

RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.			
RI.1.8 Compare and contrast the adventures and experiences of characters in stories.			
<b>INFORMATIONAL TEXT</b>			
RI.1.1 Ask and answer questions about key details in a text.			
RI.1.10 With prompting and support, read informational texts appropriately correlated for grade 1.			
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 places of information in a text.			
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
RI.1.5 Know and use various text features to locate key facts or information in a text.			
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
RI.1.7 Use the illustrations and details in a text to describe its key ideas.			
RI.1.8 Identify the reasons an author gives to support points in a text.			
RI.1.9 Identify basic similarities in and differences between two texts on the same topic.			
<b>FOUNDATIONAL SKILLS</b>			
RF.1.1 Demonstrate understanding of the organization and basic features of print.			
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.			
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.			

<b>WRITING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
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.			
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.			
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.			
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.			
W.1.7 Participate in shared research and writing projects.			
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

<b>SPEAKING AND LISTENING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
SL.1.1 Participate in collaborative conversations with diverse partners.			

# Common Core Report Cards Grade

**Michal Rosen-Zvi**



## **Common Core Report Cards Grade:**

**Common Core for the Not-So-Common Learner, Grades K-5** Maria G. Dove, Andrea Honigsfeld, 2013-03-08 The strategies you need to teach common standards to diverse learners Realistic and thorough this teacher friendly book shows how to help every student including English Learners students with disabilities speakers of nonstandard English and other struggling learners meet the Common Core Standards for English Language Arts ELA This resource Familiarizes readers with each of the Common Core s 32 anchor standards for ELA Outlines the specific skills students need to fulfill each standard Presents a wealth of flexible teaching strategies and tools that build those skills Includes guidance on professional collaboration and co teaching Common Core Mathematics in a PLC at Work®, Grades 3-5 Timothy D. Kanold, 2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 3 5 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency **Common Core English Language Arts in a PLC at Work®, Grades 9-12** Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning **Nation's Report Card** ,2003 **Common Core English Language Arts in a PLC at Work® Grades 6-8** Douglas Fisher, Nancy Frey, 2012-12-05 Explore strategies for integrating the Common Core State Standards for English language arts for grades 6 8 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning **Common Core Mathematics in a PLC at Work®, Grades K-2** Timothy D. Kanold, 2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades K 2 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency *The Nation's Report Card* ,2005 The purpose of Fourth Grade Students Reading Aloud NAEP 2002 Special Study of Oral Reading is to examine aspects of oral reading performance accuracy rate and fluency that cannot be observed from results of the main NAEP National Assessment of Educational Progress reading assessment The results provided here are intended to inform educators and researchers about these three aspects of fourth graders oral reading performance and how they relate to their overall reading ability as measured by the 2002 reading assessment Pg iii EdPsych Modules Cheryl Cisero Durwin, Marla

Reese-Weber,2019-12-04 EdPsych Modules uses an innovative modular approach and case studies based on real life classroom situations to address the challenge of effectively connecting theory and research to practice Succinct stand alone modules are organized into themed units and offer instructors the flexibility to tailor the book s contents to the needs of their course The units begin with a set of case studies written for early childhood elementary middle and secondary classrooms providing students with direct insight into the dynamics influencing the future students they plan to teach All 25 modules highlight diversity emphasizing how psychological factors adapt and change based on external influences such as sex gender race language disability status and socioeconomic background The Fourth Edition includes over three hundred new references across all 25 modules and expanded coverage of diversity in new diversity related research This title is accompanied by a complete teaching and learning package

**Common Core English Language Arts in a PLC at Work®, Grades 3-5** Douglas Fisher,Nancy Frey,2012-10-25 Explore strategies for integrating the Common Core State Standards for English language arts for grades 3 5 in this interdisciplinary resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

*The School Leader's Guide to Grading* Ken O'Connor,2012-12-04 Ensure your school s grading procedures are supportive of learning accurate meaningful and consistent Discover how the seven essential Ps can improve your effectiveness in supporting assessment and communicating student achievement You will also learn how to avoid inaccurate grades caused by penalties for lateness or academic dishonesty extra credit group rather than individual work and marking down for attendance

**Changing the Grade** Jonathan Cornue,2018-01-18 Many educators agree that the 100 point grading model is not always a reliable way to evaluate student learning But is there another way to more accurately and equitably grade students and provide high quality information to parents while fostering student learning If so why haven t school districts across the country changed their practices In *Changing the Grade* author and educator Jonathan Cornue presents a detailed model for developing a more reliable standards based grading system including 30 steps to guide you through the process In addition to identifying and addressing the barriers to change such as concerns about how colleges and employers will interpret an alternative grading model Cornue offers a concrete structure for changing the grading system providing guidance on Thinking in a new way about why grades are given and the purpose of a report card grade Identifying what needs to be changed and what actions must be taken to facilitate the change Building a team of stakeholders including teachers principals and guidance counselors to lead the change process Developing the new standards based grading structure Designing standards based assignments and assessments that align with a new grading structure Avoiding grade inflation and Getting buy in from teachers and other staff members principals administrators the board of education and the community by demonstrating that the change process is intentional research based student focused and permanent The book

also includes helpful samples of standards based gradebooks homework assignments rubrics and report cards If you are interested in making a systemic and systematic shift to a high quality grading structure that is far less subjective than many commonly found in schools consider *Changing the Grade Teaching Common Core English Language Arts Standards* Patricia M. Cunningham,James W. Cunningham,2014-08-24 Ensure students develop proficiency in reading speaking and listening writing and language Explore 20 lesson frameworks to help teach the Common Core State Standards for English language arts Discover targeted lessons to help students master critical skills including how to organize ideas from informational texts identify similarities and differences scrutinize words to gain deeper meaning of readings and write with grade appropriate language

**Assessment Tools and Systems** Barbara J. Smith,2022-12-27 Feedback matters for everyone committed to school improvement Rather than tweaking flawed assessment tools it is time to consider developing more meaningful feedback systems the impact the critical masses that make up the school community Cultivating new assessment approaches for students staff as well as non instructional staff teacher leaders principals superintendents trustees and grant philanthropic funders can lead to remarkable change The goal of learning for students should not be separate or secondary to performing well on standardized tests Implementing feedback systems that engage and prompt critical and creative thinking should matter more in today s schools Assessment tools that explicitly align with expectations not only create a fair playing field but they can enhance deep learning Assessment Tools and Systems Meaningful Feedback Approaches to Promote Critical and Creative Thinking presents a comprehensive compilation of constructive assessment choices grounded in educational research that emerged through 60 years of experiences as a student teacher principal teacher educator consultant school founder school trustee and educational philanthropist

**Resources in Education**,1997 *NAEP ... Reading Report Card for the Nation and the States* ,1999 *NAEP 1996 Mathematics Report Card for the Nation and the States* Clyde M. Reese,1997

**Reading Report Card for the Nation and the States, 1998 (NAEP)** Patricia L. Donahue,1999-08 Report by the National Center for Education Statistics on the National Assessment of Educational Progress NAEP the nation s only ongoing survey of what students know and can do in various academic subject areas In 1998 NAEP conducted a national reading assessment of 4th 8th and 12th grade students and a state by state reading assessment of 4th and 8th grade students This report presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 Includes dozens of tables and figures

**NAEP 1998 Reading Report Card for the Nation and the States** ,1999 Presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992

**NAEP 1996 mathematics report card for the nation and the states : findings from the National Assessment of Educational Progress** ,1997 **Getting to the Common Core** Sharon L. Spencer,Sandra Vavra,2015-01-01 The Common Core Standards have recently been adopted in most states across the nation

and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how different teachers at varying grade levels have used the strategies to meet the standards With this focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually focuses on practice We begin by laying out a rationale in our first chapter The Core Values of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research

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