

# Grade One Standards Alignment Chart

## Color Key



The following Tables of Content pages include the coordinating standards addressed in each lesson in all Sections. The lessons are color-coded as follows:

**Red**

R - reading anchor standard

**Purple**

RL - reading literature

**Black**

RI - reading information

**Pink**

W - writing

**Green**

SL - speaking and listening

**Dark Blue**

L - language

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All templates and student pages are available for print and projection from the following link:

<https://empoweringwriters.com/toolbox/grade-1-student-pages/>

Both English and Spanish Student Pages are included.

Translated pages will be designated by the following symbol in the lower corner of each page:



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# Writing Awareness - Student Assessment

## Foundational Skills:

- ☐ Can identify and distinguish between narrative and informational/expository texts **R.1.5**
- ☐ Can summarize a story using the story summary template **R.1.2**
- ☐ Can summarize an informational/expository text, or opinion text using the summary template **R.1.2**
- ☐ Participates in collaborative conversations about topics and texts **SL.1.1**

## Narrative Writing:

- ☐ Recognizes the Simplified Narrative Diamond, and/or full Narrative Diamond **W.1.3**
- ☐ Can summarize a story using the terms beginning, middle, end **W.1.3 R.1.2**
- ☐ Identifies action and/or sound in a story beginning **W.1.3 R.1.1**
- ☐ Writes an entertaining beginning using action or sound **W.1.3**
- ☐ Identifies story critical elements: characters, settings, objects **RL.1.1, 2, 3**
- ☐ Identifies memory and/or wish/hope in story ending **RL.1.1**
- ☐ Writes an extended ending using a memory or wish/hope **W.1.3**
- ☐ Participates in teacher-directed modeling of elaborative detail **SL.1.1**
- ☐ Writes an elaborative detail segment **W.1.3**
- ☐ Identifies “what feelings look like” **W.1.3**
- ☐ Lists the description for “what feelings look like” **W.1.3**
- ☐ Identifies a suspenseful story segment **R.1.1**
- ☐ Participates in teacher-directed modeling of suspenseful segments **SL.1.1**
- ☐ Writes a suspenseful segment or riddle **W.1.3**
- ☐ Recognizes the main event in a story as the largest portion **W.1.3 R.1.1**
- ☐ Uses a variety of sentence starters to create sentence variety (oral/written) **L.1.1, 2**
- ☐ Writes a narrative with a beginning, middle, and end with specific elaborative detail that includes “what feelings look like” **W.1.3**

## Informational/Expository Writing:

- ☐ Recognizes the Simplified Informational/Expository Pillar, and/or full Informational/Expository Pillar **W.1.2**
- ☐ Identifies the topic of informative texts **R.1.1**
- ☐ Can sort information into categories **W.1.2**
- ☐ Identifies details in informative texts **R.1.1**
- ☐ Recognizes and uses a variety of text features **W.1.2 R.1.1**
- ☐ With teacher direction, uses digital sources to find information **W.1.7**
- ☐ Participates in teacher-directed modeling of informational/expository texts **SL.1.1**
- ☐ Writes an informational/expository text that introduces a topic, supplies several facts, and adds a concluding statement **W.1.2**
- ☐ Participates in shared research projects using digital tools in the classroom **W.1.7 SL.1.1**

## Opinion Writing:

- ☐ Recognizes the Simplified Opinion Pillar and/or full Opinion Pillar **W.1.1**
- ☐ Understands that everyone has an opinion **W.1.1**
- ☐ Recognizes differing points of view – pro/con **W.1.1**
- ☐ Participates in teacher-directed modeling of opinion pieces **SL.1.1**
- ☐ Writes to share an opinion on an issue, topic, or book that introduce the topic, includes an opinion statement, several reasons for the opinion, and a concluding statement **W.1.1 L.1.1,2**



# Narrative Book Analysis Form

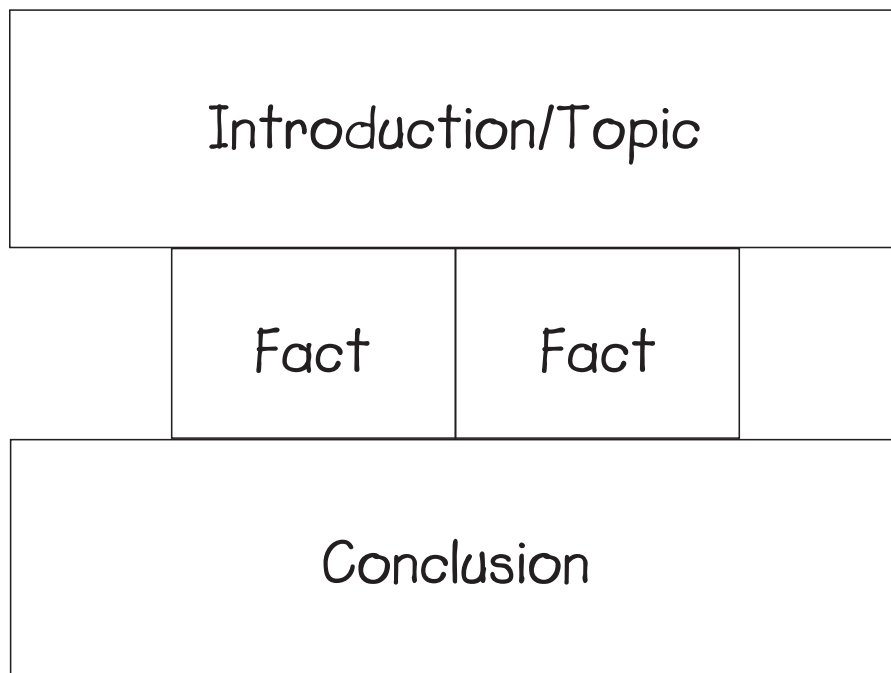
**Use this teacher resource to assess instructional opportunities in the books you read.**

1. Title/Author/Publisher of book **R.1.6** \_\_\_\_\_.
2. Summary of book: **R.1.3**  
This story is about \_\_\_\_\_.  
The problem/experience was \_\_\_\_\_.  
The problem was solved/experience concluded when \_\_\_\_\_.
3. Challenge: Locate an informational/expository companion book for a side-by-side lesson. **R.1.5, 6**
4. List WHO, WHERE, WHAT(story critical character, setting, object). **R.1.1, 3, 7**  
\_\_\_\_\_  
\_\_\_\_\_
5. Select a character, setting, object, or situation that students can express/write an opinion about: **W.1.1** \_\_\_\_\_.
6. Write a research question that relates to some aspect of the story.  
**W.1.7**  
\_\_\_\_\_  
\_\_\_\_\_
7. Pick out, read, and analyze sections of elaborative detail that highlight sensory details.  
**(Mark with sticky notes) R.1.4, 5**
8. Identify “No Go” words. **L.1.5**
9. Identify “Put said to bed” words. **L.1.5**
10. What do feelings look like? Find examples. **R.1.4**
11. Identify adverbs (or an activity that can be described with an adverb). **L.1.5**
12. Identify a suspenseful section. **R.1.1, 4**
13. Find word referents in the story. **L.1.5**
14. Identify character traits. **R.1.3**
15. Which art, game, or extension activities does this book inspire? **W.1.7 R.1.7**

# Informational/Expository Book Analysis Form

**Use this teacher resource to assess instructional opportunities in the books you read.**

1. Title/Author/Publisher of book **R.1.6** \_\_\_\_\_.
2. Summary of book: **W.1.2 R.1.2**  
This book gives information about \_\_\_\_\_ (topic)  
Facts:
  - \_\_\_\_\_.
  - \_\_\_\_\_.
  - \_\_\_\_\_.
3. Challenge: Locate a narrative story book for a side by side lesson. **W.1.3 R.1.5, 6**
4. Sorting Details – list facts highlighted in the text. **W.1.1, 2 R.1.2**
5. Arrange facts on the simplified pillar.



**Using sticky notes, mark the following:**

6. Diagram: List possibilities for a diagram/labeling exercise. **W.1.2 R.1.7**
7. Write a research question(s) that explores and expands on this topic. **W.1.7**
8. Identify word referents in the text. **L.1.5**
9. Identify an issue, or other aspect of this text about which students may express - write an opinion. **W.1.1**
10. Which art, game, or extension activities does this topic inspire? **W.1.7 R.1.7**