

Woodland Park First Grade Language Arts: Reading Readiness and Foundational Skills

Report Card Indicator: Recognizes common high frequency words (HFW)*				
Trimester	1	2	3	4
1	Student inconsistently reads all Kindergarten <i>Foundations</i> list words and 0-14 First Grade trick words	Student inconsistently reads all Kindergarten <i>Foundations</i> list words and 15-22 First Grade trick words	Independently and consistently, reads all Kindergarten <i>Foundations</i> list words and 23 or 24 First Grade trick words.	
2	Student inconsistently reads all Kindergarten <i>Foundations</i> list words and 0-39 First Grade trick words	Student inconsistently reads all Kindergarten <i>Foundations</i> list words and 40-52 First Grade trick words	Independently and consistently, reads all Kindergarten <i>Foundations</i> list words and 53 First Grade trick words.	The student independently and consistently reads all Kindergarten and First Grade <i>Foundations</i> trick words and reads at a Level J.
3	Student inconsistently reads all Kindergarten <i>Foundations</i> list words and 0-69 First Grade trick words	Student inconsistently reads all Kindergarten <i>Foundations</i> list words and 70-93 First Grade trick words	Independently and consistently, reads all Kindergarten <i>Foundations</i> list words and all 93 First Grade trick words.	The student independently and consistently reads all Kindergarten and First Grade <i>Foundations</i> trick words, 40 of the Second grade trick word list, and reads at a Level L.

*HFWs are Foundations Grade K and 1 Trick Words

Report Card Indicator: Knows and applies phonics skills in decoding words (picture, context, phonics)				
Trimester	1	2	3	4
1	Student is unable or rarely able to apply print strategies to decode. (see bulleted strategies)	Requires teacher prompting and support to: <ul style="list-style-type: none"> identifies and decodes using beginning sounds check to make sure reading makes sense uses internal parts of words with beginnings and endings reads HFW automatically notices errors and cross checks with unused sources of information 	Independently and consistently able to: <ul style="list-style-type: none"> identifies and decodes using beginning sounds check to make sure reading makes sense uses internal parts of words with beginnings and endings reads HFW automatically 	In above level text, the student independently and consistently: <ul style="list-style-type: none"> identifies and decodes using beginning sounds check to make sure reading makes sense uses internal parts of words with beginnings and endings reads HFW automatically

		<ul style="list-style-type: none"> distinguishes between information provided by pictures and words in a text 	<ul style="list-style-type: none"> notices errors and cross checks with unused sources of information distinguishes between information provided by pictures and words in a text 	<ul style="list-style-type: none"> notices errors and cross checks with unused sources of information distinguishes between information provided by pictures and words in a text
2	<p>Student is unable or rarely able to apply print strategies to decode.</p> <p>(see bulleted strategies)</p>	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> identifies and decodes using beginning and ending sounds check to make sure reading makes sense uses internal parts of words with beginnings and endings can distinguish long and short vowels for one syllable words decode two syllable words reads HFW automatically notices errors and cross checks with unused sources of information distinguishes between information provided by pictures and words in a text 	<p>Independently and consistently able to:</p> <ul style="list-style-type: none"> identifies and decodes using beginning and ending sounds check to make sure reading makes sense uses internal parts of words with beginnings and endings can distinguish long and short vowels for one syllable words decode two syllable words reads HFW automatically notices errors and cross checks with unused sources of information distinguishes between information provided by pictures and words in a text 	<p>In above level text, the student independently and consistently:</p> <ul style="list-style-type: none"> identifies and decodes using beginning and ending sounds check to make sure reading makes sense uses internal parts of words with beginnings and endings can distinguish long and short vowels for one syllable words decode two syllable words reads HFW automatically notices errors and cross checks with unused sources of information distinguishes between information provided by pictures and words in a text
3	<p>Student is unable or rarely able to apply print strategies to decode.</p> <p>(see bulleted strategies)</p>	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> identifies and decodes using beginning, ending and middle (vowel) sounds check to make sure reading makes sense 	<p>Independently and consistently able to:</p> <ul style="list-style-type: none"> identifies and decodes using beginning, ending and middle (vowel) sounds check to make sure reading makes sense 	<p>In above level text, the student independently and consistently:</p> <ul style="list-style-type: none"> identifies and decodes using beginning, ending and middle (vowel) sounds check to make sure reading makes sense

		<ul style="list-style-type: none"> • uses internal parts of words with beginnings and endings • can distinguish long and short vowels for one syllable words • decode two syllable words • reads HFW automatically • notices errors and cross checks with unused sources of information • distinguishes between information provided by pictures and words in a text • rereads and self corrects at points of errors • uses increasing more challenging graphophonic/visual strategies to problem solve through text 	<ul style="list-style-type: none"> • uses internal parts of words with beginnings and endings • can distinguish long and short vowels for one syllable words • decode two syllable words • reads HFW automatically • notices errors and cross checks with unused sources of information • distinguishes between information provided by pictures and words in a text • rereads and self corrects at points of errors • uses increasing more challenging graphophonic/visual strategies to problem solve through text 	<ul style="list-style-type: none"> • uses internal parts of words with beginnings and endings • can distinguish long and short vowels for one syllable words • decode two syllable words • reads HFW automatically • notices errors and cross checks with unused sources of information • distinguishes between information provided by pictures and words in a text • rereads and self corrects at points of errors • uses increasing more challenging graphophonic/visual strategies to problem solve through text
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Report Card Indicator: Knows and applies various reading strategies

Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply various reading strategies.	Requires teacher prompting and support to: <ul style="list-style-type: none"> • Decodes beginning and ending letter sounds • Stretches out the letter-sounds across a word • Looks for unknown chunks or word parts • Uses picture clues • Rereads-or skips unknown words to clarify meaning • Cross checks by asking “Does this look/sound right” “Does this make sense?” 	Independently and consistently able to: <ul style="list-style-type: none"> • Decodes beginning and ending letter sounds • Stretches out the letter-sounds across a word • Looks for unknown chunks or word parts • Uses picture clues • Rereads-or skips unknown words to clarify meaning • Cross checks by asking “Does this look/sound right” “Does this make sense?” 	In above level text, the student independently and consistently: <ul style="list-style-type: none"> • Decodes beginning and ending letter sounds • Stretches out the letter-sounds across a word • Looks for unknown chunks or word parts • Uses picture clues • Rereads-or skips unknown words to clarify meaning • Cross checks by asking “Does this look/sound right” “Does this make sense?”

Report Card Indicator: Reads with fluency (expression, rate, phrasing, accuracy)				
Trimester	1	2	3	4
1	Student reads many letters slowly and inaccurately; reads with little expression.	Student reads most letters accurately; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.
2	Student reads most letters accurately; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.
3	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.	Student reads long vowel words accurately; changes expression during reading.

Report Card Indicator: Reads with literal comprehension (retells with key details)				
Trimester	1	2	3	4
	<p>With prompting and direct questions student can sometimes:</p> <ul style="list-style-type: none"> Use key details to describe the characters and the setting Identify the problem and solution 	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> Use key details to describe the characters and the setting Identify the problem and solution Identify the main topic and retells with key details 	<p>With little to no prompting and in grade level text, student can:</p> <ul style="list-style-type: none"> Use key details to describe the characters and the setting Identify the problem and solution Identify the main topic and retells with key details 	<p>Without prompting and in above grade level text, student can:</p> <ul style="list-style-type: none"> Use key details to describe the characters and the setting Identify the problem and solution Identify major events, using key details

<p>2</p>	<p>With prompting and direct questions student can sometimes:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting • Identify the problem and solution • Identify major events • Identify the main topic and retells with key details • Student can differentiate from F and NF • Use some text features to locate key facts 	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting • Identify the problem and solution • Identify major events and retells the story sequentially. • Identify the main topic and retells with key details • Student can differentiate from F and NF • Use various text features (including captions, bold print, illustrations, charts, and graphs) to locate key facts 	<p>With little to no prompting and in grade level text, student can:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting • Identify the problem and solution • Identify major events and retells the story in sequential order. • Identify the main topic and retells with key details • Student can differentiate from F and NF • Use various text features (including captions, bold print, illustrations, charts, and graphs) to locate key facts 	<p>Without prompting and in above grade level text, student can:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting • Identify the problem and solution • Identify major events, using key details and retells the story in sequential order. • Student can differentiate from F and NF • Identify the main topic and retells with key details • Use various text features to locate key facts
<p>3</p>	<p>In addition to the previous stated in trimester 2: With prompting and direct questions students can sometimes:</p> <ul style="list-style-type: none"> • Compare and contrast characters and topics 	<p>In addition to the previous stated in trimester 2: With prompting and direct questions student can:</p> <ul style="list-style-type: none"> • Compare and contrast characters and topics 	<p>In addition to the previous stated in trimester 2: With little to no prompting and in grade level text, student can:</p> <ul style="list-style-type: none"> • Compare and contrast characters and topics 	<p>In addition to the previous stated in trimester 2: Without prompting and in above grade level text:</p> <ul style="list-style-type: none"> • Compare and contrast characters and topics using descriptive language.

Report Card Indicator: Reads with inferential comprehension (predictions, conclusions, inferences)				
Trimester	1	2	3	4
1	<p>With prompting and direct questions student can sometimes:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning 	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning 	<p>With little to no prompting and with grade level text, student can:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning 	<p>Without prompting and in above grade level text:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning
2,3	<p>With prompting and direct questions student can sometimes:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning • Infers character feelings and motivations • Makes connections between texts • Makes connections between individuals, 	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning • Infers character feelings and motivations • Makes connections between texts • Makes connections between individuals, events, and ideas in a text 	<p>With little to no prompting and with grade level text, student can:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning • Infers character feelings and motivations • Makes connections between texts • Makes connections between individuals, 	<p>Without prompting and in above grade level text:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a story's central message or lesson • Makes predictions • Makes personal connections • Uses background knowledge and experiences to make meaning • Infers character feelings and motivations • Makes connections between texts • Makes connections between individuals, events, and ideas in a text

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Report Card Indicator: Demonstrates stamina during independent reading				
Trimester	1	2	3	4
1	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for more than 15 minutes.
	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.
	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.

Report Card Indicator: Reads grade level text*				
Trimester	1	2	3	4
1	Student has achieved reading success at Level C or below.	Student has achieved reading success at Level D or E .	Student has achieved reading success at Level F or G.	Student has achieved reading success at Level H or above.
2	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F or G.	Student has achieved reading success at a Level H or I, J, or K.	Student has achieved reading success at a Level L or above.
3	Student has achieved reading success at Level F or below.	Student has achieved reading success at a Level G or H.	Student has achieved reading success at a Level I	Student has achieved reading success at Level K or above.

- Reading level as indicated on the Fountas and Pinnell Benchmark Assessment System

Woodland Park First Grade Language Arts: Writing

Report Card Indicator: Follows structure of genre (Opinion, Informative/Explanatory, Narrative)				
Trimester	1	2	3	4
ALL	<p>With guidance and support student rarely follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ state an opinion to introduce topic ○ supply reasons to support ○ sense of closure <p>(Informative/Explanatory)</p> <ul style="list-style-type: none"> ○ introduce topic ○ supply facts/evidence ○ sense of closure <p>(Narrative)</p> <ul style="list-style-type: none"> ○ recount 2 or more sequenced events ○ include details regarding events ○ use temporal words ○ sense of closure 	<p>With guidance and support student can sometimes follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ state an opinion to introduce topic ○ supply reasons to support ○ sense of closure <p>(Informative/Explanatory)</p> <ul style="list-style-type: none"> ○ introduce topic ○ supply facts/evidence ○ sense of closure <p>(Narrative)</p> <ul style="list-style-type: none"> ○ recount 2 or more sequenced events ○ include details regarding events ○ use temporal words ○ sense of closure 	<p>With guidance and support student can follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ state an opinion to introduce topic ○ supply reasons to support ○ sense of closure <p>(Informative/Explanatory)</p> <ul style="list-style-type: none"> ○ introduce topic ○ supply facts/evidence ○ sense of closure <p>(Narrative)</p> <ul style="list-style-type: none"> ○ recount 2 or more sequenced events ○ include details regarding events ○ use temporal words ○ sense of closure 	<p>Student consistently and independently follow text structure:</p> <p>(Opinion)</p> <ul style="list-style-type: none"> ○ state an opinion to introduce topic ○ supply reasons to support ○ sense of closure <p>(Informative/Explanatory)</p> <ul style="list-style-type: none"> ○ introduce topic ○ supply facts/evidence ○ sense of closure <p>(Narrative)</p> <ul style="list-style-type: none"> ○ recount 2 or more sequenced events ○ include details regarding events ○ use temporal words ○ sense of closure

Report Card Indicator: Generates ideas with independence

Trimester	1	2	3	4
1	<ul style="list-style-type: none"> • Student does not generate ideas or sequence events. • Student thinks, sketches or writes a few unrelated ideas, as taught in the units of study. 	<ul style="list-style-type: none"> • Student generates a few ideas and sequences events for writing from experiences or imagination. • Student thinks, sketches, and writes some ideas, as taught in the units of study. 	<ul style="list-style-type: none"> • Student generates some ideas and sequences events for writing from experiences or imagination. • Student rehearses idea with others when prompted. • Student thinks, sketches, and writes some ideas, as taught in the units of study. 	<ul style="list-style-type: none"> • Student generates ideas and sequences events for writing from experiences or imagination. • Student rehearses ideas with others when prompted. Student thinks, sketches, and writes to tell a story, as taught in the units of study.
2,3	<ul style="list-style-type: none"> • Student generates a few ideas and sequences events for writing from experiences or imagination. • Student thinks, sketches, and writes some ideas, as taught in the units of study. • The topic is partially evident. 	<ul style="list-style-type: none"> • Student generates some ideas and sequences events for writing from experiences or imagination. • Student rehearses idea with others when prompted. Student thinks, sketches, and writes some ideas, as taught in the units of study. • The topic is evident but too broad or too specific. 	<ul style="list-style-type: none"> • Student generates ideas and sequences events for writing from experiences or imagination. • Student rehearses ideas with others. Student thinks, sketches, and writes to tell a story, as taught in the units of study. • Student chooses and narrows topic with support. 	<ul style="list-style-type: none"> • Student generates interesting ideas and sequences events for writing from texts read, experiences or imagination. • Student rehearses ideas with others and/or independently. Student thinks, sketches, and writes with vivid ideas and details to tell a story, as taught in the units of study. • Student chooses and narrows topic with support.

Report Card Indicator: Elaborates by using details and descriptions				
Trimester	1	2	3	4
1,2	The student is unable or rarely able to stay focused on a topic and/or provide details to support a topic.	With prompting and support, the student can stay focused on a topic and provide 1-2 details to support the topic.	Independently the student can stay focused on topic and provide 2-3 details to support the topic.	Independently and consistently the student stays focused providing 4 or more details to support a topic.
3	The student is unable or rarely able to stay focused on a topic and/or provide 1 detail to support a topic.	With prompting and support, the student can stay focused on a topic and provide 2-3 details to support the topic.	Independently the student can stay focused on topic and provide 3-4 details to support the topic.	Independently and consistently the student stays focused providing 5 or more details to support a topic.

Report Card Indicator: Applies revision and editing strategies				
Trimester	1	2	3	4
ALL	With guidance and support, the student is: <ul style="list-style-type: none"> beginning to add details to writing based on feedback unable or beginning to self-edit 	With guidance and support, the student is able to: <ul style="list-style-type: none"> add details to writing based on feedback self-edit to make corrections 	The student is able to: <ul style="list-style-type: none"> add details to writing based on feedback self-edit to make corrections revise to clarify and enhance writing 	Consistently and independently the student is able to: <ul style="list-style-type: none"> add details to writing based on feedback self-edit to make corrections revise to clarify and enhance writing

Report Card Indicator: Demonstrates stamina during independent writing				
Trimester	1	2	3	4
1	Student is unable or rarely able to demonstrate stamina during writing workshop for 10 minutes.	Student inconsistently demonstrates stamina during writing workshop for 10 minutes.	Student demonstrates stamina during writing workshop for 10 minutes.	Student demonstrates stamina during writing workshop for greater than 10 minutes.
2	Student is unable or rarely able to demonstrate stamina during writing workshop for 15 minutes.	Student inconsistently demonstrates stamina during writing workshop for 15 minutes.	Student demonstrates stamina during writing workshop for 15 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 15 minutes.
3	Student is unable or rarely able to demonstrate stamina during writing workshop for 20 minutes.	Student inconsistently demonstrates stamina during writing workshop for 20 minutes.	Student demonstrates stamina during writing workshop for 20 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 20 minutes.

Woodland Park Kindergarten Language Arts: Language

Report Card Indicator: Applies conventions of grammar and usage				
Trimester	1	2	3	4
1	<p>Student does not or rarely demonstrates understanding of key concepts of grammar and usage.</p> <ul style="list-style-type: none"> • “I” voice when using a personal narrative • Action Words • Match nouns and verbs • Describing words 	<p>Student is beginning to demonstrate understanding of key concepts of grammar and usage.</p> <ul style="list-style-type: none"> • “I” voice when using a personal narrative • Action Words • Match nouns and verbs • Describing words 	<p>Student usually demonstrates understanding of key concepts of grammar and usage.</p> <ul style="list-style-type: none"> • “I” voice when using a personal narrative • Action Words • Match nouns and verbs • Describing words 	<p>Student consistently demonstrates understanding of key concepts of grammar and usage.</p> <ul style="list-style-type: none"> • “I” voice when using a personal narrative • Action Words • Match nouns and verbs • Describing words
2	<p>Student does not or rarely demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:</p> <ul style="list-style-type: none"> • Uses sequencing words (first, next, then, finally) 	<p>Student is beginning to demonstrate understanding of key concepts of grammar and usage listed in the first trimester plus:</p> <ul style="list-style-type: none"> • Uses sequencing words (first, next, then, finally) 	<p>Student usually demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:</p> <ul style="list-style-type: none"> • Uses sequencing words (first, next, then, finally) 	<p>Student consistently demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:</p> <ul style="list-style-type: none"> • Uses sequencing words (first, next, then, finally)

	<ul style="list-style-type: none"> • Uses a variety of sentences (simple, compound, declarative, interrogative, exclamatory, imperative) 	<ul style="list-style-type: none"> • Uses a variety of complete sentences (simple, compound, declarative, interrogative, exclamatory, imperative) 	<ul style="list-style-type: none"> • Uses a variety of complete sentences (simple, compound, declarative, interrogative, exclamatory, imperative) • Includes determiners (this, that, these, those) and prepositions 	<ul style="list-style-type: none"> • Uses a variety of complete sentences (simple, compound, declarative, interrogative, exclamatory, imperative) • Includes determiners (this, that, these, those) and prepositions
3	<p>Student does not or rarely demonstrates understanding of key concepts of grammar and usage listed in the first and second trimester, plus:</p> <ul style="list-style-type: none"> • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning 	<p>Student is beginning to demonstrate understanding of key concepts of grammar and usage listed in the first and second trimester plus:</p> <ul style="list-style-type: none"> • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning 	<p>Student consistently demonstrates understanding of key concepts of grammar and usage listed in the first and second trimester plus:</p> <ul style="list-style-type: none"> • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning 	<p>Student consistently applies above grade level understanding of key concepts of grammar and usage listed in the first and second trimester plus:</p> <ul style="list-style-type: none"> • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning

Report Card Indicator: Applies writing mechanics (capitalization, punctuation, complete sentences)				
Trimester	1	2	3	4
1	<p>Student does not or rarely demonstrates understanding of key concepts of mechanics.</p>	<p>Student is beginning to demonstrate understanding of key concepts of mechanics, including:</p> <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name • Capitalizing the pronoun "I" • Capitalizing the first word in a sentence • Using end punctuation 	<p>Student usually demonstrates understanding of key concepts of grammar, including:</p> <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name • Capitalizing the pronoun "I" • Capitalizing the first word in a sentence • Using end punctuation 	<p>Student consistently demonstrates understanding of key concepts of mechanics including:</p> <ul style="list-style-type: none"> • Capitalizing the first letter of names • Capitalizing the pronouns ("I", dates) • Capitalizing the first word in a sentence • Using end punctuation

			<ul style="list-style-type: none"> Attempts to use commas 	<ul style="list-style-type: none"> Uses commas in dates and to separate single words in a series
2	<p>Student rarely demonstrates understanding of key concepts of mechanics.</p> <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun “I” Capitalizing the first word in a sentence Using end punctuation 	<p>Student is beginning to demonstrate understanding of key concepts of mechanics, including:</p> <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun “I” Capitalizing the first word in a sentence Using end punctuation Attempts to use commas 	<p>Student usually demonstrates understanding of key concepts of grammar, including:</p> <ul style="list-style-type: none"> Capitalizing the first letter of names Capitalizing (“I” and dates) Capitalizing the first word in a sentence Using end punctuation Uses commas in dates and to separate single words in a series 	<p>Student consistently demonstrates understanding of key concepts of mechanics including:</p> <ul style="list-style-type: none"> Capitalizing names of people and places Capitalizing (“I” and dates) Capitalizing the first word in a sentence Using end punctuation Uses commas in dates and to separate single words in a series
	<p>Student rarely demonstrates understanding of key concepts of mechanics.</p> <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun “I” Capitalizing the first word in a sentence Using end punctuation 	<p>Student is beginning to demonstrate understanding of key concepts of mechanics, including:</p> <ul style="list-style-type: none"> Capitalizing names of people and dates Capitalizing the pronoun “I” Capitalizing the first word in a sentence Using end punctuation Attempts to use commas 	<p>Student usually demonstrates understanding of key concepts of grammar, including:</p> <ul style="list-style-type: none"> Capitalizing names of people and places Capitalizing (“I” and dates) Capitalizing the first word in a sentence Using end punctuation Uses commas in dates and to separate single words in a series 	<p>Student consistently demonstrates understanding of key concepts of mechanics including:</p> <ul style="list-style-type: none"> Capitalizing names of people and places Capitalizing (“I” and dates, holidays) Capitalizing the first word in a sentence Using end punctuation Uses commas in dates, to separate single words in a series, and in greetings and closings

Report Card Indicator: Learns and applies spelling patterns				
Trimester	1	2	3	4
ALL	<p>Student does not or rarely:</p> <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for common irregular words. • Use phonetic spelling for untaught words. • Write sight words with automaticity. 	<p>Student occasionally:</p> <ul style="list-style-type: none"> • Uses conventional spelling for words with common spelling patterns and for common irregular words. • Uses phonetic spelling for untaught words. • Writes sight words with automaticity. 	<p>Student:</p> <ul style="list-style-type: none"> • Uses conventional spelling for words with common spelling patterns and for common irregular words. • Uses phonetic spelling for untaught words. • Applies spelling patterns that do not interfere with meaning. • Writes sight words with automaticity. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for common irregular words. • Use phonetic spelling for untaught words. • Applies spelling patterns with minimal errors for complex words. • Write sight words with automaticity.

Report Card Indicator: Forms and spaces letters and numbers correctly				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not form letters and numbers correctly. • Students does not space correctly. • Student does not produce neat and legible work. 	<ul style="list-style-type: none"> • Student rarely forms letters and numbers correctly. • Students occasionally spaces correctly. • Student occasionally produces neat and legible work. 	<ul style="list-style-type: none"> • Student forms letters and numbers correctly. • Students spaces correctly. • Student produces neat and legible work. 	<ul style="list-style-type: none"> • Student consistently forms letters and numbers correctly. • Students consistently spaces correctly. • Student consistently produces neat and legible work.

Woodland Park Kindergarten Language Arts: Speaking and Listening

Report Card Indicator: Expresses ideas clearly and effectively				
Trimester	1	2	3	4
ALL	Student mumbles or rarely speaks audibly to express thoughts, ideas and feelings.	Student speaks audibly and uses simple sentences most of the time to express thoughts, ideas and feelings.	Student consistently speaks audibly and uses complete sentences to express thoughts, ideas and feelings.	Student consistently speaks audibly and uses complete sentences describing people, places and things with relevant details to express thoughts, ideas and feelings and comments.

Report Card Indicator: Demonstrates listening skills for information and understanding				
Trimester	1	2	3	4
ALL	Student rarely listens to others and rarely uses strategies for asking and answering questions or does not stay on topic.	Student occasionally listens to others and occasionally uses strategies for asking and answering questions. Stays on topic most of the time.	Student consistently listens to others and uses strategies for asking and answering questions that are on topic.	Student consistently listens to others, uses strategies for asking and answering questions, and restates information in complete sentences.

Report Card Indicator: Participates in group discussions actively and appropriately				
Trimester	1	2	3	4
ALL	Student rarely participates in conversations with peers and adults about first grade topics and texts and/or rarely takes turns when speaking.	Student occasionally participates in conversations with peers and adults about first grade topics and texts, takes turns speaking, and is respectful during group conversations.	Students consistently participates in conversations with peers and adults about first grade topics and text, takes turns speaking, and is respectful during group conversations. Student builds upon on others talk in conversations.	Students has achieved grade level expectations, restates key elements, and asks questions for clarification. Student builds upon on others talk in conversations by linking their comments to the remarks of others.

