

Module 1 - Reading	Start: 8/17/2011	Teaching Days: 30	Test: (Not TLI)	End: 9/28/2011
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Reading Passage: None

Reading for Literature

Key Ideas and Details

RL.1.1 Ask and answer questions about key details in a text.

Craft and Structure

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.

Reading for Informational Text

Key Ideas and Details

RI.1.1 Ask and answer questions about key details in a text.

Integration of Knowledge and Ideas

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Reading Foundational Skills

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.
 a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 a. Distinguish long from short vowel sounds in spoken single-syllable words.

Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 a. Know the spelling-sound correspondences for common consonant digraphs.
 b. Decode regularly spelled one-syllable words.
 c. Know final -e and common vowel team conventions for representing long vowel sounds.
 g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 1 - Reading

Module 1 - Writing	Start: 8/17/2011	Teaching Days: 30	Test: (Not TLI)	End: 9/28/2011
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Writing Prompt: None

Language

Conventions of Standard English

- | | |
|-------|--|
| L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | a. Print all upper- and lowercase letters. |
| | j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | b. Use end punctuation for sentences. |
| | d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| | e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

Writing

Text Types and Purposes

- | | |
|-------|---|
| W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
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Production and Distribution of Writing

- | | |
|-------|--|
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
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Research to Build and Present Knowledge

- | | |
|-------|---|
| W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

Your district requested that this assessment not have any multiple choice items. If that is not the case, please contact the appropriate TLI curriculum specialist.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 1 - Writing

Module 1 - Speaking and Listening

Comprehension and Collaboration

- | | |
|--------|---|
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
|--------|---|

Presentation of Knowledge and Ideas

- | | |
|--------|---|
| SL.1.6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) |
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Common Core Literacy Curriculum Map

Module 2 - Reading	Start: 9/29/2011	Teaching Days: 30	Test: (Not TLI)	End: 11/10/2011
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Reading Passage: None

Reading for Literature

Key Ideas and Details

RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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Craft and Structure

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.
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RL.1.6	Identify who is telling the story at various points in a text.
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Reading for Informational Text

Key Ideas and Details

RI.1.2	Identify the main topic and retell key details of a text.
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Craft and Structure

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.
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Range of Reading and Level of Text Complexity

RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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Reading Foundational Skills

Phonological Awareness

RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Phonics and Word Recognition

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	a. Know the spelling-sound correspondences for common consonant digraphs.
	b. Decode regularly spelled one-syllable words.
	c. Know final -e and common vowel team conventions for representing long vowel sounds.
	g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
	a. Read on-level text with purpose and understanding.
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 2 - Reading

Module 2 - Writing	Start: 9/29/2011	Teaching Days: 30	Test: (Not TLI)	End: 11/10/2011
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Writing Prompt: None

Language

Conventions of Standard English

- | | |
|-------|--|
| L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | b. Use common, proper, and possessive nouns. |
| | j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |

Vocabulary Acquisition and Use

- | | |
|-------|---|
| 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. |
| | a. Use sentence-level context as a clue to the meaning of a word or phrase. |
| L.1.5 | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| | a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| | b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). |

Writing

Text Types and Purposes

- | | |
|-------|---|
| W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
|-------|---|

Production and Distribution of Writing

- | | |
|-------|--|
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
|-------|--|

Research to Build and Present Knowledge

- | | |
|-------|---|
| W.1.7 | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). |
|-------|---|

Your district requested that this assessment not have any multiple choice items. If that is not the case, please contact the appropriate TLI curriculum specialist.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 2 - Writing

Module 2 - Speaking and Listening**Comprehension and Collaboration**

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

Presentation of Knowledge and Ideas

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

End of Module 2 - Speaking and Listening

Module 3 - Reading	Start: 11/11/2011	Teaching Days: 29	Test: (Not TLI)	End: 1/13/2012
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Reading Passage: None

Reading for Literature

Key Ideas and Details

- | | |
|--------|--|
| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. |

Craft and Structure

- | | |
|--------|--|
| RL.1.6 | Identify who is telling the story at various points in a text. |
|--------|--|

Integration of Knowledge and Ideas

- | | |
|--------|--|
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. |

Reading for Informational Text

Craft and Structure

- | | |
|--------|--|
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
|--------|--|

Integration of Knowledge and Ideas

- | | |
|--------|--|
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
|--------|--|

Range of Reading and Level of Text Complexity

- | | |
|---------|---|
| RI.1.10 | With prompting and support, read informational texts appropriately complex for grade 1. |
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Reading Foundational Skills

Print Concepts

- | | |
|--------|--|
| RF.1.1 | Demonstrate understanding of the organization and basic features of print. |
| | a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |

Phonological Awareness

- | | |
|--------|---|
| RF.1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| | d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

Phonics and Word Recognition

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|--------|--|
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| | a. Know the spelling-sound correspondences for common consonant digraphs. |

Module 3 - Reading	Start: 11/11/2011	Teaching Days: 29	Test: (Not TLI)	End: 1/13/2012
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Reading Passage: None

Reading Foundational Skills

Phonics and Word Recognition

- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 3 - Reading

Module 3 - Writing	Start: 11/11/2011	Teaching Days: 29	Test: 12/1/2011 (No MC)	Remediation Days: 1	End: 1/13/2012
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Writing Prompt: Explanatory

Language

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - 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 walkhome).
 - f. Use frequently occurring adjectives.
 - h. Use determiners (e.g., articles, demonstratives).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Use end punctuation for sentences.

Vocabulary Acquisition and Use

- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Module 3 - Writing	Start: 11/11/2011	Teaching Days: 29	Test: 12/1/2011 (No MC)	Remediation Days: 1	End: 1/13/2012
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Writing Prompt: Explanatory

Language

Progressive Skills

LP.1.K.2a Capitalize the first word in a sentence and the pronoun I

Writing

Text Types and Purposes

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

Production and Distribution of Writing

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Your district requested that this assessment not have any multiple choice items. If that is not the case, please contact the appropriate TLI curriculum specialist.

End of Module 3 - Writing

Module 3 - Speaking and Listening

Comprehension and Collaboration

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.

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).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

End of Module 3 - Speaking and Listening

Module 4 - Reading	Start: 1/17/2012	Teaching Days: 30	Test: 1/26/2012 (Not TLI)	Remediation Days: 1	End: 2/29/2012
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Reading Passage: None

Reading for Literature

Key Ideas and Details

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading for Informational Text

Integration of Knowledge and Ideas

RI.1.8 Identify the reasons an author gives to support points in a text.

Reading Foundational Skills

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 1 LITERACY

2011 - 2012

Module 4 - Reading Start: 1/17/2012 Teaching Days: 30 Test: 1/26/2012 (Not TLI) Remediation Days: 1 End: 2/29/2012

Reading Passage: None

Reading Foundational Skills

Fluency

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 4 - Reading

Module 4 - Writing Start: 1/17/2012 Teaching Days: 30 Test: 1/24/2012 (No MC) Remediation Days: 1 End: 2/29/2012

Writing Prompt: Narrative - Story Starter

Language

Conventions of Standard English

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use commas in dates and to separate single words in a series.

Vocabulary Acquisition and Use

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.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Writing

Text Types and Purposes

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.

Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 1 LITERACY

2011 - 2012

Module 4 - Writing Start: 1/17/2012 Teaching Days: 30 Test: 1/24/2012 (No MC) Remediation Days: 1 End: 2/29/2012

Writing Prompt: Narrative - Story Starter

Writing

Production and Distribution of Writing

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Your district requested that this assessment not have any multiple choice items. If that is not the case, please contact the appropriate TLI curriculum specialist.

End of Module 4 - Writing

Module 4 - Speaking and Listening

Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

End of Module 4 - Speaking and Listening

Module 5 - Reading	Start: 3/1/2012	Teaching Days: 31	Test: 3/6/2012 (Not TLI)	End: 4/20/2012
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Reading Passage: None

Reading for Literature

Key Ideas and Details

RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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Craft and Structure

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.
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Integration of Knowledge and Ideas

RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
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Reading for Informational Text

Key Ideas and Details

RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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Craft and Structure

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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Range of Reading and Level of Text Complexity

RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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Reading Foundational Skills

Phonological Awareness

RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	a. Know the spelling-sound correspondences for common consonant digraphs.
	b. Decode regularly spelled one-syllable words.
	c. Know final -e and common vowel team conventions for representing long vowel sounds.
	f. Read words with inflectional endings.
	g. Recognize and read grade-appropriate irregularly spelled words.

Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 1 LITERACY

2011 - 2012

Module 5 - Reading Start: 3/1/2012 Teaching Days: 31 Test: 3/6/2012 (Not TLI) End: 4/20/2012

Reading Passage: None

Reading Foundational Skills

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 5 - Reading

Module 5 - Writing Start: 3/1/2012 Teaching Days: 31 Test: 3/8/2012 (No MC) Remediation Days: 1 End: 4/20/2012

Writing Prompt: Opinion

Language

Vocabulary Acquisition and Use

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Writing

Text Types and Purposes

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.

Production and Distribution of Writing

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Your district requested that this assessment not have any multiple choice items. If that is not the case, please contact the appropriate TLI curriculum specialist.

End of Module 5 - Writing

Module 5 - Speaking and Listening

Comprehension and Collaboration

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.



Common Core Literacy Curriculum Map

Module 6 - Reading	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Reading Passage: None

Reading for Literature

Key Ideas and Details

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

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.

Integration of Knowledge and Ideas

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Reading for Informational Text

Key Ideas and Details

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Integration of Knowledge and Ideas

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Reading Foundational Skills

Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 1 LITERACY

2011 - 2012

Module 6 - Reading	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Reading Passage: None

Reading Foundational Skills

Fluency

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 6 - Reading

Module 6 - Writing	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	Remediation Days: 1	End: 5/30/2012
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Writing Prompt: None

Language

Conventions of Standard English

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Writing

Text Types and Purposes

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.

Production and Distribution of Writing

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.

Your district requested that this assessment not have any multiple choice items. If that is not the case, please contact the appropriate TLI curriculum specialist.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 6 - Writing

Module 6 - Speaking and Listening**Presentation of Knowledge and Ideas**

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

End of Module 6 - Speaking and Listening