

Priority Code
 E = Essential
 I = Important
 C = Compact

Outcome Code
 G = Cognition
 I = Interpretation
 S = Critical Stance
 N = Connections

1st Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 1: The learner will apply enabling strategies and skills to read and write.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds, and literature circles).		
1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: count syllables in a word.	E	On-going	G	How many parts do I hear in a word? (clap parts)	<ul style="list-style-type: none"> ■ Clap and count syllables in child's name, Word Wall word, vocabulary, spelling words ■ Tap the parts on the desk ■ Ready to Read (Primary Concepts) ■ Predictable Books 	<ul style="list-style-type: none"> ■ Phonics Resource Guide (Dr. Maggie) ■ Word Wall ■ Vocabulary for specific stories ■ Poem charts Ready to Read (Primary Concepts) ■ Predictable Books, ■ Repetitive Songs/CD's (Dr. Jean) 	Teacher observation during Literacy Rotation, carpet time and whole group activities
blend the phonemes of one-syllable words.	E	On-going	G	How do I read words? (stretch out the sounds)	<ul style="list-style-type: none"> ■ Making Words by Cunningham ■ Activities according to selected reading adoptions ■ Oral decoding of words ■ Explode the Code Workbook ■ Ready to Read (Primary Concepts) 	<ul style="list-style-type: none"> ■ Making words ■ Adopted reading series ■ Games ■ Explode the Code ■ Ready to Read (Primary Concepts) ■ Repetitive Songs/CD's (Dr. Jean) 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation ■ Completion of games/recording responses
segment the phonemes of one-syllable words.	E	On-going	G	What sounds do I hear in words? (stretch out the sounds)	<ul style="list-style-type: none"> ■ Blending and segmenting games – Making Words by Cunningham ■ Explode the Code Workbook ■ Ready to Read (Primary Concepts) 	<ul style="list-style-type: none"> ■ Making Words by Cunningham ■ Explode the Code ■ Ready to Read (Primary Concepts) ■ Repetitive Songs/CD's (Dr. Jean) 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation

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change the beginning, middle, and ending sounds to produce new words.	E	After 1 st 6 weeks	G	What happens if I change the beginning, middle, or end of words? e.g., cat bat but bun	<ul style="list-style-type: none"> ■ Explode the Code Workbook ■ Making Words by Cunningham ■ Word Family Activities & Games 	<ul style="list-style-type: none"> ■ Explode the Code ■ Making Words ■ Word Family Games ■ Repetitive Songs CD's (Dr. Jean) 	<ul style="list-style-type: none"> ■ Student writing ■ Teacher observation ■ Participation ■ Completion of games/recording responses
1.02 Demonstrate decoding and word recognition strategies and skills: use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.	E	On-going	G	How do I put letters together to make words?	<ul style="list-style-type: none"> ■ Making Words by Cunningham ■ Build a Word activities ■ Oral Decoding ■ Explode the Code ■ Framing Words ■ Ready to Read (Primary Concepts) 	<ul style="list-style-type: none"> ■ Making Words ■ Adopted reading series ■ Explode the Code ■ Ready to Read (Primary Concepts) ■ Repetitive Songs CD's (Dr. Jean) 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation ■ Completion of games/recording responses ■ Student writing
recognize many high frequency and/or common irregularly spelled words in text (E.g., have, said, where, two).	E	On-going	G	How do I read and spell high frequency words? (e.g., the, said, have) How do I read and spell irregular words?	<ul style="list-style-type: none"> ■ Making Words by Cunningham ■ Word Card Games ■ Word Wall activities ■ Clap/Chant activities (tall letter, medium letter, lower letter – e.g., bag) 	<ul style="list-style-type: none"> ■ Making Words ■ Games ■ Word Wall activities ■ Pocket charts 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation ■ Completion of games/recording responses
1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	E	On-going	G I S N	Does the word look right, sound right, and make sense? How do I know?	<ul style="list-style-type: none"> ■ Leveled reading according to reading level (Literacy Rotation) ■ Star Report (computer program) ■ AR Reading ■ Use various genres (poems, nonfiction, fiction) 	<ul style="list-style-type: none"> ■ Leveled Readers ■ Computer/software (e.g., Star, AR) ■ Various reading materials ■ Read and Understand Stories and Activities ■ Poem of the Week (Scholastic) 	<ul style="list-style-type: none"> ■ Checking for understanding ■ Running Record scores ■ AR and STAR reports ■ Written and oral retellings ■ Student products related to student projects

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1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).	E	On-going	G I S N	Does the word make sense?	<ul style="list-style-type: none"> ■ Leveled reading according to reading level (Literacy Rotation) ■ AR Reading ■ Word Families ■ Use various genres (poems, fiction, nonfiction) 	<ul style="list-style-type: none"> ■ Level Readers ■ Games ■ Various reading materials 	<ul style="list-style-type: none"> ■ Checking for understanding ■ Running Record scores ■ AR Reports ■ Written and oral retellings
1.05 Increase vocabulary, concepts and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	E	2 nd Semester Daily	G I S N	How do I choose a book I can read?	Read self-selected books including texts in various genres (e.g., fiction, non-fiction, poems).	<ul style="list-style-type: none"> ■ Leveled Readers ■ Various leveled materials ■ AR program ■ Picture books ■ Story Stretchers (Raines & Canady) 	<ul style="list-style-type: none"> ■ Teacher observation ■ AR Computer reports

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Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds, and literature circles).		
2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.	E	After 1 st 6 Weeks On-going	G I S N	<p>Can I read my story without help? (independently)</p> <p>Can I tell about my story? (retelling, oral or written)</p>	<ul style="list-style-type: none"> ■ Sequencing ■ Book Talk (pick book, read it , tell about it) ■ Partner reading ■ Readers Theater ■ Book buddies ■ Small group (Literacy Rotation) ■ Response writing (retells) ■ Student made mini-books ■ Center activities 	<ul style="list-style-type: none"> ■ Leveled reading materials ■ Writing materials 	<ul style="list-style-type: none"> ■ Student participation ■ Student productions ■ Student response ■ Teacher observation
2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).	E	On-going	G I S N	<p>What do I know about _____? (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays). How do I use _____? (relates back to first question)</p>	<ul style="list-style-type: none"> ■ Use a variety of reading materials (graphic organizers, maps, nonfiction, fiction, recipes, graphs) ■ Student made mini-books ■ Class made big books ■ Literacy Rotation ■ Center activities 	<ul style="list-style-type: none"> ■ Unit studies on various topics ■ Fiction and nonfiction resources (e.g., newspaper, Weekly Reader, logos, posters, poetry alliteration, plays, skits) ■ Book Cooks CTP ■ Story Stretchers ■ Poem of the Week 	<ul style="list-style-type: none"> ■ Student participation ■ Student productions ■ Student response ■ Teacher observation

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Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
2.03 Read and comprehend both narrative and expository text appropriate for grade one.	E	On-going	G I S N	What was the story about?	<ul style="list-style-type: none"> ■ Graphic organizers ■ Journals ■ Prompt writing ■ Reading response ■ Writing own version of story ■ Unit activities ■ Story Maps 	<ul style="list-style-type: none"> ■ Story Stretchers ■ Alternatives to Worksheets ■ Mini-books ■ Journals ■ Graphic organizers ■ Story Maps ■ Read & Understand Stories & Activities 	<ul style="list-style-type: none"> ■ Student participation ■ Student work samples ■ Teacher observation
2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.	E	Daily	G N	What do you already know about _____? (topic)	<ul style="list-style-type: none"> ■ KWL chart ■ Picture Walk ■ Relate vocabulary to prior knowledge and personal experience 	<ul style="list-style-type: none"> ■ Adopted reading series teacher guide ■ Nonfiction (Weekly Readers) ■ Literature books ■ Science and Social Studies books 	<ul style="list-style-type: none"> ■ Completion of KWL chart ■ Discussion ■ Teacher observation ■ Student participation
2.05 Predict and explain what will happen next in stories.	E	2 nd 6 Weeks On-going	I N S G	<p>What do I think will happen next in the story?</p> <p>How do I know that?</p>	<ul style="list-style-type: none"> ■ Student discuss possible sequence of events and why ■ Writing activities (journal writing, book making, possible predictions) 	<ul style="list-style-type: none"> ■ Trade Books (good literature) ■ Predictable books ■ Journals ■ Writing materials ■ Flow Map ■ Partner read 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student work sample
2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).	E	On-going	G I S N	What do I need to know to understand the story?	<ul style="list-style-type: none"> ■ Written and oral retelling ■ Ask questions ■ Summarize story ■ Four Block Question Ball and Cube ■ Role play ■ Reread 	<ul style="list-style-type: none"> ■ Trade Books (good literature) ■ Writing materials ■ Four Block Ball and Cube ■ Read & Understand Stories & Activities 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student work samples ■ Student participation

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2.07 Respond and elaborate in answering <i>what, when, where,</i> and <i>how</i> questions.	E	On-going	I S G	What happened in the story? When did it happen? Where did it happen? How did it happen?	<ul style="list-style-type: none"> ■ Flip books ■ Oral retellings ■ Four Blocks Ball and Cube ■ Literacy Rotation 	<ul style="list-style-type: none"> ■ Writing materials ■ Four Blocks Ball and Cube ■ Alternatives To Worksheets ■ Teaching Beginning Writing 	<ul style="list-style-type: none"> ■ Student work ■ Narrative retell
2.08 Discuss and explain response to <i>how, why,</i> and <i>what if</i> questions in sharing narrative and expository texts.	E	On-going	G I S	How did _____ happen? Why did _____ happen? What if _____ had happened in the story?	<ul style="list-style-type: none"> ■ Participate in whole group class discussion and small group ■ Literacy Rotation ■ Writing and illustrating each question 	<ul style="list-style-type: none"> ■ Literature books ■ Adopted reading series ■ Writing materials ■ Teaching Beginning Writing 	<ul style="list-style-type: none"> ■ Student work ■ Student participation ■ Teacher observation
2.09 Read and understand simple written instructions.	I	On-going	I	How do I follow simple directions?	<ul style="list-style-type: none"> ■ Center activities (directions) ■ Class cooking activities ■ Workbooks as related to adopted reading series ■ Class cookbook ■ Glyph activities 	<ul style="list-style-type: none"> ■ Children's original recipes ■ Mailbox magazine ■ Teacher's helper ■ Adopted reading series ■ Book Cook CTP ■ Read & Understand Stories & Activities ■ Glyphs! 	<ul style="list-style-type: none"> ■ Completion of activities

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Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including whole group instruction, read alouds, and literature circles).		
3.01 Elaborate on how information and events connect to life experiences.	C	On-going	I S N	Has what happened in the story ever happened to me or someone I know?	<ul style="list-style-type: none"> ■ Whole group discussions ■ Literacy Rotation groups according to ability 	<ul style="list-style-type: none"> ■ Current events (e.g., Weekly Readers) ■ Literature ■ Fiction/nonfiction 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation
3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.	I	On-going	S N I	<p>What does this word mean?</p> <p>How is this story important to me?</p>	<ul style="list-style-type: none"> ■ Important words for stories ■ Whole group discussion ■ Literacy Rotation groups according to ability ■ Story response writing 	<ul style="list-style-type: none"> ■ Current events (e.g., Weekly Readers) ■ Literature ■ Fiction/nonfiction ■ Writing materials 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation ■ Student writings
3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	I	On-going	G	What do these words mean?	<ul style="list-style-type: none"> ■ Whole group discussion ■ Literacy Rotation groups according to ability 	<ul style="list-style-type: none"> ■ Stories on tapes ■ Literature ■ Adopted reading series 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation
3.04 Share personal experiences and responses to experiences with text.	I	On-going	G I N	How can I share personal experiences?	<ul style="list-style-type: none"> ■ Whole group discussion ■ Literacy Rotation groups according to ability 	<ul style="list-style-type: none"> ■ Stories on tapes ■ Literature ■ Adopted reading series 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation

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3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.	C	On-going	S	How do I know this book was written by _____? How do I recognize an authors' style of writing?	<ul style="list-style-type: none"> ■ Venn Diagrams ■ Brace Maps ■ Circle Maps ■ Bubble Maps ■ Author of Week ■ Book Talk (pick book, read it, tell about it) 	<ul style="list-style-type: none"> ■ Suggested Authors: Eric Carle, Dr. Seuss, Tomie De Paola, Mercer Mayer, Frank Asch ■ Thinking Maps ■ Venn Diagrams 	<ul style="list-style-type: none"> ■ Student participant ■ Student work
3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.	C	On-going	S	How does the author keep me interested?	<ul style="list-style-type: none"> ■ Author of Week ■ Book Talk (pick book, read it, tell about it) 	<ul style="list-style-type: none"> ■ Suggested Authors: Eric Carle, Dr. Seuss, Tomie De Paola, Mercer Mayer, Frank Asch ■ Thinking Maps ■ Venn Diagrams 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student participation ■ Student work
3.07 Compare authors' uses of conventions of language that aid readers including: <ul style="list-style-type: none"> ■ Kinds of sentences. ■ Capitalization of first word in a sentence and proper names. ■ Punctuation to end a declarative and interrogative sentence. 	I	On-going	S N	What type of sentence does the author use? What words does the author begin with capital letters? What kinds of punctuation does the author use?	<ul style="list-style-type: none"> ■ Class discussion ■ Literacy Rotation groups according to ability 	<ul style="list-style-type: none"> ■ Literature ■ Adopted reading series ■ Fiction/nonfiction 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student participation

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Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including read alouds).		
4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).	E	On-going	G I N	How do I use new words when I speak and write?	Introduce new vocabulary and language structures through integrated planning; reading & writing activities, partner reading, oral retellings, Thinking Maps, story webs, Word Wall, Literacy Rotations	<ul style="list-style-type: none"> ■ Ready to Read Nursery Rhymes ■ Ready to Read Rhymes ■ Read & Understand Stories & Activities ■ Thematic Units with integration of Language Arts, Math, Science & Social Studies curriculum ■ Word Wall ■ Alternative to Worksheets ■ Teaching Beginning Writing ■ Various reading materials ■ Tape record expressive reading 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student participation and response ■ Student production

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4.02 Use words that name characters and settings (who, where) and words that tell action and events (what happened, what did _____ do) in simple texts.	E	On-going	G I S N	How do I use words to name characters and settings, and words to tell about actions and events	<ul style="list-style-type: none"> ■ Flip books ■ Story maps ■ Journal ■ Writing ■ Oral & written retell ■ Readers' Theater ■ Dramatization 	<ul style="list-style-type: none"> ■ Alternatives to Worksheets ■ Developing Literacy Using Reading Manipulatives ■ Developing reading Fluency CTP ■ Sensational Centers ■ Literacy Centers for Reading Skills ■ Read & Understand Stories and Activities 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student participation and response ■ Student production
4.03 Use specific words to name and tell action in oral and written language (e.g. using words such as <i>frog</i> and <i>toad</i> when discussing an expository text).	I	On-going after 2 nd 6 weeks	G S N	What words do I use to make my stories interesting when I'm telling or writing them?	<ul style="list-style-type: none"> ■ Write From the Beginning mini lessons ■ Oral & written retellings ■ Writing activities ■ Center activities ■ Literacy Rotation ■ Picture responsive writing 	<ul style="list-style-type: none"> ■ Write From the Beginning Manual ■ Children's Literature ■ Teaching Beginning Writing ■ Journal writing ■ Pictures for responsive writing 	<ul style="list-style-type: none"> ■ Student participation and response ■ Narrative retell ■ Student production ■ Teacher observation
4.04 Extend skills in using oral and written language: <ul style="list-style-type: none"> ■ clarifying purposes for engaging in communication. ■ using clear and precise language to paraphrase messages. ■ engaging in more extended oral discussions. ■ producing written products. 	I	On-going after 2 nd 6 weeks	I S N	How do I listen to retell and write about information I have read and heard?	<ul style="list-style-type: none"> ■ Drama/plays ■ Book talk (pick book, read it, tell about it) ■ Responsive writing (retells) ■ Write From the Beginning mini lessons 	<ul style="list-style-type: none"> ■ Read & Understand Stories and Activities ■ Poem of the Week ■ Making Books with Children ■ Write From the Beginning Manual ■ Teaching Beginning Writing ■ Literacy Centers for Reading Skills TCM 	<ul style="list-style-type: none"> ■ Student work samples ■ Student participation ■ Teacher observation

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4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing and innovation of a poem).	C	On-going after 3 rd 6 weeks	I N G	How do I write like the author? (e.g., Eric Carl, Tomie de Paola, Frank Asch) How do I change the story to make it mine?	<ul style="list-style-type: none"> ■ Center activities ■ Author's Tea ■ Story rewrite changing ending – using children's literature ■ Use multiple stories by same author ■ Journal writing ■ Mini books ■ Literacy Rotation 	<ul style="list-style-type: none"> ■ Trade Books by a given author ■ Author's Tea materials ■ Journals 	<ul style="list-style-type: none"> ■ Author's Tea production ■ Student writings ■ Student participation ■ Teacher observation ■ Students productions
4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).	E	On-going	G I N S	Can I compose a variety of products? (stories, journals, letters, poems, etc.)	<ul style="list-style-type: none"> ■ Compose a variety of products through integrated planning ■ Literacy Rotation ■ Center activities 	<ul style="list-style-type: none"> ■ Integrate with: science, language arts, math, social studies ■ Poems ■ Journals ■ Interactive Charts (C.D.) ■ Fun with Phonograms CTP ■ Phonemic Awareness CTP ■ Ready to Read Rhymes ■ Ready to Read Nursery Rhymes 	<ul style="list-style-type: none"> ■ Student product ■ Teacher observation ■ Oral and written retellings

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Goal 5: The learner will apply grammar and language conventions to communicate effectively.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including read alouds).		
5.01 Use phonic knowledge and basic patterns (e.g., <i>an, ee, ake</i>) to spell correctly three- and four-letter words.	E	On-going	G N	How do I correctly spell three- and four-letter words using patterns?	<ul style="list-style-type: none"> ■ Phonic Games for spelling patterns and word families ■ Make-A-Word ■ Literacy Rotations ■ Whole Group ■ Center activities 	<ul style="list-style-type: none"> ■ Take It to Your Seat Games ■ Phonic Centers B ■ Phonic Centers C ■ Build A Word, Pat Cunningham ■ Fun with Phonograms CTP ■ Phonemic Awareness CTP ■ Ready to Read Rhymes 	<ul style="list-style-type: none"> ■ Student participation ■ Teacher observation ■ Student recording data
5.02 Apply phonics to write independently, using temporary and/or conventional spelling.	E	On-going	G N	Can I write word using sounds I hear?	<ul style="list-style-type: none"> ■ Making Word Activities ■ Phonic Games for spelling patterns and word families ■ Journal writing ■ Responsive Writing (retelling) ■ Literacy Rotation ■ Center activities 	<ul style="list-style-type: none"> ■ Making Words, Pat Cunningham ■ Build A Word, Pat Cunningham ■ Take It to Your Seat Games ■ Phonic Centers B ■ Phonic Centers C ■ Phonemic Awareness CTP 	<ul style="list-style-type: none"> ■ Student products ■ Teacher observation ■ Student participation
5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.	I	Daily On-going	G	How do I write upper and lower case letters correctly?	<ul style="list-style-type: none"> ■ Participate in handwriting lessons ■ Literacy Rotation ■ Center activities 	<ul style="list-style-type: none"> ■ Ready to Read Alphabet Sounds ■ Handwriting materials ■ Alphabet stamps – trace lines 	<ul style="list-style-type: none"> ■ Student work samples ■ Teacher observation

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5.04 Use complete sentences to write simple texts.	E	On-going	G	Do I know how to write a sentence?	<ul style="list-style-type: none"> ■ Journals ■ Write From the Beginning mini lessons ■ Mini Books ■ Literacy Rotation 	<ul style="list-style-type: none"> ■ Write From the Beginning ■ Journals ■ Teaching Beginning Writing ■ Integrate with science, language arts, math, social studies 	<ul style="list-style-type: none"> ■ Student work samples ■ Teacher observation
5.05 Use basic capitalization and punctuation: 1. first word in a sentence. 2. proper names 3. period to end declarative sentence 4. question mark to end interrogative sentence.	E	Daily /On-going	G	1. How do I begin a sentence? 2. How do I begin names of people, places, and things? 3. How do telling sentences end? 4. How do asking sentences end?	<ul style="list-style-type: none"> ■ Journals ■ Write From the Beginning mini lessons ■ Mini Books ■ Literacy Rotation 	<ul style="list-style-type: none"> ■ Write From the Beginning ■ Journals ■ Teaching Beginning Writing ■ Integrate with science, language arts, math, social studies 	<ul style="list-style-type: none"> ■ Student work samples ■ Teacher observation
5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).	I	On-going	G	Have I proof read my work?	<ul style="list-style-type: none"> ■ Buddy editing ■ Journal writing proof read/edit/rewrite ■ Literacy Rotation ■ Center activities ■ Responsive Writing ■ Mini Books ■ Write From the Beginning mini lessons 	<ul style="list-style-type: none"> ■ Journals ■ Write From the Beginning Manual ■ Teaching Beginning Writing 	<ul style="list-style-type: none"> ■ Student work samples ■ Student participation ■ Teacher observation