

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

- Comprehending and analyzing literary fiction and poetry on related themes
- Synthesizing information from different genres including text, photos, and video
- Sequencing information from fictional text and video presentations
- Identifying story elements (character, setting, plot)
- Citing textual evidence to support ideas and to determine word meanings
- Comparing and contrasting characters' actions and feelings
- Engaging in the writing process to respond to a writing task

The common assessment includes questions of the following types:

- multiple choice
- 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 Unit of Study:

Answer 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 characters' adventures and experiences in stories.	RL.1.9
Use resources (e.g., charts, photographs) in a text to describe key ideas.	RI.1.7
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
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
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W 1.8

Grade 1 ELA CA #2 Skills & Standards Guide

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
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.1.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.10
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

Narrative Writing Rubric Grade 1

Criterion	5	4	3	2	1
Focus / Topic NJSL: W – 3	<p>_ I have a strong opening sentence.</p> <p>_ My story is on topic and has a strong beginning, middle, and end.</p>	<p>_ I have a good opening sentence.</p> <p>_ My story has a good beginning, middle, and end.</p>	<p>_ I have an opening sentence.</p> <p>_ My story is missing a beginning, middle, or end.</p>	<p>_ I do not have an opening sentence.</p> <p>_ My events are off topic.</p>	<p>_ I did not respond appropriately to the prompt.</p> <p>_ I did not write any events.</p>
Organization / Plot NJSL: W–3	<p>_ I correctly used transition words and phrases to signal event order that unfolds naturally.</p> <p>_ I provided a clear closure that follows the events in my story.</p>	<p>_ I correctly used transition words to organize my story.</p> <p>_ I provided a closure that follows the events in my story.</p>	<p>_ I correctly used some transition words to organize my story.</p> <p>_ I provided a closure.</p>	<p>_ I tried to use transition words to organize my story.</p> <p>_ I tried to provide a closure.</p>	<p>_ I did not use any transition words to organize my story.</p> <p>_ I did not provide a closure.</p>
Narrative Techniques NJSL: W–3	<p>_ I used vivid details to describe and explain events, actions, thoughts, and/or feelings.</p>	<p>_ I used vivid details to describe events, actions, thoughts, and/or feelings.</p>	<p>_ I used some details to describe events, actions, thoughts, and/or feelings.</p>	<p>_ I used a few details to describe events, actions, thoughts, and/or feelings.</p>	<p>_ I did not use details to describe events, actions, thoughts, and/or feelings.</p>
Language - Conventions of Grammar and Usage NJSL: L-1b, L-1c, L-1j	<p>I used...</p> <p>_ common nouns correctly.</p> <p>_ proper nouns correctly.</p> <p>_ possessive nouns correctly.</p> <p>_ collective nouns correctly.</p> <p>_ plural nouns correctly.</p> <p>_ verb tenses correctly.</p> <p>_ a variety of simple and compound sentences skillfully.</p>	<p>I used most...</p> <p>_ common nouns correctly.</p> <p>_ proper nouns correctly.</p> <p>_ possessive nouns correctly.</p> <p>_ collective nouns correctly.</p> <p>_ plural nouns correctly.</p> <p>_ singular nouns and plural nouns with correctly matching verbs.</p> <p>_ simple and compound sentences correctly.</p>	<p>I used some...</p> <p>_ common nouns correctly.</p> <p>_ proper nouns correctly.</p> <p>_ possessive nouns correctly.</p> <p>_ collective nouns correctly.</p> <p>_ plural nouns correctly.</p> <p>_ singular nouns and plural nouns with correctly matching verbs.</p> <p>_ simple and compound sentences correctly.</p>	<p>I used a few...</p> <p>_ common nouns correctly.</p> <p>_ proper nouns correctly.</p> <p>_ possessive nouns correctly.</p> <p>_ collective nouns correctly.</p> <p>_ plural nouns correctly.</p> <p>_ singular nouns and plural nouns with correctly matching verbs.</p> <p>_ simple and compound sentences correctly.</p>	<p>I did not use...</p> <p>_ common nouns correctly.</p> <p>_ proper nouns correctly.</p> <p>_ possessive nouns correctly.</p> <p>_ collective nouns correctly.</p> <p>_ plural nouns correctly.</p> <p>_ singular nouns and plural nouns with correctly matching verbs.</p> <p>_ simple and compound sentences correctly.</p>
Language - Conventions of Capitalization, Punctuation, and Spelling NJSL: L – 2 a-e	<p>_ I capitalized the first word in every sentence.</p> <p>_ I capitalized all proper nouns and titles.</p> <p>_ I used commas, apostrophes, and end punctuation correctly all the time.</p> <p>_ I spelled all words I know and sight words correctly.</p> <p>_ I used spelling patterns correctly to spell words I did not know.</p>	<p>_ I capitalized the first word in almost every sentence.</p> <p>_ I capitalized almost every proper noun and title.</p> <p>_ I used end punctuation correctly all the time.</p> <p>_ I used commas correctly all the time.</p> <p>_ I spelled almost all the words I know and sight words correctly.</p> <p>_ I used spelling patterns correctly to spell almost every word I did not know.</p>	<p>_ I capitalized the first word in some sentences.</p> <p>_ I capitalized some proper nouns and titles.</p> <p>_ I used end punctuation correctly some the time.</p> <p>_ I used commas correctly some of the time.</p> <p>_ I spelled most words I know and sight word correctly.</p> <p>_ I used spelling patterns to spell most words I did not know.</p>	<p>_ I capitalized the first word in a few sentences.</p> <p>_ I used end punctuation correctly in a few sentences.</p> <p>_ I spelled a few words I know and sight word correctly.</p> <p>_ I used spelling patterns to spell a few words I did not know.</p>	<p>_ I did not capitalize the first word in sentences.</p> <p>_ I did not use end punctuation correctly.</p> <p>_ I did not spell words I know and sight word correctly.</p> <p>_ I did not use spelling patterns to spell a few words I did not know.</p>