

Jones County School District

Assessment Blueprint 2013-2014

Grade/Subject Level: _____ First Grade 1st 9 weeks _____

Team Members: _____

Creating Summative / District Benchmark Tests

Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item Use Stem Questions to increase rigor for items not found in ELS test bank. (See pages 32-34 on International Center for Leadership in Education Guide.)
	FIRST NINE WEEKS				
2	L.1.1 Print all upper and lowercase letters.	Summative		CR	Random calling out of upper and lowercase letters by teacher as students record Alphabet Book

	SL.1.5 Create a drawing to show what I am thinking.	Formative	drawing	PRO	Student will draw a picture of what he/she is thinking.
3	RL.1.5 Understand what is real. RL. 1.5 Explain make believe/pretend.	Both	TSW respond to story by deciding if make believe or real. TSW explain reasoning on make believe.	CR	Sorting activity-TSW sort pictures into 2 categories-real or pretend and explain
	RL.1.2 Tell in my own words what happened in the story. Text difficulty will increase each nine weeks. RI.1.2 Tell what the book is about by looking at the cover of the book. RI.1.7 Find illustrations.	Both	Small group response	Checklist	TSW respond individually or in small group to each I can statement.
	W.1.1 Write the name or topic of the book I am reading.	Both	Marker board writing of title		Include writing of title on checklist.
	L.1.2 Spell first grade words by using spelling patterns.	Both	TTW write word families on the board (an, at, etc.) TSW write real words in word family.	CR	Phonics Assessment
4	L.1.2 I can spell words using phonics.	Summative		CR	Phonics Assessment
5	L.1.2 Write a sentence beginning with a capital letter. L.1.2 Identify a period, question mark, and exclamation mark.	Both	Marker board activity in small group—TSW construct a sentence capitalization. Marker board activity-TTW call out punctuation mark—TSW	CR Multiple Choice	TSW write a sentence correctly using capital letter at the beginning. Choose correct punctuation mark.

	SL. 1.6 Identify complete sentences.		write correct symbol. TTW call out sentences and fragments for students to identify.	Multiple Choice	Choose correctly written sentence.
6	RI. 1.6 Describe information in pictures/illustrations. RI.1.5 Find the table of contents in a text. SL. 1.4 Tell what people, places, and things look like using key details in a text. SL. 1.4 Tell about people, places, things, and events using key details.	Formative	Small group discussion		See I cans for guiding questions but must be text book or informational text.
7	SL.1.4 Describe and tell how I feel about things that have happened in my life such as holidays, vacations, etc. SL. 1.1b Express my feelings about something. SL. 1.6 Use complete sentences when speaking to others.	Formative	Small group discussion		Prompt-Draw a picture of something special in the students life and present to group or class.
8	RL1.3 Identify the characters in the story. RL.1.7 Name characters by looking at the pictures/details in the story. RL.1.7 Name the setting in the story by looking at the pictures/details in a story.	Both	Small group discussion	Individual response using checklist	See I cans for guiding questions.
	L.1.2 Use an uppercase "I" when "I" stands alone. L1.2 Apply capitalization when writing names of people.	Summative		CR	Editing sentences

	RL.1.4 Identify rhyming words.			Multiple Choice	Choose the rhyming words from a given word
	SECOND NINE WEEKS				
1	W.1.8 With guidance and support: Recall information from experiences.	Formative	Small group discussion		
	RI. 1.5 Find the glossaries in a text. SL.1.1a Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.	Formative	Small group discussion		TSW point to the glossary. TSW practice being good listeners and taking turns.
	L.1.1 Identify and write a declarative sentence. L.1.2 Apply capitalization when writing names of people. SL.1.6 Identify complete sentences.	Summative		Written form Multiple choice	Identify a declarative sentence and complete sentence. TSW demonstrate by writing a declarative sentence including the name of a person.
	RL. 1.3 Tell where the story takes place. RL. 1.3 Ask who and what in the story. RI. 1.6 Compare and contrast information in pictures.	Formative	Small group discussion		

2	<p>RL. 1.4 Express my feelings about a poem.</p> <p>RL. 1.5 Compare and contrast the difference between fantasy and realistic fiction.</p>	Formative	Small group discussion		<p>Draw a picture expressing feeling about a poem and share with group or class.</p> <p>Use Venn diagram when comparing and contrasting information.</p>
	<p>RI. 1.4 Answer questions to help figure out what a word or group of words mean in a text.</p>	Formative	Small group discussion		Context clues in given sentences
	<p>L.1.5 Sort words into like groups.</p>	Formative	Small group discussion		Thinking map—tree map
	<p>RF.1.3b.1 Sound out one syllable words.</p> <p>RF.1.3g.2 Use and find irregularly spelled words.</p>	Summative		Saxon Phonics	
3	<p>RL. 1.1 Answer a question about important details in a text.</p> <p>RL. 1.2 Tell why the author wrote the story.</p>	Summative		<p>Written response</p> <p>Multiple Choice</p>	TTW read story and have students answer questions about story.
	<p>L.1.1 Identify and use common nouns.</p> <p>L.1.1 Tell the difference between singular and plural nouns.</p> <p>L.1.2 Use capitalization when writing dates.</p> <p>L.1.2 Use commas in writing dates.</p>	Summative		<p>Multiple choice</p> <p>Editing</p> <p>Application</p>	

	RF.1.1a.9 Use correct ending punctuation.				
	RF.1.3d.1 Identify that each syllable has a vowel sound. RF.1.3g.1 Read/memorize sight words.	Summative		Saxon Phonics Fry words and Saxon high frequency words.	
4	RL1.1 Discuss important parts of the story. RL.1.1 Ask a question about important details in a text. RL.1.3 Describe the characters in the story. RL1.3 Describe where the story takes place.	Formative	Small group discussion		Checklist Bubble map using adjectives
	RL1.2 Tell what happened in the beginning, middle, and end of the story.	Summative		Extended Response	Use trifold to illustrate, tell, and write.
	RI.1.2 Tell what happened what first, second, etc. in the article/text.	Formative	Extended Response		Use trifold or 4 square model to illustrate and explain.
	L.1.1 Identify and write an interrogative sentence.	Both	White board activity	Written response	Saxon Phonics Find a picture in a magazine and write an interrogative sentence about it.

	<p>L.1.2 Spell first grade words by using spelling patterns.</p> <p>L.1.2 I can spell words using phonics.</p> <p>RF.1.3g.2 Use and find irregularly spelled words.</p>	Summative		Saxon Phonics	
5	<p>RL.1.8 Tell the similarities between characters' adventures and experiences in the story, poem, etc.</p> <p>RL.1.8 Tell the differences between characters' adventures and experiences in the story, poem, etc.</p>	Formative	<p>Double bubble map</p> <p>Thinking map</p>		Compare and contrast
	<p>SL.1.3 Answer questions about what the speaker says in order to gather more information or understand more.</p>	Formative	<p>Small group</p> <p>One on one</p>		
	<p>RI 1.1 Answer who and what the text is about.</p> <p>RI1.5 Demonstrate understanding of ABC order.</p>	<p>Summative</p> <p>Both</p>	<p>Saxon Phonics letter tiles</p>	<p>Comprehension</p> <p>Cut/Paste or fill in blank</p>	
	<p>W.1.3 Recall and write about two or more events that happened in order.</p>	Formative	Journal		Prompt-Field trip
6	<p>RL.1.10 With prompting and support: Identify and read poetry approaching lexile level 450.</p>	Formative	Small group or large reading		

	SL1.1.b.Ask questions if I am confused or do not understand.	Formative	Small or large group		Checklist
	RI.1.9 Classify two books that are alike or different.	Formative	Thinking Map Tree Map		Classify or categorize
	L.1.6. Use conjunctions when I talk.	Formative	Small or large group		Checklist
	L.1.1 Use a pronoun to replace a noun.	Summative		Written response Multiple choice	
	RF.1.2a.1 Give an example of a single syllable word. RF.1.3g.2 Use and find irregularly spelled words.	Formative	Saxon phonics Decodable readers		
7	RL1.2 Tell in my own words what happened in the story. Text difficulty will increase with each nine weeks.	Formative	Journal		TTW read story. TSW write in journal about what happened in story.
	L.1.4 Identify root (base) words. L.1.1 Identify and write exclamatory sentences.	Both	Saxon phonics coding	Written response	Write an exclamatory sentence including a word with a suffix (-ed, -ing, -s). EX. My house is burning down! TSW underline the base word.

	W.1.1 Tell the difference between fact and opinion.	Summative		Cut and sort	
	RF.1.2b.1 Read and say a single syllable word by blending sounds. RF.1.2c.4 Identify the ending sound of a one syllable word. RF.1.2d.1 Divide single syllable words into separate sounds. RF.1.3g.1 Read/memorize sight words.	Both		Saxon Phonics	
			Fry word list and saxon high frequency words		
8	RL.1.4 Recognize a poem. RL1.4 Give an example of each of the 5 senses (touch, taste, smell, etc.)	Formative	Small group or large group		Tree map-categorize the 5 senses and give example of each.
	SL.1.3 Ask questions about what a speaker says in order to gather information or understand more.	Formative	Large or small group discussion		
	RI.1.2 Tell what the article/text is about including key details. RI.1.7 Find key details. RI.1.7 Give details to explain the text.	Summative		Comprehension Short answer	

	RI. 1.5 Use the glossary to locate key words in a text.	Formative	Small or large group		
	RF1.2c.3 Identify the middle sound or a one syllable word. RF1.3c.2 Use final e rules for long vowel sounds. RF.1.3.d.3 Divide words into syllables. RF.1.3.f.3 Read words that have inflectional endings (-s, -es, -ed, or -ing). RF 1.3g. 2 Use and find irregularly spelled words.	Both	Saxon Phonics Decodable readers	Saxon Phonics	
9	RF.1.2a.3 List long and short vowels in one syllable words. RF.1.3g.1 Read/memorize sight words.	Both	Saxon Phonics Fry words/saxon high frequency	Saxon Phonics	
	THIRD NINE WEEKS				
1	L1.2d.1 Spell first grade words by using spelling patterns. L1.2e.1 I can spell words using phonics	Summative		Saxon	

1	<p>RI.12.2 Tell what the article/text is about including key details</p> <p>RL.1.1.1 Discuss important parts of the story.</p> <p>RL1.2.1 Tell in my own words what happened in the story.</p>	Formative	Small group		Story Map Graphic Organizers
1	<p>L1.1e1 Identify verbs</p> <p>L1.1.b.2 Identify and use proper nouns</p>	Summative			<p>Circle the verb in the sentence.</p> <p>Circle the proper noun in the sentence, and write a sentence using a Proper noun.</p>
2	<p>L1.1h1 Identify and use articles</p> <p>L1.2b.2 Practice using correct end punctuation for sentences</p>	Summative			Identify articles in sentences. Use articles to create own sentences with correct punctuation.
2	<p>RL1.3.4 Describe where the story takes place.</p> <p>RL1.3.5 Discuss details in the story</p> <p>RL1.3.7 Ask who, what, when, and where in a story.</p>	Formative			Put question words on hand cut outs and glue onto popsicle sticks. Use these to create questions and the story.
2	<p>RL 1.4.10 Read a story and explain in my own words how it makes me feel</p>	Formative	AR book/journal		Read a story and explain how it makes you feel
3	<p>RL1.5.3 Explain the different types of texts (fables and Folktales)</p> <p>RL1.5.5 Classify familiar text into the appropriate genres</p> <p>W1.5.1 Answer questions from my peers about my topic</p>	formative	Checklist/small group		

	<p>SL1.1a2 Talk about the topics and text</p> <p>SL1.6.2 Use complete sentences when speaking to others.</p>				
3	SL1.6.1 Identify complete sentences.	Summative		Sort sentence into a T-map.	SW identify and sort sentences into two categories. (complete/incomplete)
4	<p>RL1.7.3 Show specific parts in a story to describe the character, place, and events.</p> <p>RL 1.9.1 Identify what happens to each character in the story poem, etc.</p>	Formative	Tri-fold with character. place, events		Small group
4	<p>L1.1.d1 Identify and use personal pronouns</p> <p>L1.1.d.4 Use a pronoun to replace a noun</p> <p>L1.1.g.1 Identify and use conjunctions.</p>	Summative		MC Circle correct answer	
4	<p>L1.6.1 Use words and phrases that I have learned by speaking and reading and/or being read to</p> <p>L1.6.2 Use common conjunctions when I talk.</p>	formative	checklist		
4	<p>RF.1.3c.1 Identify vowel teams (digraphs)</p> <p>R1.3c.2 Use final e rules for long vowel sounds.</p>	Summative		Saxon	
5	<p>RL1.4.3 Find a phrase</p> <p>RL 1.4.7 Tell in my own words how a story and poem relates to the five senses</p> <p>RL1.2.4 Tell why the author wrote the story.</p>	Formative	Checklist/running record		Small group/one-on-one

	<p>RL1.6.1 Identify the meaning of said, replied, asked, etc.</p> <p>RL 1.6.2 Tell who narrates the story</p>				
5	<p>L1.1d.2 Identify and use possessive pronouns</p> <p>L1.1.d.3 Identify and use indefinite pronouns</p> <p>L1.1.e.2 Use verbs in past tense.</p> <p>L1.1.e.3 Use verbs in the present tense</p> <p>L1.1.e.4 Use verbs in the future tense</p> <p>L1.1.c.2 Use singular and plural nouns with the correct verb.</p>	Summative		<p>MC</p> <p>Fill in the blank</p>	
5	<p>RF.1.3c.3 Read words with r controlled vowels</p>	Summative		Saxon	
5	<p>RI1.4.1 Answer questions to help figure out what a word or group of words means in a text.</p> <p>RI1.4.2 Ask questions to figure out what a word or group of words mean in a text.</p> <p>RI1.5.3 Find the heading in a text</p> <p>RI1.5.5 Use the glossary to locate key words in a text.</p> <p>RI1.5.7 Use the heading to locate information in a text.</p>	Formative	Checklist/ running record		Small group/ one-on-one

6	RL 1.2.5 Identify (say, name) the main idea of the story	formative	checklist		
6	L1.4.a.1 Use clues in a sentence to figure out the meaning of unknown words.	Formative	Small group		TSW highlight words they don't know and find out the meanings.
6	L1.4.b.1 Identify prefixes (-pre, -un, -re, -dis) L1.4.b.2 Identify suffixes (-ful, -ed, -ing, -less, -ness, -s, -ly, -es) L1.4.c.1 Identify root (base) words	Summative		Code prefixes/suffixes/ and root words according to Saxon phonics	
6	RF 1.3c.4 Read words with diphthongs. RF 1.3 g.1 Read/memorize sight words.	summative		Saxon	
6	RI 1.1.2 Answer when and where the text happens	summative		Open ended questions	
6	RI 1.1.6 Ask why and how the events in the text take place. RI1.2.3 Tell what happened first, second, etc, in the article/text RI1.6.4 Uncover (infer) the information in the words of a text. RI 1.7.3 Give an example to describe the key ideas.	Formative	Question hands/ checklist		

	RI.1.8.3 Connect the details from the text to the main idea that support the author's purpose.				
6	RF.1.3c.4 Read words with diphthongs (ou, ow) RF.1.3g.1 Read/memorize sight words	Summative		Saxon	
7	L1.1.f.1 Give an example of an adjective L.1.1.f.2 Identify and use an adjective correctly	Summative		Fill in the blank MC	Use a word to describe a clown. Write a sentence about the clown using your adjective.
7	RI.1.1.7 Ask questions about what I'm reading	Formative	Small group		
7	RF.1.3g.2 Use and find irregularly spelled words	Summative		Saxon	
7	RF1.4a.1 Use clues to check for understanding	Formative	Small group- context clues		
8	L1.1.j.5 Identify and write exclamatory sentence. L.1.1.j.6 Identify and write imperative sentence. L1.1.j.8 Write a compound sentence	Summative		Application, MC, editing	

	<p>L1.2.c.2 Use commas to separate words in a sentence</p> <p>L1.1.j.3 Write a compound declarative sentence.</p>				
8	<p>RF1.4b.1 Read first grade texts aloud fluently.</p> <p>RF1.4b.3 Read with expression</p> <p>RF1.4b.4 Read aloud so that my classmates and I can understand.</p>	Summative		Fluency grades	
8	<p>RI.1.3.2 Compare two individuals, events, ideas, or pieces of information in a text by telling how they are the same.</p>	Formative	Small group discussion		
8	<p>RI 1.9.2 Tell how two books, on the same topic, are alike</p> <p>RI1.9.3 Tell how two books, on the same topic, are different</p>	Formative	Double bubble map		
8	<p>RI 1.6.3 Compare and contrast information in words.</p>	Formative	Double bubble map		
9	<p>RL.1.9.2 Tell the similarities between characters adventures and experiences in a story, poem, etc</p> <p>RL 1.9.3 Tell the differences between characters' adventures and experiences in a story, poem, etc.</p>	formative	Double bubble map		

9	<p>RL1.10.1 With prompting and support: identify and read prose approaching Lexile level of 420</p> <p>RL 1.10.2 Identify and read poetry approaching Lexile level 420</p>	Formative	Small or large group		
9	<p>W.1.1.3 Write an opinion about a book or topic</p> <p>W.1.1.4 Write reasons to support my opinion about the book I am reading</p>	Summative		writing	
9	<p>W.1.3.2 Sequence the events in a story</p> <p>W1.3.3 Use the signal words: first, next, last, etc. in my short story</p>	Summative		Flow map /Write paragraph	
9	<p>W.1.3.4 Add details to make my story more descriptive</p> <p>W.1.3.5 Write an ending sentence to conclude my story.</p>	Summative		writing	
9	<p>RF1.4b.2 Understand what I read.</p> <p>RF 1.4c/1 Use context clues to correct mistakes when reading.</p>	Summative		Comprehension Test/Fluency Test	
	FOURTH NINE WEEKS				
1-3	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and</p>	Summative		MC, application	Comprehension Teacher-made test

	major events in a story, using key details.				
	<p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p>	Formative	Small group discussion		
	<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>	Formative	Small group discussion		Checklist
	<p>RI.1.5. 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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	Formative	Small group discussion		Checklist

	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	Summative		<p>Editing</p> <p>MC</p> <p>Short answer</p> <p>Application</p>	Teacher-made
	<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	Summative		Writing rubric	Work on weeks 1 & 2— grade week 3
	<p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	Formative	Individually or in a small group discussion		
4-6	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by</p>	Formative	Checklist		

	<p>responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>				
	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	Summative		<p>MC Application Short answer Writing piece</p>	Teacher-made Comprehension
	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He</p>	Summative		<p>MC Application Short answer Editing</p>	Teacher-made

	<p>hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>				
	<p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	Summative		<p>MC Application Short answer Editing</p>	Teacher-made
	<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	Summative		Writing rubric	<p>Use 4 square writing— Fold paper into 4 squares. In each box use signal words: First, Next, Then, and Last. TSW write a sentence about a personal experience using model and signal words.</p>
	<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8. With guidance and support from</p>	Formative	<p>Small group research project with teacher guidance.</p>		

	adults, recall information from experiences or gather information from provided sources to answer a question.				
7-9	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	Formative	Small group discussion		
	<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	Summative		<p>Bubble map</p> <p>Double bubble map/Venn diagram</p>	TTW give students a graphic organizer and TSW fill out with information.
	<p>SL.1.1a.1 Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.1.1a.2 Talk about the topics and text.</p> <p>SL.1.1b.1 Express my feelings about something.</p> <p>SL.1.1c.1 Ask questions if I am confused or do not understand.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	Formative	Small or large group discussion		

	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	Formative	Small group discussion		Double Bubble Map
	<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p>	Summative	Small group discussion	Bubble Map	Checklist
	<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	Summative		MC Application Short answer	<p>Ex. Identify meaning of the underlined word in a sentence.</p> <p>Ex. Choose the correct meaning of the word “unpack”.</p> <p>Ex. Write the root word for “looking”.</p>