word	Occasionally uses capital and lower case letters appropriately within a word	Does not write capital and lower case letters appropriately within a word
	Consistently uses end punctuation	Often experiments with end punctuation	Occasionally begins to write capital and lower case letters appropriately within a word	Does not experiment with end punctuation
			Occasionally experiments with end punctuation	

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First Grade Writing Conventions continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
Quarter 2	<p>Consistently uses a ., ?, or ! at the end of a sentence (s)</p> <p>Consistently uses capital letters for the beginning of a sentence, proper names, "I", or months</p> <p>Consistently uses correct spacing between word</p> <p>Consistently uses correct spelling for all high frequency words</p>	<p>Begins to use a ., ?, or ! at the end of a sentence (s)</p> <p>Often begins to use capital letters for the beginning of a sentence, proper names, "I", or months</p> <p>Often uses correct spacing between word</p> <p>Often uses correct spelling for some high</p>	<p>Occasionally begins to use a., ?, or ! at the end of a sentence (s)</p> <p>Occasionally begins to use capital letters for the beginning of a sentence, proper names, "I", or months</p> <p>Occasionally uses correct spacing between word</p> <p>Occasionally uses</p>	<p>Does not use a., ?, or ! at the end of a sentence (s)</p> <p>Does not use capital letters for the beginning of a sentence, proper names, "I", or months</p> <p>Does not use correct spacing between word</p> <p>Does not use correct spelling for some high</p>

	<p>Consistently spells CVC words correctly</p> <p>Consistently write capital and lower case letters appropriately within a word</p>	<p>frequency words</p> <p>Often uses correct initial consonants</p> <p>Often uses correct final consonants</p> <p>Often begins to use short vowel sounds when writing words</p> <p>Often begins to write capital and lower case letters appropriately within a word</p>	<p>correct spelling for some high frequency words</p> <p>Occasionally uses correct initial consonants</p> <p>Occasionally uses final consonants</p> <p>Occasionally uses short vowel sounds when writing words</p> <p>Occasionally begins to write capital and lower case letters appropriately within a word</p>	<p>frequency words</p> <p>Does not use correct initial consonants</p> <p>Does not use final consonants</p> <p>Does not write capital and lower case letters appropriately within a word</p> <p>Does not use short vowel sounds when writing words</p>
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First Grade Writing Conventions continued

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	Exceeds the Benchmark	Meets the Benchmark	Approaching the Benchmark	Does not Meet the Benchmark
Quarter 3	<p>Consistently uses capital letters for the beginning of a sentence, proper names, “I”, or months throughout SOME of piece</p> <p>Consistently uses a ., ?, or ! at the end of SOME sentences</p> <p>Consistently spells words with correct middle vowel sounds</p> <p>Consistently writes capital and lower case letters appropriately within a word</p> <p>Correctly spells words placed on the word wall</p> <p>Consistently writes in complete sentences</p> <p>Consistently identifies common nouns and action verbs</p>	<p>Often uses capital letters for the beginning of a sentence, proper names, “I”, or months throughout SOME of piece</p> <p>Often uses a ., ?, or ! at the end of SOME sentences</p> <p>Often spells words with correct middle vowel sounds</p> <p>Consistently writes capital and lower case letters appropriately within a word</p> <p>Correctly spells words placed on the word wall</p> <p>Often writes in complete sentences</p> <p>Often identifies</p>	<p>Occasionally uses capital letters for the beginning of a sentence, proper names, “I”, or months throughout SOME of piece</p> <p>Occasionally uses a ., ?, or ! at the end of SOME sentences</p> <p>Occasionally spells words with correct middle vowel sounds</p> <p>Consistently writes capital and lower case letters appropriately within a word</p> <p>Correctly spells words placed on the word wall</p> <p>Occasionally writes in complete sentences</p> <p>Occasionally identifies common nouns and</p>	<p>Does not use capital letters for the beginning of a sentence, proper names, “I”, or months throughout SOME of piece</p> <p>Does not use a ., ?, or ! at the end of SOME sentences</p> <p>Does not spell words with correct middle vowel sounds</p> <p>Does not write capital and lower case letters appropriately within a word</p> <p>Does not spell words placed on the word wall</p> <p>Does not write in complete sentences</p> <p>Does not identify common nouns and</p>

		common nouns and action verbs	action verbs	action verbs
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First Grade Writing Conventions continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
Quarter 4	<p>Consistently uses capital letters for the beginning of a sentence, proper names, "I", or months through MOST of piece</p> <p>Consistently uses a ., ? or ! at the end of MOST sentences</p> <p>Consistently uses middle vowel sounds in words</p>	<p>Often uses capital letters for the beginning of a sentence, proper names, "I", or months through MOST of piece</p> <p>Often uses a ., ? or ! at the end of MOST sentences</p>	<p>Occasionally uses capital letters for the beginning of a sentence, proper names, "I", or months through MOST of piece</p> <p>Occasionally uses a ., ? or ! at the end of MOST sentences</p>	<p>Does not use capital letters for the beginning of a sentence, proper names, "I", or months through MOST of piece</p> <p>Does not use a ., ? or ! at the end of MOST sentences</p>

	<p>Consistently begins to use blends/diagraphs</p> <p>Consistently uses capital and lower case letters appropriately within a word</p> <p>Consistently begins to use correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Consistently spells words placed on the word wall</p> <p>Consistently uses is/are and we/were correctly</p>	<p>Often uses middle vowel sounds in words</p> <p>Often begins to use blends/diagraphs</p> <p>Often uses capital and lower case letters appropriately within a word</p> <p>Often begins to use correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Correctly spells words placed on the word wall</p> <p>Often uses is/are and we/were correctly</p>	<p>Occasionally uses middle vowel sounds in words</p> <p>Occasionally begins to use blends/diagraphs</p> <p>Occasionally uses capital and lower case letters appropriately within a word</p> <p>Occasionally begins to use correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Occasionally spells words placed on the word wall</p> <p>Occasionally uses is/are and we/were correctly</p>	<p>Does not use middle vowel sounds in words</p> <p>Does not use blends/diagraphs</p> <p>Does not use capital and lower case letters appropriately within a word</p> <p>Does not use correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Does not spell words placed on the word wall</p> <p>Does not use is/are and we/were correctly</p>
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Option for Assessment: Writing Workshop, Writing journals, Answers to open-ended questions, Writing Centers, Content area writing

First Grade Writing Composition

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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Quarter 1	Consistently stays on topic (sentence matches picture)	Often stays on topic (sentence matches picture)	Occasionally stays on topic (sentence matches picture)	Is unable to stay on topic (sentence matches picture)
	Consistently begins to emphasize writing more than drawing	Often begins to emphasize writing more than drawing	Occasionally begins to emphasize writing more than drawing	Is unable to emphasize writing more than drawing
	Consistently writes two or more different sentences/ideas	Often writes two or more different sentences/ideas	Occasionally writes two or more different sentences/ideas	Is unable to write two or more different sentences/ideas
	Consistently groups a few words together to make simple sentences that correlate with the picture	Often groups a few words together to make simple sentences that correlate with the picture	Occasionally groups a few words together to make simple sentences that correlate with the picture	Is unable to group a few words together to make simple sentences that correlate with the picture
	Consistently writes left to right and top to bottom	Often writes left to right and top to bottom	Occasionally writes left to right and top to bottom	Is unable to write left to right and top to bottom
	Picture consistently conveys feelings	Picture often conveys feelings	Picture occasionally conveys feelings	Picture is unable to convey feelings
	Consistently uses print size or repetition to show feelings	Begins to use print size or repetition to show feelings	Occasionally uses print size or repetition to show feelings	Is unable to begin to use print size or repetition to show feelings
	Consistently participates in shared writing	Often participates in shared writing	Occasionally participates in shared writing	Is unable to participate in shared writing
	Consistently writes independently for 15 minutes	Often writes independently for 15 minutes	Occasionally writes independently for 15 minutes	Is unable to write independently for 15 minutes
	Consistently shares writing with peers and teachers			
	Consistently follows writing			

	workshop routine	Often shares writing with peers and teachers Often follows writing workshop routine	independently for 15 minutes Occasionally shares writing with peers and teachers Occasionally follows writing workshop routine	Is unable to share writing with peers and teachers Is unable to follow writing workshop routine
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First Grade Writing Composition continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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Quarter 2	Consistently stays on topic (sentence matches picture)	Often stays on topic (sentence matches picture)	Occasionally stays on topic (sentence matches picture)	Is unable to stay on topic (sentence matches picture)
	Consistently participates in shared writing	Often participates in shared writing	Occasionally participates in shared writing	Is unable to participate in shared writing
	Consistently writes independently for 15 minutes	Often writes independently for 15 minutes	Occasionally writes independently for 15 minutes	Is unable to write independently for 15 minutes
	Consistently shares writing with peers and teachers	Often shares writing with peers and teachers	Occasionally shares writing with peers and teachers	Is unable to share writing with peers and teachers
	Consistently follows writing workshop routine	Often follows writing workshop routine	Occasionally follows writing workshop routine	Is unable to follow writing workshop routine
	Consistently begins to add details and facts to writing	Often begins to add details and facts to writing	Occasionally begins to add details and facts to writing	Is unable to add details and facts to writing
	Consistently begins to sequence events	Often begins to sequence events	Occasionally begins to sequence events	Is unable to sequence events
	Consistently attempts to use topic sentences or strong beginning	Often attempts to use topic sentences or strong beginning	Occasionally attempts to use topic sentences or strong beginning	Is unable to use topic sentences or strong beginning
	Consistently attempts to reread work for meaning to find parts that does not make sense	Often attempts to reread work for meaning to find parts that does not make sense	Occasionally attempts to reread work for meaning to find parts that does not make sense	Is unable to reread work for meaning to find parts that does not make sense

First Grade Writing Composition continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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Quarter 3	<p>Consistently stays on topic (sentence matches picture)</p> <p>Consistently able to identify beginning, middle, and end of written work</p> <p>Consistently writes independently for 20 minutes</p> <p>Consistently add details and facts to support writing</p> <p>Consistently sequence events</p> <p>Consistently uses topic sentences or strong beginning</p> <p>Consistently rereads work for meaning to find parts that does not make sense</p>	<p>Often stays on topic (sentence matches picture)</p> <p>Often able to identify beginning, middle, and end of written work</p> <p>Often writes independently for 20 minutes</p> <p>Often add details and facts to support writing</p> <p>Often sequence events</p> <p>Often uses topic sentences or strong beginning</p> <p>Often rereads work for meaning to find parts that does not make sense</p>	<p>Occasionally stays on topic (sentence matches picture)</p> <p>Occasionally able to identify beginning, middle, and end of written work</p> <p>Occasionally writes independently for 20 minutes</p> <p>Occasionally add details and facts to support writing</p> <p>Occasionally sequence events</p> <p>Occasionally uses topic sentences or strong beginning</p> <p>Occasionally rereads work for meaning to find parts that does not make sense</p>	<p>In unable to stay on topic (sentence matches picture)</p> <p>In unable to identify beginning, middle, and end of written work</p> <p>In unable to write independently for 20 minutes</p> <p>In unable to add details and facts to support writing</p> <p>In unable to sequence events</p> <p>In unable to use topic sentences or strong beginning</p> <p>In unable to reread work for meaning to find parts that does not make sense</p>
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First Grade Writing Composition continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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Quarter 4	Consistently writes independently for 20 minutes	Often writes independently for 20 minutes	Occasionally writes independently for 20 minutes	Unable to write independently for 20 minutes
	Consistently writes 4 or more different sentences/ideas about a topic (1 paragraph)	Often writes 4 or more different sentences/ideas about a topic (1 paragraph)	Occasionally writes 4 or more different sentences/ideas about a topic (1 paragraph)	Unable to write 4 or more different sentences/ideas about a topic (1 paragraph)
	Consistently add details and descriptions to support writing	Often add details and descriptions to support writing	Occasionally add details and descriptions to support writing	Unable to add details and descriptions to support writing
	Consistently sequence events with use of transitional words word such as first, next, then, last	Often sequence events with use of transitional words word such as first, next, then, last	Occasionally sequence events with use of transitional words word such as first, next, then, last	Unable to sequence events with use of transitional words word such as first, next, then, last
	Consistently uses punctuation to show feelings	Often uses punctuation to show feelings	Occasionally uses punctuation to show feelings	Unable to use punctuation to show feelings
	Consistently expresses feelings in writing	Often expresses feelings in writing	Occasionally expresses feelings in writing	Unable to express feelings in writing
	Consistently use relevant descriptive words to make a topic or message clear to the reader (size, shape, color, number)	Begins to use relevant descriptive words to make a topic or message clear to the reader (size, shape, color, number)	Occasionally begins to use relevant descriptive words to make a topic or message clear to the reader (size, shape, color, number)	Unable to use relevant descriptive words to make a topic or message clear to the reader (size, shape, color, number)
	Consistently uses words specific to a topic	Begins to use words specific to a topic	Occasionally begins to use words specific to a topic	Unable to use words
	Consistently uses specific verbs			

	<p>Consistently supports writing with an illustration</p> <p>Consistently rereads work for meaning to find parts that does not make sense</p>	<p>Begins to use specific verbs</p> <p>Supports writing with an illustration</p> <p>Often rereads work for meaning to find parts that does not make sense</p>	<p>Occasionally begins to use specific verbs</p> <p>Occasionally supports writing with an illustration</p> <p>Occasionally rereads work for meaning to find parts that does not make sense</p>	<p>specific to a topic</p> <p>Unable to use specific verbs</p> <p>Unable to write with an illustration</p> <p>Unable to reread work for meaning to find parts that does not make sense</p>
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Penmanship---Grade 1

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	<p>Always holds writing tool the correct way</p> <p>Letters are consistently written in correct form</p>	<p>Always holds writing tool the correct way</p> <p>Letters are often written in correct form</p>	<p>Occasionally holds writing tool the correct way</p> <p>Letters are occasionally written in correct form</p>	<p>Unable to hold writing tool the correct way</p> <p>Unable to write letters in correct form</p>
Quarter 2, 3, 4	<p>Always holds writing tool the correct way</p> <p>Capital letters are consistently written in correct form— from top line to base line</p> <p>Lowercase letters are consistently written</p>	<p>Always holds writing tool the correct way</p> <p>Capital letters are often written in correct form— from top line to base line</p> <p>Lowercase letters are often written in correct form- from</p>	<p>Always holds writing tool the correct way</p> <p>Capital letters are occasionally written in correct form— from top line to base line</p> <p>Lowercase letters are occasionally written in correct form- from</p>	<p>Always holds writing tool the correct way</p> <p>Capital letters are not written in correct form— from top line to base line</p> <p>Lowercase letters are not written in correct form- from midline to</p>

	in correct form- from midline to baseline Descenders consistently drop below the line	midline to baseline Descenders often drop below the line	midline to baseline Descenders occasionally drop below the line	baseline Descenders do not drop below the line
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Writer's Workshop SAMPLE REFLECTION

QUESTIONS:

- What have we learned about writing?
- What have you done well as a writer?
- What do you need to work in your writing to make it stronger?

Second Grade Benchmarks – Grade 2

Developmental Reading Assessment Levels (DRA)

- Beginning of Year Level Instructional 18
- Mid-year Instructional Level 24
- End of Year Independent Level 28

Attitudes About Reading and Writing:

- Chooses to read independently.
- Chooses to write independently.
- Chooses to read in a sustained way for a period of time (20-30 minutes).
- Chooses to write in a sustained way for a period of time (20-30 minutes).
- Chooses reading related activities for enjoyment.
- Read chapter books with few illustrations.
- Selects and reads text that is appropriate independent reading level.

Reading Comprehension and Fluency:

- Uses phonics knowledge to sound out words, including multi-syllable words, when reading text.
- Reads and comprehends both fiction and nonfiction text that is appropriately designed for grade two.
- Uses background knowledge to predict and justify what will happen next in stories appropriate for grade two.
- Discusses “how,” “who,” and “what if” questions in fiction and nonfiction texts and can justify responses using the text appropriate for grade two.
- Reads nonfiction material for answers to specific questions.
- Uses appropriate decoding skills while reading second-grade-level text.
- Identifies main characters, setting, and plot in stories.
- Recognizes when meaning is confused or lost while reading.
- Applies the reading strategies of making connections to schema, visualizing, wondering/questioning, making inferences, and determining important ideas.
- Makes connections between stories and real life situations.

- Demonstrates age appropriate knowledge of the world, literary genres, literary message, and connects knowledge to the text.
- Demonstrates age appropriate ability to expand ideas and develop vocabulary.
- Crosscheck reading cues (meaning, structure, and visual)
- Paraphrase, summarize, organize and synthesize, information
- Organize information into main idea and supporting details, story webbing, mapping, and organized lists

Phonemic Awareness:

- Fully mastered by the second grade.

Knowledge of Regular Phonics Patterns:

- Accurately decodes phonetically regular two syllable and multi-syllable words.

Word Specific Knowledge:

- Increases sight word recognition to include second-grade-level words.
- Spells correctly a collection of second level spelling words and spelling patterns.
- Accurately read many irregularly spelled words.
- Decodes unfamiliar words using a range of strategies including using known parts of words to decode unfamiliar words while reading.

Speaking and Listening:

- Explains thinking in complete sentences with the use of Standard English.
- Listens to others attentively.
- Uses “Turn to Your Partner” (e.g., faces partner, makes eye contact, listens attentively, contributes ideas about reading, question or topic).
- Uses “Think, Pair, Share” (e.g., thinks quietly before sharing with partner).
- Listens to and comprehends appropriate content material designed for grade two.

- Listens to and responds to text read orally in small or large groups at grade appropriate level.
- Distinguishes between social and informational language and speaks in Standard English when in a group setting.

Vocabulary:

- Know high frequency words
- Identify and create compound words
- Identify root words, prefixes and suffixes
- Give a synonym for a word
- Give the correct meaning for multi-meaning words
- Use word attack skills to read new and unfamiliar words
- Use sentence and paragraph structure and word order to predict meaning.

Writing:

- Produces longer compositions, such as: descriptions, journal entries, and personal narratives.
- Communicates thorough understanding when given an open response question/prompt and is able to support response.
- Uses formal language patterns in place of speaking patterns in writing.
- Uses revision and editing processes to clarify and refine his/her own writing.
- Attends to spelling, mechanics, and presentation for final products.
- Uses word wall, word lists, and dictionaries in writing, proofreading, and editing.
- Expresses ideas, thinks creatively, and organizes information in ways that are appropriate for grade two.
- Uses topic sentences and a variety of sentence structures.

Spelling:

- Uses specific word knowledge to spell an increasing number of second-grade-level words correctly.
- Moves from inventing spellings in pieces of independent writing to more accurate spelling.
- Spells common structural patterns and endings correctly.
- Spells previously studied second grade level words and spelling patterns in his/her own writing.

- Chooses writing related activities for enjoyment.
- Chooses to read both fiction and nonfiction.
- Chooses to write fiction and nonfiction in a variety of short compositions.

Handwriting:

- Writes upper and lower case letters in cursive.
- Recognizes upper and lower case letters in cursive.
- Being to apply cursive writing

Grammar:

- Use capital letters correctly
- Recognize and utilize different kinds of sentences
- Use quotation in work
- Use subject and verbs that are in agreement
- Use nouns and pronouns that are in agreement

Reference

- Use the library and computer to locate information
- Use the dictionary, glossary, table of contents, index, and other information sources to locate information.
- Collect data in an investigation and analyze those data.

Second Grade Literacy Quarterly Rubrics

Note: The following rubrics are for teacher reference. Report card grades are based on a grading scale that includes tests, quizzes, class work, and homework.

Second Grade—Fluency

	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
1st Quarter	DRA Placement: Level 24 or above Rate: 53-82 wpm Consistently reads “Above Level” guided reading with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 18-20 Rate: 53-82 wpm Reads “On Level” guided reading with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 16 Rate: 40-53 wpm Reads “Below Level” guided reading (16) with accuracy, expression, and 3 to 4 word phasing	DRA Placement: below Level 16 Rate: less than 40 wpm Unable to read “Below Level” guided reading (16) with accuracy, expression and word phasing
2nd Quarter	DRA Placement: Level 28 or above Rate: 78-106 wpm Consistently reads “Above Level” guided reading with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 24 Rate: 78-106 wpm Consistently reads “On Level” 20-24 guided reading with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 18-20 Rate: 46-77 wpm Consistently reads “Below Level” guided reading (16-20) with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Below Level 18 Rate: below 46 wpm Unable to read “Below Level” (16) guided reading level with accuracy, expression, and word phasing

3rd Quarter	DRA Placement: Level 28 or above Rate: 78-106 wpm Consistently reads “Above Level” guided reading with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 24 Rate: 78-106 wpm Consistently reads “On Level” guided reading 24 with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 18-24 Rate: 46-77 wpm Consistently reads “Below Level” guided reading (18-20) with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Below Level 18 Rate: below 46 wpm Unable to read “Below Level” guided reading (18) with accuracy, expression, and 3 to 4 word phasing
4th Quarter	DRA Placement: Level 30 or above Rate: 94-124 wpm Consistently reads “Above Level” guided reading with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 28 Rate: 94-124 wpm Consistently reads “On Level” guided reading 28 with accuracy, expression, and 3 to 4 word phasing	DRA Placement: Level 20-24 Rate: 65-93 wpm Consistently reads “Below Level” (20-24) guided reading with accuracy, expression, and word phasing	DRA Placement: Below Level Rate: below 64 wpm Consistently reads “Below Level” (20) guided reading with accuracy, expression, and word phasing
Strategies	<p style="text-align: center;">Student Strategies:</p> <ul style="list-style-type: none"> • Reading with expression • Reading with punctuation • Using appropriate phasing • Using appropriate rate 		<p style="text-align: center;">Teaching Strategies:</p> <ul style="list-style-type: none"> • Fluent reading models • Opportunities for repeated readings, paired reading, shared reading • Corrective feedback 	

Assessment	DRA (required 1 st , 2 nd , and 4 th quarter) Level Reading Books Echo Reading Choral Reading	Running Record Reader's Theater
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Second Grade—Comprehension Strategies/ Skills

	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
1st Quarter	<p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>Able to articulate 2/3 specific reading strategies and goals</p>	<p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions</p> <p>Able to articulate 2 specific reading strategies and goals</p>	<p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions</p> <p>Able to articulate 1 specific reading strategy</p>	<p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>Unable to articulate specific reading strategies and goals</p>
2nd Quarter	<p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>Able to articulate 2/3 specific reading strategies and goals and show evidence of implementation</p>	<p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions</p> <p>Able to articulate 2 specific reading strategies and goals and show evidence of implementation</p>	<p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions</p> <p>Able to articulate 1 specific reading strategy and goal and show implementation</p>	<p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>Able to articulate 2/3 specific reading strategies and goals</p>

3rd Quarter	<p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>Able to articulate more than 3 specific reading strategies and goals and show evidence of implementation</p>	<p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions</p> <p>Able to articulate 3 specific reading strategies and goals and show evidence of implementation</p>	<p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions</p> <p>Able to articulate 2 specific reading strategies and goals and show evidence of implementation</p>	<p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>Able to articulate 1 specific reading strategies and goals and show evidence of implementation</p>
4th Quarter	<p>Consistently uses comprehension strategies taught</p> <p>Consistently scores 4 on open-ended questions</p> <p>Able to articulate more than 3 specific reading strategies and goals and show evidence of implementation</p>	<p>Often uses comprehension strategies taught</p> <p>Consistently scores 3 on open-ended questions</p> <p>Able to articulate 3 specific reading strategies and goals and show evidence of implementation</p>	<p>Occasionally uses comprehension strategies taught</p> <p>Consistently scores 2 on open-ended questions</p> <p>Able to articulate 2 specific reading strategies and goals and show evidence of implementation</p>	<p>Unable to use comprehension strategies taught</p> <p>Consistently scores 1 on open-ended questions</p> <p>Able to articulate 1 specific reading strategies and goals and show evidence of implementation</p>
Strategies	<p align="center">Comprehension Strategies Taught:</p> <p>On going throughout the year</p> <ul style="list-style-type: none"> • Predict/ Infer • Monitor/ Clarify • Summarize • Question • Monitor/Clarify • Evaluate • Prior Knowledge <p>Reading Skills Taught:</p>		<p align="center">Strategies:</p> <ul style="list-style-type: none"> • Predict/ Infer: Teacher and/or student reads first part of story. Students uses text pictures clues, and personal knowledge • Summarize: Teacher and/or student reads story. Student demonstrates understanding of beginning, middle, and end passage • Evaluate: Student reads stories and form 	

	<ul style="list-style-type: none"> • Story Structure • Fantasy and Realism • Predicting Outcome of story • Compare/ Contrast • Fact and Opinion • Categorize and Classify • Making Judgments • Topic/ Main Idea/ Details • Problem Solving • Making Inferences • Drawing Conclusions • Cause and Effect • Following Directions • Sequence of Events • Author’s Point of View • Problem Solving (new word, • Theme 	<p>an opinion about what is read. HOT/ Open Ended questions</p> <ul style="list-style-type: none"> • Prior Knowledge: Student reads and makes connections between world, text, and self to deepen meaning. • Monitor/ Clarify: Student monitors for understanding as he/she reads using (stop and jot—sticky notes, reading journal, story maps or fact sheets); Students notices words and ideas that don’t make sense and fixes them • Questions: Students reads and asks “who, what, when, where, and why” questions to demonstrate understanding of details and important ideas in the text
Assessments	<p>Open Court tests Literature discussions in...</p> <ol style="list-style-type: none"> 1. Guided reading, shared reading, leveled reading (conferences) 2. Integrated studies (Science, Social Studies, Character Education) 3. Literature Circle discussion <p>Teacher-made Open-Ended Questions from anthology and other shared reading text</p>	

DRA: DO NOT TEST ABOVE LEVEL 38

Second Grade—Wide Range Reading

	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
1st Quarter	<p>Consistently uses strategies to choose “just right” books</p> <p>Sustain reading with buddy or self for more than 20 minutes uninterrupted</p>	<p>Often uses Strategies to choose “just right” books</p> <p>Sustain reading with buddy or self for 20 minutes uninterrupted</p>	<p>Occasional uses Strategies to choose “just right” books</p> <p>Sustain reading with buddy or self for 10-15 minutes uninterrupted</p>	<p>Is unable to use strategies to select “just right” books</p> <p>Sustain reading with buddy or self for less than 10 minutes uninterrupted</p>
2nd Quarter	<p>Consistently uses strategies to choose “just right” books</p> <p>Consistently uses independent time to read daily alone or with a buddy</p> <p>Consistently maintains a reading log and/or journal of books read</p> <p>Sustain reading with self for more than 20 minutes uninterrupted</p>	<p>Often uses Strategies to choose “just right” books</p> <p>Often uses independent time to read daily alone or with a buddy</p> <p>Sustain reading with self for 20 minutes uninterrupted</p> <p>Often maintains a reading log and/or journal of books read</p>	<p>Occasional uses Strategies to choose “just right” books</p> <p>Occasionally uses independent time to read daily alone or with a buddy</p> <p>Sustain reading with self for 10-15 minutes uninterrupted</p> <p>Occasionally maintains a reading log and/or journal of books read</p>	<p>Is unable to use strategies to select “just right” books</p> <p>Is unable to use independent time to read daily alone or with a buddy</p> <p>Sustain reading with self for less than 10 minutes uninterrupted</p> <p>Is unable to maintain a reading log/journal of books read</p>
3rd	Consistently uses	Often uses	Occasional uses	Is unable to maintain a

Quarter	<p>strategies to choose “just right” books</p> <p>Consistently maintains a reading log and/or journal of books read</p> <p>Consistently selects a variety of books of a variety of topics</p>	<p>Strategies to choose “just right” books</p> <p>Often uses independent time to read daily alone or with a buddy</p> <p>Often maintains a reading log and/or journal of books read</p>	<p>Strategies to choose “just right” books</p> <p>Occasionally uses independent time to read daily alone or with a buddy</p> <p>Occasionally maintains a reading log and/or journal of books read</p>	<p>reading log/journal of books read</p> <p>Is unable to select a variety of topics</p> <p>Is unable to use independent time to read daily</p>
4th Quarter	<p>Consistently uses strategies to choose “just right” books</p> <p>Consistently selects a variety of books of a variety of topics</p> <p>Consistently maintains a reading log and/or journal of books read</p> <p>Consistently uses independent time to read daily alone</p>	<p>Often uses Strategies to choose “just right” books</p> <p>Often uses independent time to read daily alone or with a buddy</p> <p>Often maintains a reading log and/or journal of books read</p>	<p>Occasional uses Strategies to choose “just right” books</p> <p>Occasionally uses independent time to read daily alone or with a buddy</p> <p>Occasionally maintains a reading log and/or journal of books read</p>	<p>Is unable to maintain a reading log/journal of books read</p> <p>Is unable to select a variety of topics</p> <p>Is unable to use independent time to read daily</p>

Strategies	Skills Taught: 1. The 1st 20 days of independent reading— Fountas and Pinnell	
Assessments	Independent Reading Reading log/journals Discussions	

Second Grade Fluency Evaluation—

Taught Year Long
1. <ul style="list-style-type: none"> • Very little fluency • All word-by-word reading with some long pauses between words • Perhaps a couple of two-word phrases, but generally is fluent • Almost no recognition of syntax or phrasing (expressive interpretation) • Very little evidence of awareness of punctuation • Some grouping awkward
2. <ul style="list-style-type: none"> • Mostly word-by-word reading, but with some two-word phrasing and even a couple of three- or four- phrases (expressive interpretation) • Evidence of syntactic awareness of syntax and punctuation, although not consistently so • Rereading for problem solving may be present

<p>3.</p> <ul style="list-style-type: none"> • A mixture of word-by-word reading • Fluent, phrased reading (expressive interpretation) • Evidence of attention to punctuation and syntax • Rereading for problem solving may be present
<p>4.</p> <ul style="list-style-type: none"> • Reads primarily in larger meaningful phrases • Fluent, phrased reading with few word-by-word-slow downs for problem solving • Expressive interpretation is evident at places throughout the reading • Attention to punctuation and syntax • Rereading for problem solving may be present, but is generally fluent

Source: Guided Reading: Good First Teaching for All Children (Fountas and Pinnell)

Second Grade Writing Conventions

	4	3	2	1
	Exceeds the Benchmark	Meets the Benchmark	Approaching the Benchmark	Does not Meet the Benchmark

<p>Quarter 1</p>	<p>Writing always represents all sounds in words correctly</p> <p>Consistently uses blends/ diagraphs correctly</p> <p>Consistently uses capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Consistently uses ending punctuation appropriately(. ? !) throughout writing correctly</p> <p>Consistently use commas appropriately</p> <p>Consistently uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Consistently uses resources for more challenging words (few, if any, spelling errors)</p> <p>Consistently writes in complete sentences</p>	<p>Writing always represents all sounds in words</p> <p>Often uses blends/ diagraphs</p> <p>Often uses capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Often uses ending punctuation appropriately(. ? !) throughout writing</p> <p>Begins to use commas appropriately</p> <p>Often uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Often uses resources for more challenging words (few, if any, spelling errors)</p> <p>Often writes in complete sentences</p>	<p>Writing occasionally represents all sounds in words</p> <p>Occasionally uses blends/ diagraphs</p> <p>Occasionally uses capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Occasionally uses ending punctuation appropriately(. ? !) throughout writing</p> <p>Occasionally use commas appropriately</p> <p>Occasionally uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Occasionally spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Occasionally uses resources for more challenging words (few, if any, spelling errors)</p> <p>Occasionally writes in complete sentences</p>	<p>Writing does not represents all sounds in words</p> <p>Unable to use blends/ diagraphs</p> <p>Unable to use capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Unable to use ending punctuation appropriately(. ? !) throughout writing</p> <p>Unable to use commas appropriately</p> <p>Unable to use correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Unable to use resources for more challenging words (few, if any, spelling errors)</p> <p>Unable to write in complete sentences</p>
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				Unable to edit for capitalization, punctuation, and grammar
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Second Grade Writing Conventions

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
Quarter 2	<p>Writing always represents all sounds in words correctly</p> <p>Consistently uses blends/ diagraphs correctly</p> <p>Consistently uses capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Consistently uses ending punctuation appropriately(. ? !) throughout writing correctly</p> <p>Consistently use commas appropriately</p>	<p>Writing always represents all sounds in words</p> <p>Often uses blends/ diagraphs</p> <p>Often uses capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Often uses ending punctuation appropriately(. ? !) throughout writing</p> <p>Begins to use commas appropriately</p>	<p>Writing occasionally represents all sounds in words</p> <p>Occasionally uses blends/ diagraphs</p> <p>Occasionally uses capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Occasionally uses ending punctuation appropriately(. ? !) throughout writing</p> <p>Occasionally use commas appropriately</p>	<p>Writing does not represents all sounds in words</p> <p>Unable to use blends/ diagraphs</p> <p>Unable to use capital letters for days, titles (Mr., Mrs., etc.), book titles</p> <p>Unable to use ending punctuation appropriately(. ? !) throughout writing</p> <p>Unable to use commas appropriately</p>

	<p>Consistently uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Consistently uses resources for more challenging words (few, if any, spelling errors)</p> <p>Consistently writes in complete sentences</p> <p>Consistently edits for capitalization, punctuation, and grammar</p>	<p>Often uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Often uses resources for more challenging words (few, if any, spelling errors)</p> <p>Often writes in complete sentences</p> <p>Often edits for capitalization, punctuation, and grammar</p>	<p>Occasionally uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Occasionally spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Occasionally uses resources for more challenging words (few, if any, spelling errors)</p> <p>Occasionally writes in complete sentences</p> <p>Occasionally edits for capitalization, punctuation, and grammar</p>	<p>Unable to use correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Spells first grade level/ high frequency words (few, if any, spelling errors)</p> <p>Unable to use resources for more challenging words (few, if any, spelling errors)</p> <p>Unable to write in complete sentences</p> <p>Unable to edit for capitalization, punctuation, and grammar</p>
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Second Grade Writing Conventions

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
Quarter 3	<p>Consistently capitalizes days, titles (Mr., Mrs., etc.), book titles, proper nouns</p> <p>Consistently uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Uses ending punctuation appropriately (. ? !) throughout ALL of pieces of writing</p> <p>Uses commas appropriately</p> <p>Uses resources for more challenging words (few, if any, spelling errors)</p> <p>Proofread and revise for independently</p>	<p>Consistently capitalizes days, titles (Mr., Mrs., etc.), book titles, proper nouns</p> <p>Consistently uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Uses ending punctuation appropriately (. ? !) throughout some writing</p> <p>Uses commas appropriately</p> <p>Uses resources for more challenging words (few, if any, spelling errors)</p> <p>Begins to proofread and revise for independently</p>	<p>Occasionally capitalizes days, titles (Mr., Mrs., etc.), book titles, proper nouns</p> <p>Occasionally uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Occasionally ending punctuation appropriately (. ? !) throughout writing</p> <p>Occasionally commas appropriately</p> <p>Occasionally uses resources for more challenging words (few, if any, spelling errors)</p> <p>Occasionally proofreads and revise for</p>	<p>Unable to capitalizes days, titles (Mr., Mrs., etc.), book titles, proper nouns</p> <p>Unable to use correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Unable to use ending punctuation appropriately (. ? !) throughout writing</p> <p>Unable to use commas appropriately</p> <p>Unable to use resources for more challenging words (few, if any, spelling errors)</p> <p>Unable to proofread and revise for independently</p>

			independently	
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Second Grade Writing Conventions

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
Quarter 4	<p>Consistently uses commas appropriately</p> <p>Consistently uses apostrophes when appropriate</p> <p>Uses ending punctuation appropriately (. ? !) throughout ALL writing pieces</p> <p>Consistently uses correct grammar (subject/verb</p>	<p>Consistently uses commas appropriately</p> <p>Begins to use apostrophes when appropriate</p> <p>Uses ending punctuation appropriately (. ? !) throughout MOST of piece</p>	<p>Occasionally uses commas appropriately</p> <p>Begins to use apostrophes when appropriate</p> <p>Occasionally ending punctuation appropriately (. ? !) throughout SOME of writing piece</p>	<p>Unable to use commas appropriately</p> <p>Unable to use ending punctuation appropriately (. ? !) throughout MOST of piece</p> <p>Unable to use correct grammar (subject/verb agreement, tense,</p>

	<p>agreement, tense, pronoun agreement)</p> <p>Uses resources for grade appropriate and challenging words (few, if any, spelling errors)</p> <p>Proofreading is evident</p>	<p>Consistently uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Uses resources for grade appropriate and challenging words (few, if any, spelling errors)</p> <p>Proofreading is evident</p>	<p>Occasionally uses correct grammar (subject/verb agreement, tense, pronoun agreement)</p> <p>Occasionally uses resources for grade appropriate and challenging words (few, if any, spelling errors)</p> <p>Proofreading is minimal</p>	<p>pronoun agreement)</p> <p>Unable to use resources for grade appropriate and challenging words (few, if any, spelling errors)</p> <p>Proofreading is not evident</p>
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Option for Assessment: Writing Workshop, Writing journals, Answers to open-ended questions, Writing Centers, Content area writing

Second Grade Writing Composition

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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<p>Quarter 1</p>	<p>Begins to group ideas in a single paragraph</p> <p>Consistently writes 4 or more sentences that support a main idea</p> <p>Consistently uses an inviting hook, when appropriate</p> <p>Begins to use a topic sentence</p> <p>Attempts to use a concluding sentence</p> <p>Consistently uses words specific to topic and audience</p> <p>Consistently uses a variety of descriptive phrases and/or words</p> <p>Consistently participates in shared writing</p> <p>Consistently writes independently for 15 minutes</p> <p>Consistently shares writing with peers and teachers</p>	<p>Begins to group ideas in a single paragraph</p> <p>Often writes 4 or more sentences that support a main idea</p> <p>Often uses an inviting hook, when appropriate</p> <p>Begins to use a topic sentence</p> <p>Attempts to use a concluding sentence</p> <p>Often uses words specific to topic and audience</p> <p>Often uses a variety of descriptive phrases and/or words</p> <p>Often participates in shared writing</p> <p>Often writes independently for 15 minutes</p>	<p>Occasionally writes 4 or more sentences that support a main idea</p> <p>Occasionally uses an inviting hook, when appropriate</p> <p>Occasionally uses words specific to topic and audience</p> <p>Occasionally uses a variety of descriptive phrases and/or words</p> <p>Occasionally participates in shared writing</p> <p>Occasionally writes independently for 15 minutes</p> <p>Occasionally shares writing with peers and teachers</p> <p>Occasionally follows writing workshop routine</p>	<p>Unable to writes 4 or more sentences that support a main idea</p> <p>Unable to uses an inviting hook, when appropriate</p> <p>Unable to use words specific to topic and audience</p> <p>Unable to use a variety of descriptive phrases and/or words</p> <p>Unable to participate in shared writing</p> <p>Unable to write independently for 15 minutes</p> <p>Unable to share writing with peers and teachers</p> <p>Unable to follow writing workshop routine</p>
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	Consistently follows writing workshop routine	Often shares writing with peers and teachers Often follows writing workshop routine		
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Second Grade Writing Composition continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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<p>Quarter 2</p>	<p>Begins to group ideas in a single paragraph</p> <p>Consistently writes 4 or more sentences that support a main idea</p> <p>Consistently uses an inviting hook, when appropriate</p> <p>Begins to use a topic sentence</p> <p>Attempts to use a concluding sentence</p> <p>Consistently uses words specific to topic and audience</p> <p>Consistently uses a variety of descriptive phrases and/or words</p> <p>Consistently participates in shared writing</p> <p>Consistently writes independently for 15 minutes</p> <p>Consistently shares writing with peers and teachers</p>	<p>Begins to group ideas in a single paragraph</p> <p>Often writes 4 or more sentences that support a main idea</p> <p>Often uses an inviting hook, when appropriate</p> <p>Begins to use a topic sentence</p> <p>Attempts to use a concluding sentence</p> <p>Often uses words specific to topic and audience</p> <p>Often uses a variety of descriptive phrases and/or words</p> <p>Often participates in shared writing</p> <p>Often writes independently for 15 minutes</p>	<p>Occasionally writes 4 or more sentences that support a main idea</p> <p>Occasionally uses an inviting hook, when appropriate</p> <p>Occasionally uses words specific to topic and audience</p> <p>Occasionally uses a variety of descriptive phrases and/or words</p> <p>Occasionally participates in shared writing</p> <p>Occasionally writes independently for 15 minutes</p> <p>Occasionally shares writing with peers and teachers</p> <p>Occasionally follows writing workshop routine</p>	<p>Unable to writes 4 or more sentences that support a main idea</p> <p>Unable to uses an inviting hook, when appropriate</p> <p>Unable to use words specific to topic and audience</p> <p>Unable to use a variety of descriptive phrases and/or words</p> <p>Unable to participate in shared writing</p> <p>Unable to write independently for 15 minutes</p> <p>Unable to share writing with peers and teachers</p> <p>Unable to follow writing workshop routine</p>
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	Consistently follows writing workshop routine	Often shares writing with peers and teachers Often follows writing workshop routine		
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Second Grade Writing Composition continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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<p>Quarter 3</p>	<p>Consistently writes a simple paragraph with a clear topic sentence and supporting details</p> <p>Consistently revises by adding and/or deleting ideas</p> <p>Consistently includes a labeled illustration to add detail to text, when appropriate</p> <p>Consistently uses a topic sentence</p> <p>Consistently uses a hook when appropriate</p> <p>Consistently uses a concluding sentence</p> <p>Consistently uses appropriate voice to convey feeling (humorous, sad, angry, serious, etc.)</p> <p>Consistently rereads work for meaning to find parts that does not make sense</p>	<p>Often writes a simple paragraph with a clear topic sentence and supporting details</p> <p>Often revises by adding and/or deleting ideas</p> <p>Often includes a labeled illustration to add detail to text, when appropriate</p> <p>Often uses a topic sentence</p> <p>Often uses a hook when appropriate</p> <p>Often uses a concluding sentence</p> <p>Often uses appropriate voice to convey feeling (humorous, sad, angry, serious, etc.)</p> <p>Often rereads work for meaning to find parts that does not make sense</p>	<p>Occasionally writes a simple paragraph with a clear topic sentence and supporting details</p> <p>Occasionally revises by adding and/or deleting ideas</p> <p>Occasionally includes a labeled illustration to add detail to text, when appropriate</p> <p>Occasionally uses a topic sentence</p> <p>Occasionally uses a hook when appropriate</p> <p>Occasionally uses a concluding sentence</p> <p>Occasionally uses appropriate voice to convey feeling (humorous, sad, angry, serious, etc.)</p> <p>Occasionally rereads work for meaning to find parts that does not make sense</p>	<p>Unable to write a simple paragraph with a clear topic sentence and supporting details</p> <p>Unable to revise by adding and/or deleting ideas</p> <p>Unable to include a labeled illustration to add detail to text, when appropriate</p> <p>Unable to use a topic sentence</p> <p>Unable to use a hook when appropriate</p> <p>Unable to use a concluding sentence</p> <p>Unable to use appropriate voice to convey feeling (humorous, sad, angry, serious, etc.)</p> <p>Unable to reread work for meaning to find parts that does not make sense</p>
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Second Grade Writing Composition continued

	4 Exceeds the Benchmark	3 Meets the Benchmark	2 Approaching the Benchmark	1 Does not Meet the Benchmark
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<p>Quarter 4</p>	<p>Consistently writes a simple paragraph with a clear topic sentence, details, and a concluding sentence</p> <p>Consistently revises by adding and/or deleting ideas</p> <p>Consistently includes a labeled illustration to add detail to text, when appropriate</p> <p>Consistently writes a definite beginning, middle, end when writing</p> <p>Consistently uses transition words and time orienters to connect ideas</p> <p>Consistently presents ideas in a logical order</p> <p>Consistently uses a definite concluding sentence</p>	<p>Often writes a simple paragraph with a clear topic sentence, details, and a concluding sentence</p> <p>Often revises by adding and/or deleting ideas</p> <p>Often includes a labeled illustration to add detail to text, when appropriate</p> <p>Often writes a definite beginning, middle, end when writing</p> <p>Often uses transition words and time orienters to connect ideas</p> <p>Often presents ideas in a logical order</p> <p>Often uses a definite concluding sentence</p>	<p>Occasionally writes a simple paragraph with a clear topic sentence, details, and a concluding sentence</p> <p>Occasionally revises by adding and/or deleting ideas</p> <p>Occasionally includes a labeled illustration to add detail to text, when appropriate</p> <p>Occasionally writes a definite beginning, middle, end when writing</p> <p>Occasionally uses transition words and time orienters to connect ideas</p> <p>Occasionally presents ideas in a logical order</p> <p>Occasionally uses a definite concluding sentence</p>	<p>Unable to write a simple paragraph with a clear topic sentence, details, and a concluding sentence</p> <p>Unable to revise by adding and/or deleting ideas</p> <p>Unable to include a labeled illustration to add detail to text, when appropriate</p> <p>Unable to write a definite beginning, middle, end when writing</p> <p>Unable to use transition words and time orienters to connect ideas</p> <p>Unable to present ideas in a logical order</p> <p>Unable to use a definite concluding sentence</p>
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Penmanship---Second Grade

Quarters	4 Exceeds the benchmark	3 Meets the benchmark	2 Approaching the benchmark	1 Does not meet the benchmark
Quarter 1	Always holds writing tool the proper way Letters are consistently written legible	Always holds writing tool the proper way Letters are often written legible	Occasionally holds writing tool the proper way Letters are occasionally written legible	Unable to hold writing tool the proper way Unable to write letters legible
Quarter 2 and 3	Always holds writing tool the proper way Capital letters are consistently written in correct form—from top line to base line Lowercase letters are consistently written in correct form- from midline to baseline Descenders consistently	Always holds writing tool the proper way Capital letters are often written in correct form—from top line to base line Lowercase letters are often written in correct form- from midline to baseline Descenders often drop	Always holds writing tool the proper way Capital letters are occasionally written in correct form—from top line to base line Lowercase letters are occasionally written in correct form- from midline to baseline Descenders occasionally	Always holds writing tool the proper way Capital letters are not written in correct form—from top line to base line Lowercase letters are not written in correct form- from midline to baseline Descenders do not drop

	drop below the line	below the line	drop below the line	below the line
Quarter 4	Writes first name in cursive letters	Begins to write cursive letters taught	Occasionally writes cursive letters taught	Unable to write any letters taught in cursive

Writer's Workshop SAMPLE REFLECTION QUESTIONS:

- What have we learned?
- What have I done well as a writer?
- What do I need to work on as a writer?
- What growth do you see in your work?
- What have you learned about this genre?
- If you could do this again, what would you change in your work?
- Choose one thing from your portfolio and explain why you like it. How does it show your learning?
- How does this piece of writing show what you have learned from other writers?

APPENDIX

APPENDIX E- English Language Arts Administrative Writing Workshop Checklist:

Writing Workshop Checklist

- ❑ Writing Area/Center for writing material
- ❑ Writing materials available and accessible
- ❑ Reference materials available and accessible
- ❑ Student folders available and accessible
- ❑ Conference documentation recorded with date and notes
- ❑ Mini-lessons documented (class charts, notes taken by students)
- ❑ Classroom management reflects student knowledge of rituals and routines (writing workshop structure)
- ❑ Published writing displayed on bulletin boards, class library, and/or in other published ways
- ❑ Students are able to respond to the following questions:
 1. What do you do during writing workshop?
 2. Do you have a writing folder?
 3. How do you select your writing topic?
 4. What is a check list/ rubric?
 5. How does your teacher help you during writing workshop?
 6. What will you do to improve your writing?
- ❑ Teachers are able to respond to the following questions:
 1. How do you plan your mini-lesson?
 2. How do you monitor student progress?
 3. Do you have student folders and conference notes on students?
 4. What was the lesson objective?
 5. What NJCCCS standards was your lesson connected to?

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Appendix D- English Language Arts Administrative Reading Workshop Checklist:

Reading Workshop Checklist

Teacher _____

Grade _____

- Books are developmentally appropriate
- Leveled books/materials for small group instruction and independent reading are available
- Books in a variety of genres/topics are in the library area
- Books are organized by genre/topic in clearly marked bins or containers
- Student folders and reading bags are available and accessible
- Student folders contain reading workshop materials (reading response and reading logs)
- Reading response questions reflect higher levels of Bloom's Taxonomy
- Conference documentation (dates/notes) recorded
- Mini-lesson documentation (class charts...)

Students are able to respond to the following questions:

1. What do you do during reading workshop?
2. Do you have a reading folder?
3. Do you have a reading log?
4. How do you select a book?
5. What do you and teacher conference about?

6. How does your teacher help you during reading workshop?
7. What will you do to improve your reading?

Teachers are able to respond to the following questions:

1. Where are your student folders?
2. How do you determine which level books each child should read?
3. What NJCCCS are you connecting to your lesson?
4. What was the purpose of the mini-lesson

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