

On the common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- Comprehending and analyzing informational texts on related themes
- Synthesizing information from different genres including text and photos
- Determining the main idea of a text
- Citing textual evidence to support ideas
- Determine word meanings from context
- Comparing and contrasting information from texts on related themes
- Engaging in the writing process to respond to a writing task

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- Venn diagram
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Curriculum Standards/*New Jersey Student Learning Standards* and PARCC expectations.

Common Core Curriculum Standards/*New Jersey Student Learning Standards* covered within the ELA *Units of Study*:

Ask and answer questions about key details in a text.	RL.1.1, RI.1.1
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2
Describe characters, settings, and major events in a story, using key details. <i>Describe characters, settings, and major event(s) in a story, using key details.</i>	RL.1.3
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.; Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4, RI.1.4
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.1.5
Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7
Compare and contrast the adventures and experiences of characters in stories.	RL.1.9
Identify the main topic and retell key details of a text.	RI.1.2
Describe the connection between two individual events, ideas, or pieces of information in a text.	RI.1.3
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.1.5
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.6
Use the illustrations and details in a text to describe its key ideas.	RI.1.7
Identify the reasons an author gives to support points in a text. <i>Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</i>	RI.1.8
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	R.1
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.2

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Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.4
Read and comprehend complex literary and informational texts independently and proficiently. <i>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i>	R.10
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.1.2
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.1.2.D, L.1.2.E

Informational/Explanatory Writing Rubric Grade 1 (rev. 3/23/18)

Criterion	5	4	3	2	1
Focus / Information NJSLs: W – 2	___ I have a strong opening sentence. ___ I have a strong understanding of the topic. ___ I answered all parts of the prompt fully	___ I have a good opening sentence. ___ I have an understanding of the topic. ___ I answered most parts of the prompt	___ I have an opening sentence. ___ I have some understanding of the topic. ___ I answered some parts of the prompt	___ I have an off topic opening sentence. ___ I have little understanding of the topic. ___ I answered few parts of the prompt	___ I do not understand the topic. ___ I did not answer any parts of the prompt
Organization NJSLs: W–2	___ I included a clear topic sentence. ___ I elaborated with facts and definitions/details ___ I have a concluding sentence. ___ I used complex transition words.	___ I included a clear topic sentence ___ I added facts or details. ___ I have a closing sentence. ___ I used simple transition words.	___ I included a clear topic sentence. ___ I have some details. ___ I have a closing sentence. ___ I used some transition words.	___ I am missing a topic sentence. ___ I am missing facts or details. ___ I am missing a closing sentence. ___ I used few transition words.	___ My writing is not organized. ___ I did not use transition words.
Support / Evidence	___ I write my ideas and ideas from the text. ___ All my ideas are on topic.	___ I wrote ideas from the text. ___ Most of my ideas are on topic.	___ I wrote my own ideas. ___ Some of my ideas are on topic.	___ A few of my ideas are on topic.	___ None of my ideas are on topic.
Language - Conventions of Grammar, Usage, Capitalization, Punctuation, and Spelling NJSLs: L-1b, c, j	___ All my sentences have subject-noun agreement. ___ I used verb tenses correctly and consistently. ___ I used many simple and compound sentences. ___ I capitalized... ___ the first word of each sentence ___ and all proper nouns. ___ I used correct end punctuation all the time. ___ I used possessive punctuation correctly and consistently. ___ *I have no high frequency or sight word spelling errors.	___ Most of my sentences have subject-noun agreement. ___ Most of my sentences have correct verb tenses. ___ I used simple and compound sentences. ___ I capitalized... ___ most first words of sentences ___ and most proper nouns. ___ I used correct end punctuation most of the time. ___ I used possessive punctuation some of the time. ___ *I have few high frequency or sight word spelling errors.	___ Many of my sentences have subject-noun agreement. ___ Many of my sentences have correct verb tenses. ___ I used mostly simple sentences. ___ I capitalized... ___ some first words of sentences ___ and some proper nouns. ___ I used correct end punctuation some of the time. ___ I attempted to use possessive punctuation. ___ *I have some high frequency or sight word spelling errors.	___ A few of my sentences have subject-noun agreement. ___ A few of my sentences have correct verb tenses. ___ I used only simple sentences. ___ I capitalized... ___ a few of the first words of sentences ___ and a few proper nouns ___ I used correct end punctuation a few times. ___ I did not use possessive punctuation when needed. ___ *I have many high frequency or sight word spelling errors.	___ None of my sentences have subject-noun agreement. ___ None of my sentences have correct verb tenses. ___ I did not use complete simple sentences. ___ I did not capitalize many of my sentences. ___ I did not use appropriate end punctuation most of the time. ___ I used possessive punctuation when not needed. ___ I have so many spelling errors it is difficult to read my writing.

**Do not penalize for spelling if a student attempts sophisticated word choice.*