

Scranton School District

Language Arts

First Grade

Planned Course

Special Education and ESL Students

The special education and ESL students will progress through the regular education curriculum with accommodations and learning support services. The curriculum will need to be modified in terms of the amount of material than can be covered.

First Grade Language Arts Appendix

Suggested Websites

www.puzzlemakers.com

www.eduplace.com

www.enchantedlearning.com

www.kidsreads.com

<http://k6educators.minimgco.com/library/blcan.htm>

www.lightspan.com

www.kidsdomain.com

PENNSYLVANIA READING ASSESSMENT RUBRIC

This rubric was designed by the Reading Assessment Advisory Committee (RAAC) used in the Pennsylvania Reading Assessment. The elements of reading being assessed through this rubric are limited to those that can be addressed through written responses in the on-demand performance portion of the assessment. Specifically, **understanding, comprehension and connections**. Risk-taking is also an important element, developing throughout life's learning process. However, given the constraints of this assessment, **risk taking** was not included. The RAAC advises that assessments developed at the classroom, school and district levels include this element.

LEVEL 4

Demonstrates a thorough understanding of the complexity of the text through detailed elaboration and extensions of text with sophisticated ideas, insights and reflections. There are no errors in text-based facts.

Exhibits a level of comprehension that extends beyond the literal, to the personal, critical and/or evaluative responses.

Cites evidence, makes a variety of strong connections to other experiences, texts, concepts, issues and/or cultural settings.

LEVEL 3

Demonstrates confident, coherent and adequate understanding and interpretation of the text through some elaboration and extension.

There are no major errors in text-based facts.

Exhibits a level of comprehension that reflects extensions that are more literal or personal.

Makes connections to personal experiences, other texts and/or background knowledge.

LEVEL 2

Demonstrates a limited understanding and/or interpretation of the text. There may be errors in text-based facts.

Exhibits a level of comprehension that consists primarily of literal responses to the text.

Makes connections between other experiences and text that are disjointed, fragmented, limited and not integral to the text.

LEVEL 1

Demonstrates an attempt to respond with very limited evidence of understanding of the text.

There may be errors in text-based facts.

Exhibits a level of comprehension that consists of disjointed, incomplete or irrelevant responses.

Might use relevant copied text.

Makes only distant connections to the text, using sketchy details.

LEVEL 0-consists of 3 types of responses:

Non Storable (NS) – papers are blank.

Off Task (OT) – papers show no relationship to task and text, are illegible, irrelevant copied text, or written in a language other than English.

Intentionally Off Task – (IO) – papers are ones that have unrelenting profanity, are a refusal to perform, state a baseless charge of too personal or are drawings, scribbles, etc.

Stance 1

Concept: Beginning, Middle, End

PROCEDURE FOR ADMINISTERING TRI-FOLD PERFORMANCE TASK

Grades K, 1 and 2

Materials: 1 1” x 17” experience paper that has been folded or segmented into three sections, with each section numbered consecutively. Bottom portion of each section is lined to accommodate student writing.

1	2	3

Step 1: Read the following Purpose Statement for the performance task.
“You are going to hear/read the story _____. You will be asked to tell about the beginning, middle and end of the story.”

Step 2: Read the story _____/Listen as I read the story _____.
(Depending on the grade level of the students and difficulty of the written material, the passage may be read orally by the teacher or independently by the students).

Step 3: Read the Performance Task. You should also provide it in written or pictorial form for the students to use as a reference. Emphasize the directions and the bulleted items required for the written response.

“Think about the story you have just heard/read.”

“In front of you is a sheet of paper that is divided into 3 numbered sections.” (Point to each section as you explain it to the students.)

“In section 1 you will draw a picture about the beginning of the story.”

”In section 2 you will draw a picture about the middle of the story.”

“In section 3 you will draw a picture about the end of the story.”

Step 4:

For Grades K-1:

“On the lines below each picture, tell what it is about.” (Teacher can transcribe if needed.) “When you are finished, you should be able to retell the story, using your pictures and your writing.”

For Grades 2-3:

“On the lines below each picture, write about the beginning, middle and end of the story. When you are finished, you should be able to retell the story using your pictures and your writing.”

Step 5:

Students complete the Performance Task. “When you are finished, you should be able to retell the story using your pictures and your writing.”

(Depending on the grade and the developmental level of students and whether it is used for assessment purposes, this step can be completed independently, as a whole group, or as an individual activity with the teacher transcribing the student’s responses.)

Stance 1

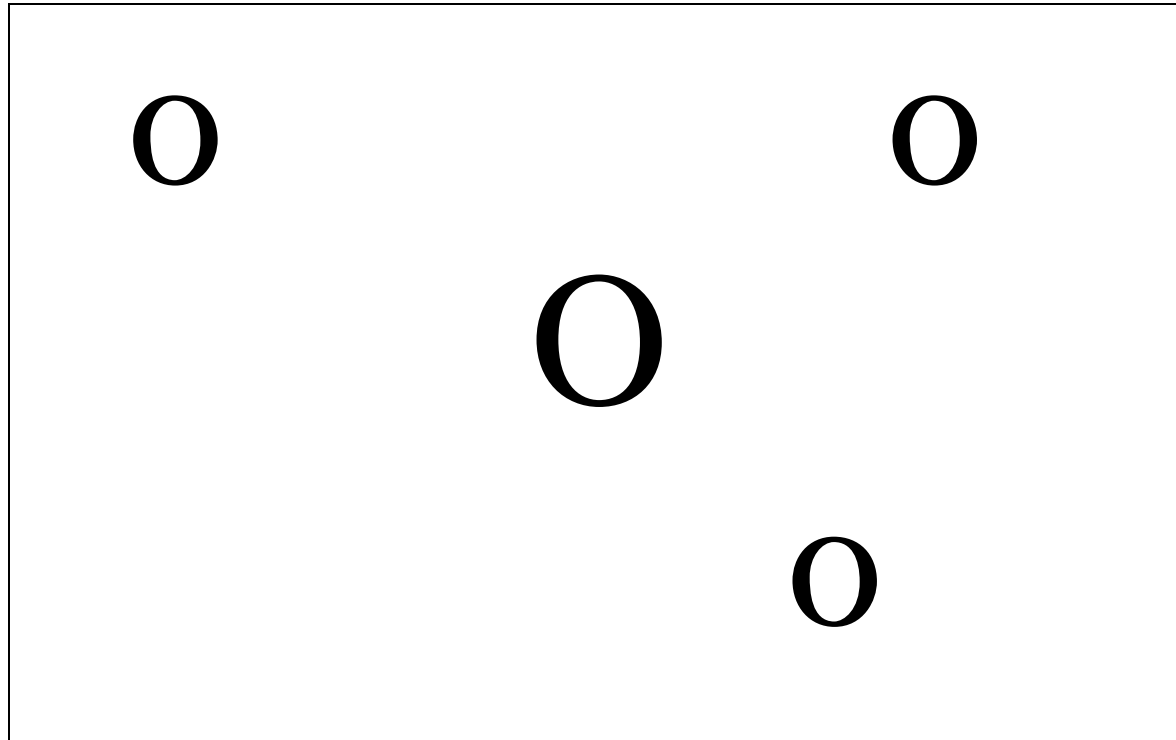
Rubric for Tri-Fold Performance Task Grades K-1			
Advanced	Proficient	Partially Proficient	Novice
Demonstrates a thorough understanding of the text through writing and drawing events and main characters from the beginning, middle and end of the story.	Demonstrates an adequate understanding of the text through writing and drawing the events and main characters so that they are in proper sequential order.	Demonstrates a limited understanding of the text through writing and drawing some events and characters that can be identified by the student.	Demonstrates an attempt to respond through writing and drawing with very limited evidence of understanding.
Writes and draws the characters and events without prompting.	Writes and draws events in proper order from the beginning, middle and end of the story.	Writes and draws events, but not in proper sequence.	Needs prompting to recall characters and/or events in the story.
Writes and draws detailed events in proper sequence from beginning, middle and end of the story.	Writes and draws the characters and events without prompting.	Writes and draws with prompting.	Retellings and/or drawings are difficult to understand.

Stance 1

Concept: Main Idea/Details

Circle Story Mapping
Grades K-1

Materials: 12"x18" white paper with a pre-drawn large circle in the center and three to five smaller circles around it



Procedure: Teacher Directions for Student's Task

Step 1: Read the directions to the students.

Directions: "I am going to read you a story _____. After hearing the story, you will write and draw pictures about the story.

Step 2: Read the story to the students.

Step 3: Read the directions for the student work to students.

- A. On your paper, write what the story is about.
- B. Draw a picture in the large circle showing what the story is about.
- C. Next to each small circle, write a word that tells something else about the story.
- D. Draw pictures in the small circles that show what your words mean.

Step 4: Teacher circulates and assists students as they complete the activity.

Step 5: Teacher reviews student work based on a rubric.

Stance 1*Concept: Character/Traits/Emotions***CHARACTER POP-UPS***Grades K-1*

Procedure:

1. Provide each student with a Pop-up Character Booklet.
2. On the front of the booklet, write the name of or draw a picture of the story title.
3. Decorate the Pop-up Character to look like the main character.
4. Show by pictures or words, how the main character feels or acts. Use the inside of the booklet.
5. For students who cannot express themselves adequately in writing, teacher can transcribe.

RUBRIC – CHARACTER POP-UP <i>Grades K-1</i>			
Advanced	Proficient	Partially Proficient	Novice
The child demonstrates a thorough understanding of traits/emotions, based on a drawing enhanced by written expression.	The child demonstrates an adequate understanding of character traits/emotions, based on a drawing enhanced by written expression.	The child demonstrates a limited understanding of character's traits/emotions.	The child demonstrates an attempt to respond with little or no evidence of understanding of character's traits/emotions.
The child includes more than one character trait/ emotion without prompting.	The child included one character trait/ emotion without prompting.	The child includes one trait/emotion, but prompting was necessary.	The child includes no traits or emotions, even when prompted.

Stance 3

Concept: Activate Prior Knowledge/Personal Connections to the Text

Procedure for Administering Story Links Performance Task

Kindergarten

Use this performance task as an assessment tool only after it has been:

Modeled by the teacher

Practiced in a group

Practiced independently

Step 1: Read the following purpose statement:

After listening/reading the story _____, you will be asked to draw/write about what it reminded you of in your own life.

Step 2: Read the story aloud to the student.

Step 3: Read the following steps of the performance task.

In box 1 (*labeled in the story*), draw a picture of a person or event from the story.

Step 4:

In Box 2 (*labeled In My Own Life*), draw a picture of a person or event from your own life that you were reminded of when looking at the picture in Box 1.

Stance 3

Rubric for Story Links Performance Task <i>Kindergarten</i>			
Advanced	Proficient	Partially Proficient	Novice
Includes a picture/ event from the story.	Includes a picture/ event from the story.	Includes a picture/ event from the story.	No picture/event from the story is evident.
Includes a picture/ event from own life with a strong, clear connection to the picture/event from the story.	Includes a picture/ event from own life with evidence of some connection to the picture/event from the story.	Does not include a picture/event from own life with no evident connection to a picture/event from the story.	No picture/event from own life is evident.

Rubric for Story Links Performance Task <i>Grades 1, 2, and 3</i>			
Advanced	Proficient	Partially Proficient	Novice
Includes 3 pictures/ written events from the story.	Includes 3 pictures/ written events from the story.	Includes at least 1 picture/written event from the story.	No pictures/written events from the story are evident.
Includes 3 pictures/ written events from own life with strong, clear connections to the picture/events from the story.	Includes at least 2 pictures/written events from own life with evidence of some connection to the pictures/written events from the story.	Includes at least 1 picture/written event from own life with some or no evident connection to a picture/written event from the story.	No pictures/written event from own life are evident.

Stance 4

RUBRIC FOR PERFORMANCE TASK FOLLOWING PSSA FORMAT <i>Grades K, 1, 2, and 3</i>			
Level 4	Level 3	Level 2	Level 1
All the basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has strong connection to text.)</i>	Most of the basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has adequate connection to text.)</i>	Some of the basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has some connection to text.)</i>	No basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has weak connection to text.)</i>
There are no errors in text-based facts.	There are no major errors in text-based facts.	There are several errors in text-based facts.	There are major errors in text-based facts.
The responses to the problem and solution include enough detail to demonstrate a thorough understanding of the text.	The responses to the problem and solution demonstrate an adequate understanding of the text.	The responses to the problem and solution demonstrate a limited understanding of the text.	The attempted responses to the problem and solution demonstrate little or no understanding of the text.
A connection with personal experience is stated, and clearly articulated.	A connection with personal experience is stated, but not clearly articulated.	Any connection with personal experience is limited, disjointed and fragmented.	Any connection with personal experience is unclear or irrelevant.

No Score: Paper is blank; response (picture) has no connection to the story; refused to complete task.

Adapted from Early Childhood Assessment Framework (PDE); Division of Federal Programs, July 28, 1996.

Stance 4

(BELOW IS A SAMPLE)

The sample would look similar to this, depending on the repetition in the book used.

Which ever letter the child has		name of person		Activity or something he can do
Z	is for	Zach	who	zooms

You will draw a picture above the sentence that tells about it.

RUBRIC FOR ACTION ALPHABET PERFORMANCE TASK <i>Grades K-1</i>			
Advanced	Proficient	Partially Proficient	Novice
All blanks begin with the appropriate initial letter.	At least 2 blanks begin with the appropriate initial letter.	At least 1 blank begins with the appropriate initial letter.	No blanks begin with the appropriate initial letter.
All blanks are completed with the appropriate parts of speech to make a meaningful sentence.	At least 2 blanks are completed with the appropriate parts of speech to make a meaningful sentence.	At least one blank is completed with the appropriate part of speech to make a meaningful sentence.	No blanks are completed with the appropriate parts of speech to make a meaningful sentence.
Picture has strong connection to the sentences.	Picture has some connection to the sentences.	Picture has weak connection to the sentences.	Picture has no connection to the sentences.

Stance 4

Concept: Sentence Patterns

ACTION ALPHABET

Grades K-1

Procedure for Administering Action Alphabet Task

Materials: *8 ½” x 11” or 8 ½” x 14” sheets of white paper with the following sentence pattern on the bottom of each page*

_____ is for _____ who _____

Step 1 – Read the following purpose statement of the Performance Task:

“You are going to hear the story _____. You will be asked to complete the sentence pattern at the bottom of the paper.”

Step 2 – Read the story _____.

(Teacher reads aloud any predictable ABC book. An example is Alphabears, An ABC Book by Kathleen Hague, 1992. Before asking a child to respond to the book, the child should be very familiar with the text through multiple readings).

Step 3 – Read the following Performance Task. (You should provide a written or pictorial form for the students to use as a reference, displayed where students can refer easily to it while they complete the task.) Emphasize the directions and the bulleted items.

“Think about the story you have just heard.”

“In front of you is a sheet of paper that has a sentence at the bottom.”

(Point to the sentence as you explain to students.)

“In the first blank in the sentence, write the letter of the alphabet you were given.” (Students may choose a letter they want to use as an alternative to teacher assigning a letter.)

“In the next blank, think of a person or animal name that starts just like the letter in your first blank. Someone will help you spell the name or will write the name in the blank for you.”

“In the third blank, think of something the person or animal can do that starts with the same letter in your first and second blanks.
Someone will help you spell the word or will write it for you.”

PERFORMANCE TASK FOLLOWING PSSA FORMAT

Grades K-1

Purpose Statement: “You are going to listen to the story, “*The Three Bears*”. You will be asked to explain how Goldilocks upset the bears.”

Story: “The Three Bears” (any version)

Performance Task (Kindergarten)

“Pretend you are Baby Bear. Draw a picture for Goldilocks’ mother showing why you are upset with Goldilocks. On the back side of your paper, draw another picture showing what Goldilocks can do to make up for what she did.”

Reminder Statements: “As you write, be sure to:

- Pretend you are Baby Bear;
- Draw a picture for Goldilocks’ mother showing why you are upset with Goldilocks;
- On the back side of your paper, draw another picture showing what Goldilocks can do to make up for what she did.”

Performance Task: (Grade 1 – Second Semester)

“Pretend you are Baby Bear. Write a letter to Goldilocks’ mother explaining why you are upset with Goldilocks. Explain what Goldilocks can do to make up for what she did.”

Reminder Statements: “As you write, be sure to:

- Pretend you are Baby Bear;
- Write a letter to Goldilocks’ mother explaining why you are upset with Goldilocks;
- Explain what Goldilocks can do to make up for what she’s done;
- Use only the space provided.”

(As needed, teacher can transcribe letter for students.)

(Teacher transcribes students’ explanations of drawings below their illustrations.)

Accelerated Reader

Computer Reading Management System

The Accelerated Reader program is an innovative computerized reading management program which combines children's literature and computer-assisted instruction and record keeping. It is an individual reading program that motivates students to read more and better books. As a result, it is expected that students who participate in this program will (a.) develop a more positive attitude towards reading, (b.) improve their reading ability, comprehension, vocabulary and critical thinking skills, and (c.) become independent readers.

Students choose books to read from the Accelerated Reader Test Booklist that is available in the library. This program is utilized throughout the district in grades through 5. When the student finishes reading, he/she takes a computer-generated test. Upon completing each test, the students get immediate feedback. The program awards points based on the reading level of the book and the number of questions answered correctly, which provides immediate reinforcement. In the third grade, students are expected to achieve 5 points in the first quarter of the school year, 6 points in the second quarter, 7 points in the third quarter, and 8 points in the fourth quarter. In grades 4 and 5, each student is required to attain 10 points per quarter. The program keeps track of each students' individual performance, which can be reported in both cumulative as well as other time segments, i.e. monthly or quarterly. Students learn and increase their critical thinking skills through this program.