



English Language Arts Grade1					
Compose and Create					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CC1.2 Represent I can represent main ideas and things that happen in order. I can use details. I can use different ways, too, including: <ul style="list-style-type: none"> • pictures; • sounds • physical 	Message (I prepare thought and clear compositions and presentations.)	<ul style="list-style-type: none"> • I represent basic ideas and events with limited details. • A few of the events are in order. 	<ul style="list-style-type: none"> • I represent ideas and events with some details. • Most of the events are in order. 	<ul style="list-style-type: none"> • I represent important ideas and events with detail. • All the events are in correct order. 	<ul style="list-style-type: none"> • I represent important ideas and events with many details that enhance the message. • I play with the order purposefully to enhance the message.
	Strategies (I can use tools that help me accomplish the task, before, during and after.)	<ul style="list-style-type: none"> • I follow a step by step process, with direction and modelling, to communicate basic ideas and understanding. • I can use, with teacher prompting and modelling, a few basic before, during and after strategies to create and share ideas and understanding. 	<ul style="list-style-type: none"> • I use a step by step process, with teacher direction, to communicate ideas and understandings to a small group. • I can use, with teacher prompting and support, basic before, during, and after strategies to create and share ideas and understanding. 	<ul style="list-style-type: none"> • I consider and choose the best way to present ideas and understandings to the class. • I can choose and use before, during, and after strategies to create and share ideas and understanding. 	<ul style="list-style-type: none"> • I independently consider and choose from a variety of ways to communicate ideas and understanding to the class. • I can choose and explain strategies to share ideas and understanding on my own.



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movement; <ul style="list-style-type: none"> charts; models; drawings. 	Cues (I can control the elements of communication.) AND Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> I can try to connect the main idea and details to a purpose and focus, with help. 	<ul style="list-style-type: none"> I am trying to connect the main idea and details to a purpose and focus. 	<ul style="list-style-type: none"> I have a purpose and focus when I am representing main ideas and details. 	<ul style="list-style-type: none"> I have and maintain a clear purpose and focus when I am representing main ideas and details.
Comments					
CC1.3 Speak I can speak clearly so people can hear me.	Message (I prepare thoughtful and clear compositions and presentations.)	<ul style="list-style-type: none"> I can share simple ideas and experiences. 	<ul style="list-style-type: none"> I can share my ideas when I talk about my own experiences and when retelling a story. 	<ul style="list-style-type: none"> I can share my ideas and experiences about topics outside my own experience that I'm interested in. 	<ul style="list-style-type: none"> I share my ideas about a wide range of topics with appropriate facts and details.
	Strategies (I can use tools that help me accomplish the task, before, during and after.)	<ul style="list-style-type: none"> I do not always take turns when sharing ideas. I contribute ideas once in a while. I try to make 	<ul style="list-style-type: none"> I take turns when speaking and contribute simple ideas. I stay on topic 	<ul style="list-style-type: none"> I take turns when speaking and contribute developed ideas. I can organize main 	<ul style="list-style-type: none"> I speak when appropriate and contribute thoughtful ideas and details. I can organize main



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I use an order that people understand. I can even use expression when I need to.		connections, but often stray from the topic. My details are lacking, random • I use a few before, during, and after strategies for speaking, with the teacher's help.	generally. I lack a smooth flow from beginning to middle to end. • I use some before, during, and after strategies for speaking.	ideas with related details and stay on topic. • I use before, during, and after strategies for speaking.	ideas with extensive details in a logical order, and always stay on topic. • I use a variety of before, during, and after strategies according to my purpose for speaking.
	Cues (I can control the elements of communication.) AND Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	• My ideas are not clearly organized. • I have difficulty speaking clearly.	• My details are not specific enough to add meaning. There is some order. • Sometimes, I can speak clearly.	• I am beginning to organize main ideas and related detail, and I tell things in order. • I speak clearly.	• I organize from beginning to middle to end and strive to have flow. • I speak clearly and use correct phrasing, pitch, tone and modulation
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CC1.4 Write I can write and share stories and information about things I know. I use at least five sentences.	Strategies (I can use tools that help me accomplish the task, before, during and after.)	<ul style="list-style-type: none"> I draw some pictures before I write. I can use only some of the before, during and/or after strategies with help. I can “fix-up” one or two things in my text when the teacher tells me what changes to make. 	<ul style="list-style-type: none"> I draw some pictures and write a few words before I begin to write. I use some simple before, during, and/or after strategies. I can “fix-up” some parts of my text if the teacher points out a problem.. 	<ul style="list-style-type: none"> I jot down words to go along with some pictures before I begin to write. I can use meaningful before, during and after strategies that have been taught in class. I can “fix-up” my entire text for completeness and detail with teacher support. 	<ul style="list-style-type: none"> I jot down words to go along with some pictures before I begin to write, and I think about the order I will use. I control my own use of before, during and after strategies in meaningful ways according to my purpose for writing. I can add to what I drafted, and I can edit some of my own writing.
	Message (I prepare thoughtful and clear compositions and	<ul style="list-style-type: none"> I can draw pictures and try to add print to communicate ideas following a model. 	<ul style="list-style-type: none"> I can write short text with my own ideas, following a model. 	<ul style="list-style-type: none"> I can write stories and short informational texts about familiar events and experiences. 	<ul style="list-style-type: none"> I can write original stories and informational texts to narrate, explain and describe.



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	presentations.) Ideas	<ul style="list-style-type: none"> I am trying to decide what I am describing or explaining. I write, but I use mostly words instead of complete sentences. I have a big idea with some details with help. I am not quite sure why I am using a picture. 	<ul style="list-style-type: none"> I can build a clear message, with guidance. I can write a few sentences that are on topic. I have a big idea with limited details. My picture connects to the big idea. 	<ul style="list-style-type: none"> I can write a clear message. I can write a minimum of 5 sentences that stay on topic. I have a big idea with some related details. My picture helps the reader understand my big idea. 	<ul style="list-style-type: none"> I can write a clear and specific message. I can write on topic using more than five sentences. I have a main idea with many related details. My picture adds more information about my big idea.
	Organization	<ul style="list-style-type: none"> I can follow a step by step format in patterned and shared writing. 	<ul style="list-style-type: none"> I can organize a beginning, a middle and an end when I follow modeled or patterned writing. 	<ul style="list-style-type: none"> I can organize a beginning, middle and end. 	<ul style="list-style-type: none"> I can organize a clear beginning, middle and end.
	Voice	<ul style="list-style-type: none"> There are few feelings in my text. 	<ul style="list-style-type: none"> There is some feeling in the words and punctuation. 	<ul style="list-style-type: none"> Feelings like sadness, joy, or surprise come out. 	<ul style="list-style-type: none"> Feelings are very strong.



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		<ul style="list-style-type: none"> I have little or no awareness of audience. Pictures can sometimes show feelings. 	<ul style="list-style-type: none"> I have a limited awareness of my audience. Pictures show feelings. 	<ul style="list-style-type: none"> I am aware of my audience. Pictures can make the feelings clear. 	<ul style="list-style-type: none"> I know my audience and consider it when I write. Pictures add feelings and tell about me as an author.
	Cues (I can control the elements of communication.) Word Choice	<ul style="list-style-type: none"> I use basic vocabulary to convey meaning. I can use words that I obtain from my reading, viewing, and listening with extensive support. 	<ul style="list-style-type: none"> I choose, with prompting, some words that add interest and detail. I can use words that I obtain from my reading, viewing, and listening with prompting. 	<ul style="list-style-type: none"> I use appropriate and descriptive words and vocabulary in my writing. I try some words that I obtain from my reading, viewing, and listening. 	<ul style="list-style-type: none"> I choose interesting words to add detail and create an effect in my writing. I consistently use words that I obtain from my reading, viewing, and listening.
	Sentence Fluency	<ul style="list-style-type: none"> I can present ideas in simple and sometimes incomplete sentences. The sound of the words is not important. 	<ul style="list-style-type: none"> I can sometimes write complete simple sentences with fewer than six words. The sentences sound bumpy. 	<ul style="list-style-type: none"> I can create complete and fluent sentences with a variety of beginnings of six or more words. The sentences are easy to read aloud. 	<ul style="list-style-type: none"> I can create a variety of complete, detailed sentences with a variety of beginnings. The sentences flow.



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	Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> I can use correct spacing with some capital letters with help. I use initial and final sounds when spelling. I can spell some high frequency words with help. I form legibly all the upper and lower case letters I have been taught. 	<ul style="list-style-type: none"> I can use correct spacing with some capital letters. I use most initial and final consonant sounds and I am beginning to use some vowels. I can spell some high frequency words. I form my letters appropriately with spaces between words in independent writing. 	<ul style="list-style-type: none"> I use capitals, correct spacing and some punctuation. I spell grade appropriate high frequency words correctly. I can use a variety of strategies to spell 3 or 4 letter words. I form and space my letters appropriately on a lined page in independent writing. 	<ul style="list-style-type: none"> I consistently use spacing, capital letters and punctuation. I can spell advanced sight words correctly. I apply spelling conventions to advanced vocabulary words on my own. I form letters fluently and automatically.
Comments					