

| English Language Arts Grade 1<br>Compose and Create   |  |   |  |   |
|---|--|---|--|---|
| Outcome   | 1 – Beginning<br>The student is having difficulty demonstrating an understanding of the concept.                         | 2 – Approaching<br>The student is developing an understanding of the concept.   | 3 – Meeting<br>The student consistently demonstrates an understanding of the concept or has achieved the concept.                        | 4- Exemplary<br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| <b>CC1.1<br/>Compose and create a range of visual, multimedia, oral, and written texts that explore, identity (e.g. All about me), community (e.g., friends and family), social responsibility (e.g. conservation) and relate to own feelings, ideas and experiences.</b> | I create spoken, written, <b>OR</b> other representations that have a <b>message that is difficult to understand.</b>    | I create spoken, written, <b>OR</b> other representations that have a <b>message.</b>                                       | I create spoken, written, <b>AND</b> other representations that have a <b>straightforward message with details related to the topic.</b> | I create spoken, written, and other representations that have a <b>straightforward message with thoughtful details that add interest to the topic.</b>      |
|   | I create spoken, written and other representations that are <b>unrelated</b> to my own feelings, ideas, and experiences. | I create spoken, written and other representations that <b>sometimes relate</b> to my own feelings, ideas, and experiences. | I create spoken, written and other representations that <b>relate</b> to my own feelings, ideas, and experiences.                        | I create <b>clear and thoughtful</b> spoken, written and other representations that relate to my own feelings, ideas, and experiences.                      |
| <b>Comments:</b>  |  |   |  |   |

| English Language Arts Grade 1   |   |   |   |   |
|---|---|---|---|---|
| Compose and Create  |   |   |   |   |
| Outcome   | 1 – Beginning<br>The student is having difficulty demonstrating an understanding of the concept.    | 2 – Approaching<br>The student is developing an understanding of the concept.   | 3 – Meeting<br>The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4- Exemplary<br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| <b>CC1.2</b><br><b>Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).</b> | I represent basic ideas and events with <b>limited details</b> .                                    | I represent ideas and events with <b>some</b> details.  | I represent important ideas and events <b>with some relevant details</b> .  | I represent important ideas and events with <b>many relevant details</b> .  |
|   | A <b>few</b> of the events are in sequence.   | Some of the events are in sequence.   | Most of the events are in <b>logical</b> sequence.  | <b>All events</b> are in a <b>logical sequence</b> .  |
|   | I <b>cannot follow</b> a step by step process, to communicate basic ideas and understanding.        | I use a <b>step by step process, with teacher direction</b> , to communicate ideas and understandings to my audience. | I <b>consider and select</b> the best way to present ideas and understandings to my audience.                     | I <b>independently</b> consider and select <b>from a variety of ways</b> to communicate ideas and understanding to my audience.                             |
|   | I use <b>a</b> before, during <b>OR</b> after strategy to create and share ideas and understanding. | I use <b>some</b> before, during, <b>OR</b> after strategies to create and share ideas and understanding.             | I <b>select AND use before, during, AND after strategies</b> to create and share ideas and understanding.         | I select <b>AND explain before, during, AND after</b> strategies to share ideas and understanding on my own.  |
|   | I don't establish a <b>purpose OR a focus for the task</b> .  | I establish a <b>purpose OR a focus for the task</b> .  | I have a purpose <b>AND</b> focus when I am representing main ideas and details.                                  | I have and <b>maintain a clear</b> purpose and focus when I am representing main ideas and details.   |
|   | <b>Comments :</b>   |   |   |   |

| English Language Arts Grade 1  |  |   |   |   |
|--|--|---|---|---|
| Compose and Create   |  |   |   |   |
| Outcome  | 1 – Beginning<br>The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching<br>The student is developing an understanding of the concept. | 3 – Meeting<br>The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4- Exemplary<br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| <b>CC1.3</b><br><b>Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</b> | I share <b>simple ideas and experiences</b> .  | I share my ideas and experiences in a <b>simple sequence</b> .                | I share my ideas and experiences with <b>facts, details, and a logical sequence</b> .                             | I share ideas and <b>experiences with in-depth, facts and details and in elaborate sequence</b> .   |
|  | I stay on topic and organize some of the ideas.  | <b>I generally stay on topic and organize some of the ideas</b> and details.  | <b>I stay on topic and organize ideas</b> and details.  | <b>I focus on my topic throughout</b> , and the <b>organization and details reinforce that topic</b> .  |
|  | I use recommended before, during <b>OR</b> after strategies for speaking.                        | I use <b>some</b> before, during, <b>OR</b> after strategies for speaking.    | <b>I select AND use before, during, AND after strategies</b> for speaking.  | I select <b>AND explain before, during, AND after</b> strategies for speaking.  |
|  | I use unclear language.  | I use <b>clear language</b> .   | <b>I use clear AND appropriate language for purpose and audience</b> .  | <b>I consistently use clear, concise AND appropriate language for purpose and audience</b> .  |
| <b>Comments :</b>  |  |   |   |   |

| English Language Arts Grade 1  |   |   |  |   |
|--|---|---|--|---|
| Compose and Create   |   |   |  |   |
| Outcome  | 1 – Beginning<br>The student is having difficulty demonstrating an understanding of the concept.            | 2 – Approaching<br>The student is developing an understanding of the concept.                       | 3 – Meeting<br>The student consistently demonstrates an understanding of the concept or has achieved the concept.  | 4- Exemplary<br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| <b>CC1.4</b><br><b>Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</b> | I write <b>limited unclear</b> stories and short informational texts about familiar events and experiences. | I write <b>general</b> stories and short informational texts about familiar events and experiences. | I write clear <b>stories AND short informational texts</b> about familiar events and experiences.                  | I write thoughtful stories and short informational texts about familiar events and experiences.   |
|  | I use <b>limited and repetitive</b> words in my writing.  | I use <b>simplistic and general</b> words in my writing.  | I use <b>descriptive words</b> in my writing.  | I use <b>specific descriptive</b> words that add variety and interest.  |
|  | I create <b>incomplete sentences</b> .  | I sometimes create complete <b>sentences with fewer than six words</b> .                            | I create complete sentences with <b>six or more words in correct word order</b> .                                  | I consistently create <b>complete sentences</b> with six or more words in correct word order.   |
|  | High frequency words <b>may</b> be spelled phonetically.  | I spell some grade appropriate high frequency words correctly.                                      | I spell <b>grade appropriate high frequency words correctly, while unfamiliar words are spelled phonetically</b> . | I spell <b>grade appropriate high frequency words and some unfamiliar words correctly</b> .   |
|  | I use incorrect letter formation and spacing.   | My letter formation and spacing is inconsistent.  | I use <b>correct</b> letter formation and spacing.   | I <b>consistently and fluently</b> use correct letter formation and spacing.  |
|  | I <b>attempt</b> to use before, during or after writing strategies while writing to communicate meaning.    | I use <b>some</b> before, during or after writing strategies while writing to communicate meaning.  | I <b>select</b> and use appropriate before, during, and after strategies when writing to communicate meaning.      | I <b>consistently select</b> and use before, during, and after strategies when writing to communicate meaning.  |
|  | Punctuation and capitalization is often <b>incorrect</b> .  | I <b>sometimes</b> use correct punctuation, and capitalization.                                     | I use <b>correct</b> punctuation, and capitalization.  | I <b>consistently</b> use correct punctuation, and capitalization.  |

| English Language Arts Grade 1 |  |   |   |   |
|-------------------------------|--|---|---|---|
| Compose and Create            |  |   |   |   |
| Outcome                       | 1 – Beginning<br>The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching<br>The student is developing an understanding of the concept. | 3 – Meeting<br>The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4- Exemplary<br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| Comments :                    |  |   |   |   |