





Promotional Criteria Class Profile  
Grade One Language and Arts Standards (47 elements)

Class \_\_\_\_\_ Actual Grade →

- Reading- Reading Habits- *By the end of the school year, students should:***
- Chose reading as a way to enjoy free time at school and at home.
- Choose four or more books to read every day alone or with help.
- Reread favorite books and hear several read-aloud every day.
- Read a range of materials, including poems, picture books, letters, and simple informational books.
- Read classroom labels, sign and instructions.
- Discuss books daily with the teacher, a classmate, or in a group.
- Learn new words daily.
- Reading- Getting the Meaning- *By the end of the school year, students should:***
- Show they understand a book they have read on their own by retelling, summarizing, or discussing it with classmates.
- Begin to use a variety of strategies to solve reading misunderstandings, such as stopping to consider whether words or sentences sound right and make sense in the story.
- Use punctuation such as periods, question marks, and quotation marks to help make sense of a text.
- Show they understand a read-aloud by making predictions, discussing cause and effect, and/or extending the story.
- Join with the class in creating charts and diagrams to record important details about characters and events in stories.
- Compare characters, setting, and story from one book to another.
- Reading- Print Sound Code-*By the end of the school year, students should:***
- Recognize and know the sounds of all the letters in the alphabet.
- Put sounds and letters together to read words.
- Recognize by sight at least 150 words they see often when reading.
- Use beginning and ending sounds to figure words out.
- Recognize blended sounds in words, such as “bl” in black.
- Recognize their own first and last names.
- Recognize names of friends and family in print.
- Writing-Habits- *By the end of the school year, students should:***
- Enjoy writing daily on topics that they choose themselves.
- Describe pieces such as signs, letters, and poems.
- Choose at least 10 pieces throughout the school year to continue working on and make better.
- Begin to develop a sense of what makes a good piece of writing.









Write a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in earlier grades.																			
Keep a collection of their writing.																			
Have opportunities to share finished work with an audience.																			
<b>Writing-Purpose-By the end of the school year, students should:</b>																			
Write in order to: - Share an experience or event, real or imagined (narrative writing).																			
- Learn new things and communicate information to others (report writing).																			
- Tell what they think about a book (response to literature).																			
- Tell how to do something (procedural writing).																			
Plan longer pieces that have beginnings, middles, and ends.																			
Choose forms of writing that best suit what they want to say (poem, story, letter, etc.).																			
Begin to choose details that establish a mood and keep reader interested.																			
Include different types of characters in stories, developed more fully with dialogue and description.																			
Write stories with the reader's reaction in mind (make someone laugh, create suspense, etc.)																			
Use in their own writing ideas and language from books they have read.																			
<b>Writing-Language Use and Conventions- By the end of the school year, students should:</b>																			
Spell most words correctly, and notice when a word does not look correct.																			
Write using more of the types of words and sentences they read in book.																			
Include new and more appropriate vocabulary in their writing.																			
Use periods, question marks, capital letters, exclamation marks, and contractions correctly nearly all the time.																			
Use classroom resources such as books, dictionaries, charts, and word lists to help with writing and editing.																			
<b>Listening and Speaking- By the end of the school year, students should:</b>																			
Listen and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher in order to:																			
- Show a deeper understanding and appreciation of stories read to them.																			
- Continue to add to their listening and speaking vocabulary.																			
- Share ideas, facts, observations and opinions with classmates and teachers.																			
- Know the difference between fact and opinion.																			
- Be able to support opinions with reasons.																			
- Present a short oral report.																			
- Give or follow directions with a number of steps.																			
- Listen respectfully and take turns speaking.																			
Number of elements achieved this report →																			
Number of elements expected to be achieved by June →																			
Number of elements expected to be achieved – number of elements = Promotion Criteria																			
Percentage →																			















Promotional Criteria Class Profile Seventh Grade Language and Arts Standards (41 elements)																					
Class _____	Actual Grade →																				
<b>Reading- By the end of the school year, students should:</b>																					
Read and understand at least 25 books; At least 4 books about the one subject, or by the same writer, or in one genre of literature.																					
Informational texts (such as reference materials, newspapers and magazines, and textbooks).																					
Functional documents (documents that explain how to get things done).																					
Show evidence of understanding their reading, in both writing and classroom discussion.																					
Skim texts to get an overview of content or locate specific information.																					
Evaluate how accurately and effectively an author communicates information, opinions, and ideas.																					
Compare and contrast several books, forming questions to guide further reading.																					
Read a series of steps to accomplish a task (for example, complete a science experiment).																					
Use technology to support and extend reading.																					
Keep a record of the year's reading, reflecting goals and accomplishments.																					
<b>Writing- Student writing should go through a process of planning, drafting, revising, and editing before it is considered a finished product. All finished writing should have a beginning, middle, and an end; and demonstrate a student's ability to use punctuation and spell most words correctly. By the end of the school year, students are required to produce four types of writing:</b>																					
Informational writing, such as a news story or feature article with facts gathered from several sources. This writing should be use information to express a particular point of view, and should be written for a specific audience.																					
A response to literature, such as an essay making connections between characters or themes from different books. This writing should express the student's thinking about how particular authors use language, and should use examples from the books to support his or her ideas.																					
A story, fictional or autobiographical. This writing should use a variety of strategies to create interest, such as dialogue and suspense, and should describe characters' movements and expressions.																					
A narrative produce explaining how something is done. This writing should lay out clear steps that are easy to follow, and should anticipate anything that may be confusing to a reader.																					
A persuasive essay that uses reasons, anecdotes, and examples to create a convincing argument.																					
<b>Speaking, Listening, and Viewing- Student will participate in whole-class lessons, small-group meetings, and one-to-one conversations with a teacher, in order to:</b>																					
Identify information important enough for note taking.																					
Respond thoughtfully to questions, using details and examples.																					







