

**Marking Period Expectations
Language Arts
Grade One**

Marking Period 1	4	3	2	1
Identifies letters of the alphabet	Consistently identifies both uppercase and lowercase letters out of sequence	Sometimes identifies both uppercase and lowercase letters out of sequence	Seldom identifies both uppercase and lowercase letters out of sequence	Does not identify both uppercase and lowercase letters out of sequence
Applies letter/sound correspondences	Consistently identifies all consonant sounds in isolation	Sometimes identifies all consonant sounds in isolation	Seldom identifies all consonant sounds in isolation	Does not identify all consonant sounds in isolation
Applies strategies to decode words	1. Consistently matches oral words to printed words 2. Consistently uses picture cues to check for meaning	1. Sometimes matches oral words to printed words 2. Sometimes uses picture cues to check for meaning	1. Seldom matches oral words to printed words 2. Seldom uses picture cues to check for meaning	1. Does not match oral words to printed words 2. Does not use picture cues to check for meaning
Uses appropriate strategies for comprehension	1. Consistently identifies the main character, setting, and important events (not necessarily using this vocabulary) 2. Consistently retells a story including the beginning, middle, and end 3. Consistently makes predictions based on illustrations or portions of stories	1. Sometimes identifies the main character, setting, and important events (not necessarily using this vocabulary) 2. Sometimes retells a story including the beginning, middle, and end 3. Sometimes makes predictions based on illustrations or portions of stories	1. Seldom identifies the main character, setting, and important events (not necessarily using this vocabulary) 2. Seldom retells a story including the beginning, middle, and end 3. Seldom makes predictions based on illustrations or portions of stories	1. Does not identify the main character, setting, and important events (not necessarily using this vocabulary) 2. Does not retell a story including the beginning, middle, and end 3. Does not make predictions based on illustrations or portions of stories
Demonstrates fluency	1. Consistently recognizes when a simple text fails to make sense 2. Consistently pauses at appropriate end points 3. Consistently uses appropriate pace; not "choppy" or word-by-word	1. Sometimes recognizes when a simple text fails to make sense 2. Sometimes pauses at appropriate end points 3. Sometimes uses appropriate pace; not "choppy" or word-by-word	1. Seldom recognizes when a simple text fails to make sense 2. Seldom pauses at appropriate end points 3. Seldom uses appropriate pace; not "choppy" or word-by-word	1. Does not recognize when a simple text fails to make sense 2. Does not pause at appropriate end points 3. Does not use appropriate pace; not "choppy" or word-by-word

Organizes and develops ideas for writing	N/A			
Writes stories with a beginning, middle and end	N/A			
Applies appropriate grammar skills	N/A			
Spells assigned words	N/A			
Applies spelling skills to content areas	<ol style="list-style-type: none"> Consistently applies sound/symbol relationships to writing words Consistently uses developmental spelling or phonics-based knowledge Consistently recognizes and applies basic spelling patterns 	<ol style="list-style-type: none"> Sometimes applies sound/symbol relationships to writing words Sometimes uses developmental spelling or phonics-based knowledge Sometimes recognizes and applies basic spelling patterns 	<ol style="list-style-type: none"> Seldom applies sound/symbol relationships to writing words Seldom uses developmental spelling or phonics-based knowledge Seldom recognizes and applies basic spelling patterns 	<ol style="list-style-type: none"> Does not apply sound/symbol relationships to writing words Does not use developmental spelling or phonics-based knowledge Does not recognize and apply basic spelling patterns
Forms letters and numerals correctly	<ol style="list-style-type: none"> Consistently writes all upper and lowercase letters of the alphabet Consistently writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Sometimes writes all upper and lowercase letters of the alphabet Sometimes writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Seldom writes all upper and lowercase letters of the alphabet Seldom writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Does not write all upper and lowercase letters of the alphabet Does not write letters and numerals using appropriate formation and placement
Uses lines and spaces correctly	<ol style="list-style-type: none"> Consistently uses left-to-right and top-to-bottom directionality Consistently uses proper spacing between letters and words 	<ol style="list-style-type: none"> Sometimes uses left-to-right and top-to-bottom directionality Sometimes uses proper spacing between letters and words 	<ol style="list-style-type: none"> Seldom uses left-to-right and top-to-bottom directionality Seldom uses proper spacing between letters and words 	<ol style="list-style-type: none"> Does not use left-to-right and top-to-bottom directionality Does not use proper spacing between letters and words
Writes legibly	<ol style="list-style-type: none"> Consistently writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Sometimes writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Seldom writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Does not write letters and numbers using appropriate formation and spacing

Marking Period 2	4	3	2	1
Identifies letters of the alphabet	Consistently identifies both uppercase and lowercase letters out of sequence	Sometimes identifies both uppercase and lowercase letters out of sequence	Seldom identifies both uppercase and lowercase letters out of sequence	Does not identify both uppercase and lowercase letters out of sequence
Applies letter/sound correspondences	Consistently identifies all consonant sounds in isolation	Sometimes identifies all consonant sounds in isolation	Seldom identifies all consonant sounds in isolation	Does not identify all consonant sounds in isolation
Applies strategies to decode words	<ol style="list-style-type: none"> Consistently matches oral words to printed words Consistently uses picture cues to check for meaning Consistently uses more than one strategy to decode words (see Marking Period 4) 	<ol style="list-style-type: none"> Sometimes matches oral words to printed words Sometimes uses picture cues to check for meaning Sometimes uses more than one strategy to decode words (see Marking Period 4) 	<ol style="list-style-type: none"> Seldom matches oral words to printed words Seldom uses picture cues to check for meaning Seldom uses more than one strategy to decode words (see Marking Period 4) 	<ol style="list-style-type: none"> Does not match oral words to printed words Does not use picture cues to check for meaning Does not use more than one strategy to decode words (see Marking Period 4)
Uses appropriate strategies for comprehension	<ol style="list-style-type: none"> Consistently identifies the main character, setting, and important events (not necessarily using this vocabulary) Consistently retells a story including the beginning, middle, and end Consistently makes predictions based on illustrations or portions of stories 	<ol style="list-style-type: none"> Sometimes identifies the main character, setting, and important events (not necessarily using this vocabulary) Sometimes retells a story including the beginning, middle, and end Sometimes makes predictions based on illustrations or portions of stories 	<ol style="list-style-type: none"> Seldom identifies the main character, setting, and important events (not necessarily using this vocabulary) Seldom retells a story including the beginning, middle, and end Seldom makes predictions based on illustrations or portions of stories 	<ol style="list-style-type: none"> Does not identify the main character, setting, and important events (not necessarily using this vocabulary) Does not retell a story including the beginning, middle, and end Does not make predictions based on illustrations or portions of stories

Demonstrates fluency	<ol style="list-style-type: none"> 1. Consistently recognizes when a simple text fails to make sense 2. Consistently pauses at appropriate end points 3. Consistently uses appropriate pace; not "choppy" or word-by-word 	<ol style="list-style-type: none"> 1. Sometimes recognizes when a simple text fails to make sense 2. Sometimes pauses at appropriate end points 3. Sometimes uses appropriate pace; not "choppy" or word-by-word 	<ol style="list-style-type: none"> 1. Seldom recognizes when a simple text fails to make sense 2. Seldom pauses at appropriate end points 3. Seldom uses appropriate pace; not "choppy" or word-by-word 	<ol style="list-style-type: none"> 1. Does not recognize when a simple text fails to make sense 2. Does not pause at appropriate end points 3. Does not use appropriate pace; not "choppy" or word-by-word
Organizes and develops ideas for writing	Consistently generates ideas for writing and is able to stay on topic	Sometimes generates ideas for writing and attempts to stay on topic	Seldom generates ideas in written form	Does not use words when writing - only uses pictures to tell the story
Writes stories with a beginning, middle and end	Consistently writes a beginning, middle and end	Sometimes writes a beginning, middle and end	Seldom writes a beginning, middle and end	Does not write a beginning, middle and end
Applies appropriate grammar skills	Consistently uses grammar skills taught to produce sensible thoughts	Sometimes uses grammar skills taught to produce sensible thoughts	Seldom uses grammar skills taught to produce sensible thoughts	Does not use grammar skills taught to produce sensible thoughts
Spells assigned words	Consistently applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Sometimes applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Seldom applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Does not apply the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)
Applies spelling skills to content areas	<ol style="list-style-type: none"> 1. Consistently applies sound/symbol relationships to writing words 2. Consistently uses developmental spelling or phonics-based knowledge 3. Consistently recognizes and applies basic 	<ol style="list-style-type: none"> 1. Sometimes applies sound/symbol relationships to writing words 2. Sometimes uses developmental spelling or phonics-based knowledge 3. Sometimes recognizes and applies basic spelling patterns 	<ol style="list-style-type: none"> 1. Seldom applies sound/symbol relationships to writing words 2. Seldom uses developmental spelling or phonics-based knowledge 3. Seldom recognizes and applies basic spelling patterns 	<ol style="list-style-type: none"> 1. Does not apply sound/symbol relationships to writing words 2. Does not use developmental spelling or phonics-based knowledge 3. Does not recognize and applies basic spelling patterns

	spelling patterns			
Forms letters and numerals correctly	<p>1. Consistently writes all upper and lowercase letters of the alphabet</p> <p>2. Consistently writes letters and numerals using appropriate formation and placement</p>	<p>1. Sometimes writes all upper and lowercase letters of the alphabet</p> <p>2. Sometimes writes letters and numerals using appropriate formation and placement</p>	<p>1. Seldom writes all upper and lowercase letters of the alphabet</p> <p>2. Seldom writes letters and numerals using appropriate formation and placement</p>	<p>1. Does not write all upper and lowercase letters of the alphabet</p> <p>2. Does not write letters and numerals using appropriate formation and placement</p>

Uses lines and spaces correctly	<p>1. Consistently uses left-to-right and top-to-bottom directionality</p> <p>2. Consistently uses proper spacing between letters and words</p>	<p>1. Sometimes uses left-to-right and top-to-bottom directionality</p> <p>2. Sometimes uses proper spacing between letters and words</p>	<p>1. Seldom uses left-to-right and top-to-bottom directionality</p> <p>2. Seldom uses proper spacing between letters and words</p>	<p>1. Does not use left-to-right and top-to-bottom directionality</p> <p>2. Does not use proper spacing between letters and words</p>
Writes legibly	<p>1. Consistently writes letters and numbers using appropriate formation and spacing</p>	<p>1. Sometimes writes letters and numbers using appropriate formation and spacing</p>	<p>1. Seldom writes letters and numbers using appropriate formation and spacing</p>	<p>1. Does not write letters and numbers using appropriate formation and spacing</p>

Marking Period 3	4	3	2	1
Identifies letters of the alphabet	Consistently identifies both uppercase and lowercase letters out of sequence	Sometimes identifies both uppercase and lowercase letters out of sequence	Seldom identifies both uppercase and lowercase letters out of sequence	Does not identify both uppercase and lowercase letters out of sequence
Applies letter/sound correspondences	Consistently identifies all consonant sounds in isolation	Sometimes identifies all consonant sounds in isolation	Seldom identifies all consonant sounds in isolation	Does not identify all consonant sounds in isolation
Applies strategies to decode words	1. Consistently matches oral words to printed words 2. Consistently uses picture cues to check for meaning	1. Sometimes matches oral words to printed words 2. Sometimes uses picture cues to check for meaning	1. Seldom matches oral words to printed words 2. Seldom uses picture cues to check for meaning	1. Does not match oral words to printed words 2. Does not use picture cues to check for meaning
Uses appropriate strategies for comprehension	1. Consistently identifies the main character, setting, and important events 2. Consistently retells a story including the beginning, middle, and end 3. Consistently makes predictions based on illustrations or portions of stories	1. Sometimes identifies the main character, setting, and important events 2. Sometimes retells a story including the beginning, middle, and end 3. Sometimes makes predictions based on illustrations or portions of stories	1. Seldom identifies the main character, setting, and important events 2. Seldom retells a story including the beginning, middle, and end 3. Seldom makes predictions based on illustrations or portions of stories	1. Does not identify the main character, setting, and important events 2. Does not retell a story including the beginning, middle, and end 3. Does not make predictions based on illustrations or portions of stories
Demonstrates fluency	1. Consistently recognizes when a simple text fails to make sense 2. Consistently pauses at appropriate end points 3. Consistently uses appropriate pace; not "choppy" or word-by-word	1. Sometimes recognizes when a simple text fails to make sense 2. Sometimes pauses at appropriate end points 3. Sometimes uses appropriate pace; not "choppy" or word-by-word	1. Seldom recognizes when a simple text fails to make sense 2. Seldom pauses at appropriate end points 3. Seldom uses appropriate pace; not "choppy" or word-by-word	1. Does not recognize when a simple text fails to make sense 2. Does not pause at appropriate end points 3. Does not use appropriate pace; not "choppy" or word-by-word

Organizes and develops ideas for writing	<ol style="list-style-type: none"> 1. Consistently generates ideas for writing through drawings 2. Consistently uses sentences that vary in structure to convey ideas 	<ol style="list-style-type: none"> 1. Sometimes generates ideas for writing through drawings 2. Sometimes uses sentences that vary in structure to convey ideas 	<ol style="list-style-type: none"> 1. Seldom generates ideas for writing through drawings 2. Seldom uses sentences that vary in structure to convey ideas 	<ol style="list-style-type: none"> 1. Does not generate ideas for writing through drawings 2. Does not use sentences that vary in structure to convey ideas
Writes stories with a beginning, middle and end	<ol style="list-style-type: none"> 1. Consistently writes a story with a beginning, middle and end and includes details 2. Consistently writes sentences that vary in structure 3. Consistently writes stories that stay on topic 	<ol style="list-style-type: none"> 1. Sometimes writes a story with a beginning, middle and end and includes details 2. Sometimes writes sentences that vary in structure 3. Sometimes writes stories that stay on topic 	<ol style="list-style-type: none"> 1. Seldom writes a story with a beginning, middle and end and includes details 2. Seldom writes sentences that vary in structure 3. Seldom writes stories that stay on topic 	<ol style="list-style-type: none"> 1. Does not write a story with a beginning, middle and end and includes details 2. Does not write sentences that vary in structure 3. Does not write stories that stay on topic
Applies appropriate grammar skills	<ol style="list-style-type: none"> 1. Consistently uses grammar skills taught to produce sensible thoughts 2. Consistently uses correct end point punctuation 3. Consistently uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Sometimes uses grammar skills taught to produce sensible thoughts 2. Sometimes uses correct end point punctuation (attempt is made, however it may be incorrect) 3. Sometimes uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Seldom uses grammar skills taught to produce sensible thoughts 2. Seldom uses correct end point punctuation (attempt is made, however it may be incorrect) 3. Seldom uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Does not use grammar skills taught to produce sensible thoughts 2. Does not use correct end point punctuation 3. Does not use basic rules of capitalization
Spells assigned words	<p>Consistently applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)</p>	<p>Sometimes applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)</p>	<p>Seldom applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)</p>	<p>Does not apply the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)</p>

Applies spelling skills to content areas	<ol style="list-style-type: none"> Consistently applies sound/symbol relationships to writing words Consistently uses developmental spelling or phonics-based knowledge Consistently recognizes and applies basic spelling patterns 	<ol style="list-style-type: none"> Sometimes applies sound/symbol relationships to writing words Sometimes uses developmental spelling or phonics-based knowledge Sometimes recognizes and apply basic spelling patterns 	<ol style="list-style-type: none"> Seldom applies sound/symbol relationships to writing words Seldom uses developmental spelling or phonics-based knowledge Seldom recognizes and apply basic spelling patterns 	<ol style="list-style-type: none"> Does not apply sound/symbol relationships to writing words Does not use developmental spelling or phonics-based knowledge Does not recognize and apply basic spelling patterns
Forms letters and numerals correctly	<ol style="list-style-type: none"> Consistently writes all upper and lowercase letters of the alphabet Consistently writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Sometimes writes all upper and lowercase letters of the alphabet Sometimes writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Seldom writes all upper and lowercase letters of the alphabet Seldom writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Does not write all upper and lowercase letters of the alphabet Does not write letters and numerals using appropriate formation and placement
Uses lines and spaces correctly	<ol style="list-style-type: none"> Consistently uses left-to-right and top-to-bottom directionality Consistently uses proper spacing between letters and words 	<ol style="list-style-type: none"> Sometimes uses left-to-right and top-to-bottom directionality Sometimes uses proper spacing between letters and words 	<ol style="list-style-type: none"> Seldom uses left-to-right and top-to-bottom directionality Seldom uses proper spacing between letters and words 	<ol style="list-style-type: none"> Does not use left-to-right and top-to-bottom directionality Does not use proper spacing between letters and words
Writes legibly	<ol style="list-style-type: none"> Consistently writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Sometimes writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Seldom writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Does not write letters and numbers using appropriate formation and spacing

Marking Period 4	4	3	2	1
Identifies letters of the alphabet	Consistently identifies both uppercase and lowercase letters out of sequence	Sometimes identifies both uppercase and lowercase letters out of sequence	Seldom identifies both uppercase and lowercase letters out of sequence	Does not identify both uppercase and lowercase letters out of sequence
Applies letter/sound correspondences	Consistently identifies all consonant sounds in isolation	Sometimes identifies all consonant sounds in isolation	Seldom identifies all consonant sounds in isolation	Does not identify all consonant sounds in isolation
Applies strategies to decode words	<p>1. Consistently matches oral words to printed words</p> <p>2. Consistently uses picture cues to check for meaning</p> <p>3. Consistently uses more than three strategies to decode words (see below)</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Check to see if what is being read makes sense • Recognize and use rhyming words to reinforce decoding skills • Add, delete, or change sounds to change a word • Use sound/letter correspon 	<p>1. Sometimes matches oral words to printed words</p> <p>2. Sometimes uses picture cues to check for meaning</p>	<p>1. Seldom matches oral words to printed words</p> <p>2. Seldom uses picture cues to check for meaning</p>	<p>1. Does not match oral words to printed words</p> <p>2. Does not use picture cues to check for meaning</p>

	<p>dence knowledge to sound out unknown words</p> <ul style="list-style-type: none"> • Recognize high frequency words • Decode unknown words using context clues • Decode unknown words using basic phonetic analysis • Reread inserting the beginning sound of the unknown word • Look for chunks or small words to attempt decoding 			
<p>Uses appropriate strategies for comprehension</p>	<ol style="list-style-type: none"> 1. Consistently identifies the main character, setting, and important events 2. Consistently retells a story including the beginning, middle, and end 3. Consistently makes predictions based on illustrations or 	<ol style="list-style-type: none"> 1. Sometimes identifies the main character, setting, and important events 2. Sometimes retells a story including the beginning, middle, and end 3. Sometimes makes predictions based on illustrations or portions of stories 	<ol style="list-style-type: none"> 1. Seldom identifies the main character, setting, and important events 2. Seldom retells a story including the beginning, middle, and end 3. Seldom makes predictions based on illustrations or portions of stories 	<ol style="list-style-type: none"> 1. Does not identify the main character, setting, and important events 2. Does not retell a story including the beginning, middle, and end 3. Does not make predictions based on illustrations or portions of stories

	portions of stories 4. Consistently makes text-to-self, text-to-world, and text-to-text connections	4. Sometimes makes text-to-self, text-to-world, and text-to-text connections	4. Seldom makes text-to-self, text-to-world, and text-to-text connections	4. Does not make text-to-self, text-to-world, and text-to-text connections
Demonstrates fluency	1. Consistently recognizes when a simple text fails to make sense 2. Consistently pauses at appropriate end points 3. Consistently uses appropriate pace; not "choppy" or word-by-word 4. Consistently reads silently without tracking print	1. Sometimes recognizes when a simple text fails to make sense 2. Sometimes pauses at appropriate end points 3. Sometimes uses appropriate pace; not "choppy" or word-by-word 4. Sometimes reads silently without tracking print	1. Seldom recognizes when a simple text fails to make sense 2. Seldom pauses at appropriate end points 3. Seldom uses appropriate pace; not "choppy" or word-by-word 4. Seldom reads silently without tracking print	1. Does not recognize when a simple text fails to make sense 2. Does not pause at appropriate end points 3. Does not use appropriate pace; not "choppy" or word-by-word Does not read silently without tracking print

Organizes and develops ideas for writing	<ol style="list-style-type: none"> 1. Consistently generates ideas for writing through drawings 2. Begins to use a graphic organizer with teacher support. 3. Consistently uses sentences that vary in structure to convey ideas. 4. Begins to use a simple checklist to improve writing with teacher support. 	<ol style="list-style-type: none"> 1. Sometimes generates ideas for writing through drawings 2. Sometimes uses sentences that vary in structure to convey ideas 3. Sometimes uses sentences that vary in structure to convey ideas. 4. Begins to use a simple checklist to improve writing with teacher support. 	<ol style="list-style-type: none"> 1. Seldom generates ideas for writing through drawings 2. Seldom uses sentences that vary in structure to convey ideas 3. Seldom uses sentences that vary in structure to convey ideas. 4. Begins to use a simple checklist to improve writing with teacher support. 	<ol style="list-style-type: none"> 1. Does not generate ideas for writing through drawings 2. Does not use sentences that vary in structure to convey ideas 3. Does not use sentences that vary in structure to convey ideas. 4. Begins to use a simple checklist to improve writing with teacher support.
Writes stories with a beginning, middle and end	<ol style="list-style-type: none"> 1. Consistently writes a story with a beginning, middle and end and includes details 2. Consistently writes sentences that vary in structure 3. Consistently writes stories that stay on topic 4. Consistently includes all story elements (characters, setting, and events) 	<ol style="list-style-type: none"> 1. Sometimes writes a story with a beginning, middle and end and includes details 2. Sometimes writes sentences that vary in structure 3. Sometimes writes stories that stay on topic 4. Sometimes includes all story elements (characters, setting, and events) 	<ol style="list-style-type: none"> 1. Seldom writes a story with a beginning, middle and end and includes details 2. Seldom writes sentences that vary in structure 3. Seldom writes stories that stay on topic 4. Seldom includes all story elements (characters, setting, and events) 	<ol style="list-style-type: none"> 1. Does not write a story with a beginning, middle and end and includes details 2. Does not write sentences that vary in structure 3. Does not write stories that stay on topic 4. Does not include all story elements (characters, setting, and events)
Applies appropriate grammar skills	<ol style="list-style-type: none"> 1. Consistently uses grammar skills taught to produce sensible thoughts 2. Consistently uses correct end point punctuation 3. Consistently uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Sometimes uses grammar skills taught to produce sensible thoughts 2. Sometimes uses correct end point punctuation (attempt is made, however it may be incorrect) 3. Sometimes uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Seldom uses grammar skills taught to produce sensible thoughts 2. Seldom uses correct end point punctuation (attempt is made, however it may be incorrect) 3. Seldom uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Does not use grammar skills taught to produce sensible thoughts 2. Does not use correct end point punctuation 3. Does not use basic rules of capitalization

Spells assigned words	Consistently applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Sometimes applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Seldom applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Does not apply the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)
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Applies spelling skills to content areas	<ol style="list-style-type: none"> Consistently applies sound/symbol relationships to writing words Consistently uses developmental spelling or phonics-based knowledge Consistently recognizes and applies basic spelling patterns 	<ol style="list-style-type: none"> Sometimes applies sound/symbol relationships to writing words Sometimes uses developmental spelling or phonics-based knowledge Sometimes recognizes and apply basic spelling patterns 	<ol style="list-style-type: none"> Seldom applies sound/symbol relationships to writing words Seldom uses developmental spelling or phonics-based knowledge Seldom recognizes and apply basic spelling patterns 	<ol style="list-style-type: none"> Does not apply sound/symbol relationships to writing words Does not use developmental spelling or phonics-based knowledge Does not recognize and apply basic spelling patterns
Forms letters and numerals correctly	<ol style="list-style-type: none"> Consistently writes all upper and lowercase letters of the alphabet Consistently writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Sometimes writes all upper and lowercase letters of the alphabet Sometimes writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Seldom writes all upper and lowercase letters of the alphabet Seldom writes letters and numerals using appropriate formation and placement 	<ol style="list-style-type: none"> Does not write all upper and lowercase letters of the alphabet Does not write letters and numerals using appropriate formation and placement
Uses lines and spaces correctly	<ol style="list-style-type: none"> Consistently uses left-to-right and top-to-bottom directionality Consistently uses proper spacing between letters and words 	<ol style="list-style-type: none"> Sometimes uses left-to-right and top-to-bottom directionality Sometimes uses proper spacing between letters and words 	<ol style="list-style-type: none"> Seldom uses left-to-right and top-to-bottom directionality Seldom uses proper spacing between letters and words 	<ol style="list-style-type: none"> Does not use left-to-right and top-to-bottom directionality Does not use proper spacing between letters and words
Writes legibly	<ol style="list-style-type: none"> Consistently writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Sometimes writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Seldom writes letters and numbers using appropriate formation and spacing 	<ol style="list-style-type: none"> Does not write letters and numbers using appropriate formation and spacing

Writes stories with a beginning, middle and end	<ol style="list-style-type: none"> 1. Consistently writes a story with a beginning, middle and end and includes details 2. Consistently writes sentences that vary in structure 3. Consistently writes stories that stay on topic 4. Consistently includes all story elements (characters, setting, and events) 	<ol style="list-style-type: none"> 1. Sometimes writes a story with a beginning, middle and end and includes details 2. Sometimes writes sentences that vary in structure 3. Sometimes writes stories that stay on topic 4. Sometimes includes all story elements (characters, setting, and events) 	<ol style="list-style-type: none"> 1. Seldom writes a story with a beginning, middle and end and includes details 2. Seldom writes sentences that vary in structure 3. Seldom writes stories that stay on topic 4. Seldom includes all story elements (characters, setting, and events) 	<ol style="list-style-type: none"> 1. Does not write a story with a beginning, middle and end and includes details 2. Does not write sentences that vary in structure 3. Does not write stories that stay on topic 4. Does not include all story elements (characters, setting, and events)
Applies appropriate grammar skills	<ol style="list-style-type: none"> 1. Consistently uses grammar skills taught to produce sensible thoughts 2. Consistently uses correct end point punctuation 3. Consistently uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Sometimes uses grammar skills taught to produce sensible thoughts 2. Sometimes uses correct end point punctuation (attempt is made, however it may be incorrect) 3. Sometimes uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Seldom uses grammar skills taught to produce sensible thoughts 2. Seldom uses correct end point punctuation (attempt is made, however it may be incorrect) 3. Seldom uses basic rules of capitalization 	<ol style="list-style-type: none"> 1. Does not use grammar skills taught to produce sensible thoughts 2. Does not use correct end point punctuation 3. Does not use basic rules of capitalization
Spells assigned words	Consistently applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Sometimes applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Seldom applies the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)	Does not apply the correct sound/symbol relationship when writing words (words taught through Project Read, including "Red Words" and weekly spelling lists)
Applies spelling skills to content areas	<ol style="list-style-type: none"> 1. Consistently applies sound/symbol relationships to writing words 2. Consistently uses developmental spelling or phonics-based knowledge 3. Consistently 	<ol style="list-style-type: none"> 1. Sometimes applies sound/symbol relationships to writing words 2. Sometimes uses developmental spelling or phonics-based knowledge 	<ol style="list-style-type: none"> 1. Seldom applies sound/symbol relationships to writing words 2. Seldom uses developmental spelling or phonics-based knowledge 3. Seldom 	<ol style="list-style-type: none"> 1. Does not apply sound/symbol relationships to writing words 2. Does not use developmental spelling or phonics-based knowledge 3. Does not

	recognizes and apply basic spelling patterns	3. Sometimes recognizes and apply basic spelling patterns	recognizes and apply basic spelling patterns	recognize and apply basic spelling patterns
Forms letters and numerals correctly	1. Consistently writes all upper and lowercase letters of the alphabet 2. Consistently writes letters and numerals using appropriate formation and placement	1. Sometimes writes all upper and lowercase letters of the alphabet 2. Sometimes writes letters and numerals using appropriate formation and placement	1. Seldom writes all upper and lowercase letters of the alphabet 2. Seldom writes letters and numerals using appropriate formation and placement	1. Does not write all upper and lowercase letters of the alphabet 2. Does not write letters and numerals using appropriate formation and placement
Uses lines and spaces correctly	1. Consistently uses left-to-right and top-to-bottom directionality 2. Consistently uses proper spacing between letters and words	1. Sometimes uses left-to-right and top-to-bottom directionality 2. Sometimes uses proper spacing between letters and words	1. Seldom uses left-to-right and top-to-bottom directionality 2. Seldom uses proper spacing between letters and words	1. Does not use left-to-right and top-to-bottom directionality 2. Does not use proper spacing between letters and words
Writes legibly	1. Consistently writes letters and numbers using appropriate formation and spacing	1. Sometimes writes letters and numbers using appropriate formation and spacing	1. Seldom writes letters and numbers using appropriate formation and spacing	1. Does not write letters and numbers using appropriate formation and spacing

First Grade Benchmarks for Reading Levels

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Below Grade Level	DRA Level below 4	DRA Level below 8	DRA Level below 12	DRA Level below 16
On Grade Level (accuracy %)	DRA Level of 4 (94-96%)	DRA Level of 8 (94-97%)	DRA Level of 12 (94-97%)	DRA Level of 16 (95-98%)
Above Grade Level	DRA Level above 4	DRA Level above 8	DRA Level above 12	DRA Level above 16

* Independent level means Oral Reading Fluency between 11-14 and Comprehension score of 19-25

Preface

The purpose of this document is to define the expectations for Language Arts grades for North Plainfield Report Cards, Kindergarten through grade five. All the Language Arts grades are to be based on grade level expectations rather than reading level performance. Therefore, if a student's DRA level is not on grade level they may not receive a 4 in any reading subcategories. This would not be applicable for kindergarten due to the different types of subcategories. The teacher is to use their judgment on the use of the 3, 2, or 1 grades depending on the degree to which the student's DRA level is off grade level. For example, the lower the student's DRA level the lower the grade on the subcategories for Language Arts would be. If a student is reading under grade level and performing well on this level, this can be reflected in their effort grade. Additionally, when determining student grades for marking periods two, three, and four keep in mind that students must remain proficient in all previous skills in order to obtain a 4.