-			\neg											
Demotional Criteria Class Profile														
Kindergarten Language and Arts Standards (47 elements)											1.			
		-	-	_										
ass Actual Grade→				-	-									
eading- Reading Habits- By the end of the school year, students should:			\dashv	_	+		-							
1' as a way to enjoy free lille at school and home		-		+										
abosing books to read, teledu, and have read to				_				+-+						
two books a day read to them in school.				-+-			_	\vdash						
old books right side up and turn pages in the right direction.				-	-			+						
ead classroom labels, signs, and instructions.		_			+		_	1						
: .: - i-b between print and pictures in literature and be able to re-				-+-	_		-	+						
ocate parts of book such as beginning, middle, and end.					-			+-+						
ocate parts of book such as beginning, middle, and end. lead a range materials, including picture books, songs, and informational texts such as ABC									- 1					
			-+		-			+-+						
ooks. Discuss books daily with the teacher, a classmate, or in a group.				_		\vdash		+						
Discuss books daily with the teacher, a second seco							_	++						
earn new words daily.				\dashv	_	++		+ +	-+	-	,			
Relate personal experiences to the text. Reading- Getting the Meaning- By the end of the school year, students should: Reading- Getting the Meaning- bear read to them, imitating the reading behaviors of the				_		-		+-+						
Reading-Getting the Meaning-By the end of the school year, statems enembed. Reread favorite books that have been read to them, imitating the reading behaviors of the			İ		1				1					İ
Reread favorite books that have been read to the						++		++						
eacher. Recognize and interpret familiar signs and symbols from the environment, such as stop signs.	-							+-+			1			
Recognize and interpret familiar signs and symbols from the environment, each of the class in creating charts and diagrams to record important details about characters								1 1		1	1			
Join with the class in creating charts and engineering		2.5	2			+-+		+						
and events in stories. Demonstrate that they understand books read to them by dramatizing, retelling, re-stating, and							1			-				
discussing the story in their own words.	-				_	+-+		+			1			
Relate personal experiences to the text.						-					-,	+ . +		-+
Relate personal experiences to the text.								-				++		-+
Reading- Print Sound Code-By the end of the school year, students should:										-+		+-+	-	-
Understand the idea that letters stand for sounds that make up words.												-		-+
Recognize and say the sounds of most letters of the alphabet.												+-+		-
Begin to recognize the way different sounds go together to make a word.												1		
Hear and identify rhyming words.	1										<u> </u>	1	-+	-+
Recognize their own first name.											4	1		\dashv
D. 1		1									-	1		
Begin to read environmental print within the school, home, and community.	+											1		
Writing-Habits- Ry the end of the school year, students should:	+	+												
Enjoy writing daily on topics that they choose themselves.	+	+-												
Use words and phrases from classroom charts and labels to add to writing.	+-		+	-+		\dashv								

Begin to listen to others' writing and reread their own.		1												T
Begin to keep a collection of their writing.														
Have opportunities to share finished work with an audience.		1	1					+						-+
Writing-Purpose-By the end of the school year, students should:			1											
Write in order to: -Share an experience or event.		1	1	1				+	 				-+	\rightarrow
- Communicate information to others		+	+	1-1	$\neg \uparrow$			+	<u> </u>	 				-+
- Tell a made-up story.		1-	+			-		+					-+	
- Tell what they think about a book.		+	+-	1			+-	+						-+
- Tell how to do something.		+	+	 	-		-+-	+		-				-
Retell and act out stories as an activity before writing.		+	+	++				+						
Tell about events in the order that they happened.	 	+	+-	1				-				 		-+
Begin to orally use "storybook" language, such as "Once upon a time" or " and they lived		-	+	+ +	-+			-						
happily after."	ļ		1		- 1								1	
Use pictures in their writing.		+	 	+-+			+-	+				 		
Writing-Language Use and Conventions- By the end of the school year, students should		+	 	+	-+		+	+				 		
Write freely, using drawings, signs, symbols, and phonetic spelling to express themselves or tell		+	+	-				+				 		$-\!\!\!\!\!+\!\!\!\!\!\!\!-$
a story.		1						1 1						- 1
Create writing that sounds like talk, choosing words carefully to express what they want to say.		+-			-	-+	+	+				 	-+	\dashv
Begin to use one or two letters, especially initial consonant sounds to represent whole words		+			-+	-+-	+	+ - 1				 		-
Begin to be able to reread their writing immediately after they have written it.			 	 	\dashv		-	1 1			-	 		-
Begin to leave spaces between words.				 	-			1		-		 		
Begin to write left to right and top to bottom.								1	+			 -+		
Begin to use classroom resources such as alphabet charts and word lists to help with writing.			-			-+	+-	1 1				 -		
Listening and Speaking- By the end of the school year, students should:								+	-		+	 		\dashv
Listen and speak daily in whole class and small group discussions, and in one-to-one		-			-			+				 		\rightarrow
conversations with the teacher in order to:						- 1			- 1					1
- Show understanding of stories read to them.					-+		-	+-+	\rightarrow			 		
- Learn and practice using new vocabulary.				-	-+		\dashv	+-+	+			 _	-	
- Share ideas and facts with classmates and teachers.					-+			+-+	-			 		
- Ask questions to make things clearer.					-			-				 		
- Hear and follow directions.						_		╁┼	-+			 -+		
- Listen respectfully and learn to take turns speaking.					-+	_	-	\vdash		\rightarrow		 -+		
Number of elements achieved this report →		-			_	-	+	\vdash	\rightarrow		\dashv	 		
Number of elements expected to be achieved by June →							-					 		
Number of elements expected to be achieved – number of elements = Promotion Criteria					-	_	-		\dashv			 		
Percentage →	3											 2 1		

Promotional Criteria Class Profile													
Grade One Language and Arts Standards (47 elements)													
The state of the s										1			
Class Actual Grade→													
Reading- Reading Habits- By the end of the school year, students should:									-	1			
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.												\rightarrow	
Reread favorite books and hear several read-aloud every day.											\vdash	-	
Read a range of materials, including poems, picture books, letters, and simple informational													
books.					\rightarrow						\vdash	-+	
Read classroom labels, sign and instructions.											\vdash		
Discuss books daily with the teacher, a classmate, or in a group.								 		-	\vdash	\rightarrow	-
Learn new words daily.		1						 		-	\vdash	-	
Reading- Getting the Meaning- By the end of the school year, students should:		-								16.		\rightarrow	
Show they understand a book they have read on their own by retelling, summarizing, or										122			
discussing it with classmates.		-						-		+		\rightarrow	
Begin to use a variety of strategies to solve reading misunderstandings, such as stopping to							1	1 1	- 1				
consider whether words or sentences sound right and make sense in the story.		+		+	-			\vdash		1	\vdash		
Use punctuation such as periods, question marks, and quotation marks to help make sense of a													
text.		-		+ +				t					
Show they understand a read-aloud by making predictions, discussing cause and effect, and/or							İ					. 1	
extending the story.		+			_				•				
Join with the class in creating charts and diagrams to record important details about characters			1										
and events in stories.		1-1											
Compare characters, setting, and story from one book to another.		+-+		+	-+-1		+			-			
Reading-Print Sound Code-By the end of the school year, students should:	+-+-	+-+		-	-			+-+	- 1				
Recognize and know the sounds of all the letters in the alphabet.		+-+		+	\dashv	-+		+-+					
Put sounds and letters together to read words.				++				+					
Recognize by sight at least 150 words they see often when reading.	+	+-+	_		-			1 1					
Use beginning and ending sounds to figure words out.	+-+-	+	_	+				1					
Recognize blended sounds in words, such as "bl" in black.	+	+		1				1	- : :		T		
Recognize their own first and last names.	+	1	_	+			_						
Recognize names of friends and family in print.	+	+-+		+				1.	- 1				
Writing-Habits- By the end of the school year, students should:	+	+		+-+	_			1		\neg	1		
Enjoy writing daily on topics that they choose themselves.	+ +-	+-+					_	+		-	1		
Describe pieces such as signs, letters, and poems.	+	+		+ - +			-	1		1	1		
Choose at least 10 pieces throughout the school year to continue working on and make better.	+	+	-		-	-		+ +	$\neg \uparrow$		1		
Begin to develop a sense of what makes a good piece of writing.					1							لــــــــــــــــــــــــــــــــــــــ	

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Talk with classmates about ways to improve each other's writing.			1	П			Т	T	Т	T	1			T	
Keep a collection of their writing.			+			\vdash			-	†					
Have opportunities to share finished work with an audience.			†				$\neg \uparrow$								
Writing-Purpose-By the end of the school year, students should:	\neg		+			\vdash	$\neg \uparrow$		+	†					
Write in order to: - Share an experience or event.	\neg		1				$\neg \uparrow$		_				$\neg \uparrow$	$\neg +$	
- Communicate information to others			†		1		$\neg \uparrow$			1			\rightarrow		
- Tell a made-up story.			1						_				\rightarrow		
- Tell what they think about a book.					+		-+		-					-+	
- Tell how to do something.							\neg			†				$\neg \uparrow$	
Begin to plan out their writing.			1										_	1	
Tell about events in the order that they happened.			†						-	 					
Use a combination of words and pictures in their writing.			1						1	1					
Use in their own writing ideas and language from books they have read.					1		$\neg \uparrow$			†				\neg	
Writing-Language Use and Conventions- By the end of the school year, students should:							- 1		1						
Write using a combination of phonetic spelling and correctly spelled common words.					1					1					
Create writing that sounds like talk, and begin to include more descriptive vocabulary that they															
hear from adults and read in books.															
Use appropriate letters to represent sounds they hear in words.															
Create writing that can be read by themselves and others.															
Begin to use periods, question marks, and capital letters.															
Use classroom resources such as charts and word lists to help with writing.															
Listening and Speaking- By the end of the school year, students should:															
Listen and speak daily in whole class and small group discussions, and in one-to-one															
conversations with the teacher in order to:															
- Show an understanding and appreciation of stories read to them.															
- Add to a rapidly growing vocabulary.															
- Share ideas, facts, observations and opinions with classmates and teachers.															
- Ask questions to make things clearer.															
- Hear and follow directions.															
- Listen respectfully and learn to 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 →															
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Promotional Criteria Class Profile		1					1						1					- 1
Grade Two Language and Arts Standards (49 elements)							1		- 1					- 1	1			
Class		_		_		_			_					-+		_		
Actual Grade→									\dashv									
Reading-Reading Habits- By the end of the school year, students should:														-	\dashv	-+		
Choose reading as a way to enjoy free time at school and at home.						\rightarrow			_								_	
Choose challenging materials to read for pleasure and for information.				_		_			_								-+	
Use outside sources such as the public library to supplement classroom reading choices.					-				\dashv						-+	-	-	
Continue to have good literature read to them daily and begin reading to others.								-+	\dashv	-+					-+	\dashv	-	
Read one or two chapters from a book daily.		_						-+	-+						-+	-+	-+	
Read a range of materials, including poems, chapter books, picture books, informational books,						1									1		l	
etc.		\dashv	-	-+				\dashv	-+				\longrightarrow	\dashv	\dashv			
Read messages they see in the classroom and the world around them, including labels,					1								1	1				
instructions, menus, and announcements.				-	-	+										$\neg \dagger$		\neg
Use simple reference material to get information for all subject areas.		\dashv	-			\dashv			-+		+							
Discuss books daily with the teacher, a classmate, or in a group.		-+			-+	-+		-+								$\neg \uparrow$	$\neg \uparrow$	\Box
Keep a personal reading log to reflect current and past readings.	-	\dashv						+					- 1					
Learn new words daily.	-	-		\neg		\dashv		-					:					
Reading- Getting the Meaning- By the end of the school year, students should: Be able to write about, discuss, and summarize the main ideas in a book.													- 1					
		\dashv																
Read aloud independently from unfamiliar books, chosen with teacher's help.																		-
Continue to solve reading challenges using strategies such as stopping to consider whether																		1
words or sentences sound right and make sense in a story.				$\overline{}$	-			-								\neg		
Use cues of punctuation to guide them when reading aloud.																		
Know when they do not understand meanings and look for help in the text.																		
Keep track of characters and story in a chapter book read over several days.						148												
Be able to distinguish between fiction and nonfiction.																		
Begin to use charts and diagrams independently to record important details about characters and				1				İ					:					
events in stories.													<u> </u>					
Compare characters, setting and story from one book to another.													<u> </u>					
Reading-Print Sound Code-By the end of the school year, students should:													3 2				12	1.
Use their knowledge of all sounds and letters in the alphabet to figure out unfamiliar words.													<u> </u>					
Be able to read regularly spelled one- and two- syllable words.											<u> </u>	 	<u> </u>			_		-
Recognize or figure out many irregularly spelled words by looking for familiar parts such as																1		
common word endings, root words, etc.										-		 	-	-			-	+
Have a rapidly growing vocabulary of words that they recognize on sight.											 	1	8	-	-		-	
Writing-Habits- By the end of the school year, students should:	1 1		1 1	- 1	- 1	10	1		l	1	1	1				1	i	

Write daily for extended periods on topics that they choose themselves. Chose at least 10 pieces throughout the school year to develop more fully. Develop a sense of what make a good piece of writing. Use feedback from teachers and classemate to improve their writing. Rey a collection of their writing. Have opportunities to share finished work with an audience. Writing Purpose-B, the end of the school year, student should: Write in order to: -Share an experience or event. - Learn new things and communicate information to others. - Tell a made-up stary. - Tell what they think about a book. - Tell how to do something. Plan longer pieces that have beginnings, middles, and ends. Make decisions about which events are important to include and which to leave out when writing a story. De dialogue in their stories and describe what characters are thinking and feeling. De their own writing ideas and language from books they have rend. Incorporate language and ideas from previously read books into their rown writing. Writing Language Use and Conventignos-By the end of the school year, students should: Writing Language Use and Conventignos-By the end of the school year, students should: Spell most common words correctly, and use letter sounds that make sense when they make mistakes (such as 'Vousto' for 'Tredued to'). Use different types of sentences, including longer, more complicated ones. Use classroom resources such as books, charts, and word lists to help with writing. Use classroom resources such as books, charts, and word lists to help with writing. Use classroom resources such as books, charts, and word lists to help with writing. Use classroom resources such as books, charts, and word lists to help with writing. Use classroom resources such as dood, and any and appreciation of stories read to them. - Use and understaining and appreciation of stories read to them. - Use and understaining and appreciation of stories read to them. - Use and understaining and appreciation of stories read t																		
Chose at least 10 pieces throughout the school year to develop more fully. Develop a sense of what makes ago od piece of writing. Use feedback from teachers and classmates to improve their writing. Have opportunities to thate finished work with an audience. Writing-Purpose 8 pit the and of the school year, students should: Writing-Purpose 8 pit the and of the school year, students should: Writing-Purpose 8 pit the and of the school year, students should: Writing-Purpose 8 pit the and of the school year, students should: Writing-Purpose 8 pit the and of the school year, students should: Writing-Purpose 9 pit the and year year. - Tell what they think about a book. - Tell what they think about a book. - Tell what they think about a book. - Tell what they think about a book. - Tell how to do something. Plan longer pieces that have beginnings, middles, and ends. Mike decisions about which events are important to include and which to leave out when writing a story. Use diatopue in their stories and describe what characters are thinking and feeling. Use their own writing ideas and language from books they have read. Use their own writing ideas and language from books they have read. Incorporate language and ideas from previously read books into their own writing. Writing-Language Use and Conventions- 8p the end of the school year, students should: Spell most common words correctly, and use letter sounds that make sense when they make mistakes (such as "youso" for "used to"). Use periods, question marks, capital letters, exclusation marks, and contractions. Use periods, question marks, and word lists to help with writing. Use periods, question marks, and word lists to help with writing. Use periods, question marks, and word lists to help with writing. Use periods, question marks, and word lists to help with writing. Use periods, question marks, and word lists to help with writing. Use periods, question marks, and word lists to help with writing. Use periods, question marks, and word lists	Write doily for extended periods on topics that they choose themselves	ГТ			T			т т	— т			Т	T - 1	г т			•	
Develop a sense of what makes a good piece of writing. Use feedback from teachers and classmates to improve their writing. Use feedback from teachers and classmates to improve their writing. Use feedback from teachers and classmates to improve their writing. Use feedback from teachers are specified or event. Use feedback from the finished work with an audience. Use feedback from the finished work with an audience. Use from the finished work with an audience. Use from the finished work with an audience. Use from the finished work with a decision set of the finished from the finished work of the finished from the fi		-	-	+	+-+	-		++			-	+	+	\vdash	-	-1	***	4
Use feedback from teachers and classmates to improve their writing. Have opportunities to share finished work with an audience. Writing Purpose-8 the end of the kedol year, students should: Write in order to: —Share an experience or event. Learn new things and communicate information to others. —Tell a made up stary. —Tell what they think about a book. 1 Tell how do something. Plan longer pieces that have beginnings, middles, and ends. Make decisions about which events are important to include and which to leave out when writing a story. Use dialogue in their stories and describe what characters are thinking and feeling. Use their own writing ideas and language from books they have read. Incorporate language and ideas from previously yread books into their own writing. Writing-Language Use and Conventions. By the end of the school year, students should: Spell most common words correctly, and use letter sounds that make sense when they make mistakes (such as "yousto" for "used to"). Use different types of sentences, including longer, more complicated ones. Include new and interesting vocabulary in their writing. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use and question marks and principal development of the pri		\vdash	-	+	\vdash	-	+	++	-+		+-		-					
Keep a collection of their writing. Have opportunities to share finished work with an audience. Writing-Purpose-By the end of the school year, students should: Write in order to: - Share an experiency or event. - Learn new things and communicate information to others. - Tell a made-up story. - Tell what they think about a book. i Tell how to do something. Plan longer pices that have beginnings, middles, and ends. Make decisions about which events are important to include and which to leave out when writing as story. Use dialogue in their stories and describe what characters are thinking and feeling. Use their own writing ideas and language from books they have read. Incorporate language and ideas from previously read books into their own writing. Writing-Language Use and Conventions- By the end of the school dayer, students should: Spell most common words correctly, and use letter sounds that make sense when they make mistakes (such as "yousto" for "word to"). Use different types of sentences, including longer, more complicated ones. Include new and interesting vocabulary in their writing. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks and spread previously in their writing. Listening and Speaking. By the and of the school war, students should: Listening and Speaking. By the and of the school war, students should: Show an understanding and appreciation of stories read to them. - Use and understand many new words in conversation. - Show an understanding and appreciation of stories read to them. - Use and understand many new words in conversation. - Share ideas, facts, observations and opinions with classmates and teachers. - Summarize information they have beard and ask quest		-	_	+	+-+			+			+	+	+-+		-			
Have opportunities to share finished work with an audience. Writing Purpose-By the end of the school year, students should: Write in order to: - Share an experience or event. - Learn new things and communicate information to others. - Tell la made up story. - Tell what they think about a book. - Tell have to do something. Plan longer pieces that have beginnings, middles, and ends. Make decisions about which events are important to include and which to leave out when writing a story. Use dialogue in their stories and describe what characters are thinking and feeling. Use their own writing ideas and language from books they have read. Incorporate language and ideas from previously read books into their own writing. Writing_language Use and Conventions-By the end of the school year, students should: Spell most common words correctly, and use letter sounds that make sense when they make mistakes (such as "yousto" for "west do"). Use different types of sentences, including longer, more complicated ones. Include new and interesting vocabulary in their writing. Use classroom resources such as books, charts, and word lists to help with writing. Use classroom resources such as books, charts, and word lists to help with writing. Listening and Speaking. By the end of the school year, students should: Listen and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher in order to: - Show an understanding and appreciation of stories read to them. - Use and understand many new words in conversation. - Share ideas, facts, observations and opinions with classmates and teachers. - Summarize information they have beard and ask questions when meaning is unclear. - Hear and follow directions with a number of steps. - Listen respectfully and take turns speaking. Number of elements expected to be achieved — number of elements septont → Number of elements expected to be achieved — number of elements septont —				+				+-+				+				_		
Writing-Purpose-By the end of the school year, students should: Write in order to: - Share an experience or event. - Learn new things and communicate information to others. - Tell a made up story. - Tell what they think about a book. - Tell how to do something. Plan longer pieces that have beginnings, middles, and ends. Make decisions about which events are important to include and which to leave out when writing a story. Use dialogue in their stories and describe what characters are thinking and feeling. Use their own writing ideas and language from books they have read. Incorporate language and ideas from previously read books into their own writing. Writing-language Use and Conventions- By the end of the school year, students should: Spell most common words correctly, and use letter sounds that make sense when they make mistakes (such as "yousto" for "used to"). Use different types of sentences, including longer, more complicated ones. Include new and interesting vocabulary in their writing. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation marks, and contractions. Use periods, question marks, capital letters, exclamation finates. - Use and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher in order to: - Show an understanding and appreciation of stories read to them. - Use and understand many new words in conversation. - Share ideas, facts, observations and opinions with classmates and teachers. - Summarize information they have heard and ask questions when meaning is unclear. - Hear and follow directions with a number of elements expected to be achieved by June → Number of elements expected to be achieved - number of elements expected to be achieved by June → Number of elem					+	-		+-+	-+			+	\longrightarrow			\dashv		
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Promotional Criteria Class Profile											
Grade Three Language and Arts Standards (50 elements)		1									
Class Actual Grade→		_									
Reading-Reading Habits- By the end of the school year, students should:	\rightarrow										
Choose reading as a way to enjoy free time at school and at home.					1						
Continue to choose challenging material to read for pleasure and for information.	\rightarrow	_			+ +				1 1		
Continue to have good literature read to them daily in all subject areas.		_			+-+		1				
Read to others with expression.					+-+				1		
Read and understand 30 chapter books.	-+-+								1		
Read several books by the same author in the same genre, and on the same subject.	\longrightarrow						1		 		\dashv
Read messages they see in the classroom and the world around them, including labels,										- 1	
instructions, menus, and announcements.	-+-+				╁╼╼┼╴		1		†		\pm
Use simple reference material to get information for all subject areas.	\longrightarrow				+-+		+				
Discuss books daily with the teacher, a classmate, or in a group.	-				+-+				+-+		
Keep a personal reading log to record thoughts and ideas about books.			-		+		+		1		
Learn new words daily.					+-+			:	1		
Reading- Getting the Meaning- By the end of the school year, students should:		_	-	 	+		+		1		
Be able to write about, discuss, and summarize the plot, setting, character, and main ideas in		A.									
books that they have read.			\vdash	 	++		1		1		
Compare characters, setting, and story from one book to another.			1		+-+	_			1		
Read aloud independently from books they have previewed on their own, using appropriate											
expression to get across meaning.			1	-	+-+		-				
Read a variety of books of different genres and books that contain increasingly difficult											
vocabulary and concepts.					++		-		-	-+	
Use punctuation to help understand meaning, and read aloud smoothly from books that they					1 1	.					
have chosen themselves.					++		+	+	+	-	
Raise questions about what an author writes and try to answer questions through their reading.					+		 				_
Reading-Print Sound Code-By the end of the school year, students should:					1			1	-		
Use their knowledge of how words work to figure out new and challenging words.											
Have a rapidly growing vocabulary of words that they recognize on sight.								1-1-	-		
Writing-Habits- By the end of the school year, students should:					\perp				-		
Write daily for extended periods of topics that they choose themselves.					1		-	-!-	-		
Write daily in all subject areas, such as social studies, science, and mathematics.								 			
Take 10-12 pieces of writing through the process of revising, editing, and publishing.										\vdash	
Have a well developed sense of what makes a good piece of writing.									_		
Have a number of strategies for making work better and more interesting to an audience.								سلسل			
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Write a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in	 П	T	Т	- 1	Т			\neg	T		
earlier grades.				ĺ							
Keep a collection of their writing.					1			+			
Have opportunities to share finished work with an audience.					1			1			* 1
Writing-Purpose-By the end of the school year, students should:	1 1 1 1				1	1		+			
Write in order to: - Share an experience or event, real or imagined (narrative writing).		\top			1		$\neg + \neg$	1			
- Learn new things and communicate information to others (report writing).					+-			_			
- Tell what they think about a book (response to literature).					1			1			
- Tell how to do something (procedural writing).								1			
Plan longer pieces that have beginnings, middles, and ends.					1			1			
Choose forms of writing that best suit what they want to say (poem, story, letter, etc.).					1			1			
Begin to choose details that establish a mood and keep reader interested.					1			+			1
Include different types of characters in stories, developed more fully with dialogue and					1			1			
description.											
Write stories with the reader's reaction in mind (make someone laugh, create suspense, etc.)					1						
Use in their own writing ideas and language from books they have read.		500									
Writing-Language Use and Conventions- By the end of the school year, students should:											
Spell most words correctly, and notice when a word does not look correct.					1			1 19			
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.											
Listening and Speaking- By the end of the school year, students should:											
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.		1									
- 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			7.000								
Percentage →		11									

Promotional Criteria Class Profile														
Fourth Grade Language and Arts Standards (42 elements)											1			
Class						-			\vdash	-+			\rightarrow	
Actual Grade→													\rightarrow	
Reading- By the end of the school year, students should:		-							11			-+	\rightarrow	<u></u>
Read and understand at least 25 books; At least 4 books about the one subject, or by the same		1 1						1	1 1		1			
writer, or in one genre of literature.											-+	-+	\rightarrow	
Show evidence of understanding their reading in both writing and classroom discussion.									1			\dashv		
Relate new ideas and information in books to previous knowledge and personal experience.							-				_	\dashv		
Read familiar books aloud: - With accuracy and expression.				1									\dashv	
- Using strategies for self-correction.														
- Using strategies to figure out unfamiliar words.									- :					
Read silently and independently.												$-\!\!+$	\longrightarrow	
Use technology to support reading.														
Keep a record of what has been read, reflecting goals and accomplishments.									1				 	
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;		1 1												
and demonstrate a student's ability to use punctuation and spell most words correctly. By the end of the		1 1							;	*	5		- 7	· . · .
school year, students are required to produce four types of writing:		+ +					-+	-	1 -	-+	-	-+	-	
Informational writing, such as a science or social studies report. This writing should include		1 1					1		1				1	
appropriate facts and details.		+-+	_	+	_	-						-+	\rightarrow	
A response to literature, such as a book review. This writing should establish interesting							1							
characters and situations, and should include details and descriptions.		+-+		+-+	_	+	-	_	+			-	-+	
A story, fictional or autobiographical. This writing should establish interesting characters and											l		550	
situations through the use of details and descriptions.		-		+-+		+		+-						
A narrative procedure explaining how to do something. This writing should lay out clear steps		1, 1			1	1 1	1							
that are easy to follow.		+-+		1	_	+		-	1			-	\dashv	
Speaking, Listening, and Viewing-Student will participate in whole-class lessons, small-group				1. 1	1				1 3					1.7
meetings, and one-to-one conversations with a teacher, in order to:		+-+		+				-	1					
Collect information and identify important ideas.		+		1		+		_						
Ask questions to further understanding, and repeat what they have heard in their own words.		+-+		++		+			 					
Respond to questions thoughtfully, using details and examples.		1		╁┈╁┈		+		_	1-					
Take turns speaking, and respond to each other's questions and comments.	\vdash	+		+-+		+		+	+				-	
Express opinions and back them up with reasons.	\vdash	+-+		+-+	_	+-+		+	+ -			$\neg \uparrow$		
Students will prepare and deliver an individual presentation, in which they:	\vdash	++		+-+		+-+		+	+			-+		
Present information so that their audience understands and is interested.		+-+		++		+		-	+ -	-				_
Organize what they will say using notes or other memory aids.		+	_	+		+-+		\dashv	+					
Make decisions on hat to say based on how they want the audience to respond, not just												,		1
according to what information they can find.									_i					

														r	1940	
Students will make informed judgments about television, radio, and film productions.		Т	T	Т	T	T	T	1	T	T	Γ	T			l	
Grammar and Usage of the English Language- By the end of the school year, students demonstrate						\top	1			İ	1					
correct use of:										<u> </u>						
Grammar, including nouns, adjectives, and verbs.																
Paragraph structure, including rules of dividing a piece into paragraphs.																
Punctuation such as commas, periods, exclamation points, and question marks.																
Sentence construction, including statements, questions, and exclamations.																
Spelling strategies for fourth grade content- area vocabulary.																
By the end of the school year, students should be able to revise work by:																
Making their writing easier to understand.																
Adding or deleting details and explanations.																
Editing for spelling and punctuation.																
Rearranging the sequence of words, sentences, and paragraphs.																
Literature- Using the literature read during the school year, students should be able to:																
Identify similar themes across different books.																
Think about the author's word choices and decisions about content.																
Compare different types of literature.															į	
Describe the personalities of individual characters, and why they act the way they do.																
Develop ideas (for example, draw conclusions and make predictions) about events, characters	. 1															
and settings.									<u> </u>	ļ						
Be able to select books based on personal needs and interest.									1							
Produce written work in at least one literary genre (e.g. memoir).																
Number of elements achieved this report →																
Number of elements expected to be achieved by June →									<u> </u>							
Number of elements expected to be achieved – number of elements = Promotion Criteria																
Percentage →		 							<u> </u>				 			

Promotional Criteria Class Profile		1	г	т т					 						
1 Tomotional Citiena Class I Tome			22				-	- 1	1	Ì				- 1	
Fifth Grade Language and Arts Standards (41 elements)															j
Class									 						
Actual Grade→									 				\longrightarrow		
Reading-By the end of the school year, students should:															
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)															
related to all school subjects															24
Show evidence of understanding their reading in both writing and classroom discussion.															
Skim texts to get an overview of content or locate specific information.															
Put together ideas and information from different books, making decisions about what is most															
important.															
Read familiar books aloud: - With accuracy and expression.															
- Using strategies for self-correction.															
- Using strategies to figure out unfamiliar words.															
Read silently and independently.									\top						
Use technology to support reading.															
Keep a record of the year's reading, to show goals and accomplishments.															
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;						8									
and demonstrate a student's ability to use punctuation and spell most words correctly. By the end of the												1			· *
school year, students are required to produce four types of writing:								. ~: .						1.5	
Informational writing, such as a science or social studies report using at least three sources of															
information. This writing should be organized so that facts are set out in a logical order and										1			1		
should use details and examples to support larger ideas.															
A response to literature, such as an essay connecting a story and its characters to personal												İ			
experience. This writing should express the student's thinking and should use examples from				-	d										
the story to support his or her ideas.			<u> </u>												
A story, fictional or autobiographical. This writing should establish interesting characters and						1								1	
situations through the use of details and descriptions.															
A narrative procedure explaining how something is done. This writing should lay out clear steps															
that are easy to follow.			<u></u>												
Speaking, Listening, and Viewing- Student will participate in whole-class lessons, small-group	1.	1			- :		20 10			1					
meetings, and one-to-one conversations with a teacher, in order to:	* ,		1					,							
Collect information and identify important ideas.															
Ask questions to understand better, and repeat back in their own words what they have heard.															
Respond thoughtfully to questions, using details and examples.															
Express their own opinions and judgments.											1				i
		-	-						 			-			

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Take turns speaking, and respond to each other's questions and comments.			 					 ļ		
Share data, fact, and ideas, and back them up with sources and explanations.								 		
Students will prepare and deliver an individual presentation, in which they:								 		
Present reports five to seven minutes long, for teachers and other students in all subject areas.										
Organize what they will say using notes or other memory aids.										
Use different sources of information and summarize main points at the end so that the audience										
will respond in a certain way.										
Students will make informed judgments about television, radio, and film productions.	78									
Grammar and Usage of the English Language- By the end of the school year, students demonstrate										
correct use of:										
Grammar, including irregular verbs.								<u> </u>		
Paragraph structure, including opening, middle, and closing sentences.										
Punctuation, including quotation marks, commas, and colons.										
Sentence construction, including correct subject/verb agreement and verb tense.										
Spelling strategies for fifth grade content- area vocabulary.										
By the end of the school year, students should be able to revise work by:										
Making their writing easier to understand.										
Rearranging the sequence of words, sentences, and paragraphs.										
Adding or deleting details and explanations.										
Using dictionaries and reference books to assist in editing.										
Literature- Using the literature read during the school year, students should be able to:										
Identify similarities and differences in theme from book to book.										
Think about how the author's word choices and decisions about content communicate meaning.										
Look at what makes one type of literature different from another.										
Describe and compare the personalities of different characters, and why they act the way they				İ						
do.								 		
Develop ideas (for example, draw conclusions and make predictions) about events, characters			1	ļ			Ì			
and settings.										
Select books based on personal needs and interest.					1			 		
Produce written work in at least one literary genre (e.g. realistic fiction).										
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 →								 1		

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Promotional Criteria Class Profile	T	Т	T				ПП	T	- T	T		T		$\neg \neg$
Sixth Grade Language and Arts Standards (39 elements)														
Class														1
Actual Grade→		1		_		_								
				-		_			_		\dashv	1		
Reading- By the end of the school year, students should: Read and understand at least 25 books; At least 4 books about the one subject, or by the same				+	i +	_	\vdash			_				
														1
writer, or in one genre of literature. Informational texts (such as reference materials, newspapers and magazines, and textbooks).		+ +									+	 		
		-	_		-							1		
Show evidence of understanding their reading in both writing and classroom discussion.			\dashv	-		_	+	-+			_	+		
Skim texts to get an overview of content or locate specific information.		+-+	-	+	 	-+-	+			\dashv				
Put together ideas, information and points of view from several books.		1		-	-		1		-		\dashv	+		
Read silently and independently.			_				-					+		
Read a series of steps to accomplish a task (for example, follow a recipe.)	-	+			-		-	-+	-+			+		$\overline{}$
Use technology to support and extend reading.		 			-	-+-	-				_	-		
Keep a record of the year's reading, reflecting goals and accomplishments.						_			-+		\dashv	-		
Writing-Student writing should go through a process of planning, drafting, revising, and editing before											1			
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									İ					. *
school year, students are required to produce four types of writing:			ĺ	1					ľ		_			200
Informational writing, such as a feature article or report using three or					\vdash	_	1							
more sources of information. This writing should use details and examples to support larger			-					1 1						
ideas.														
A response to literature, such as an essay making connections between characters or themes							1							
from different stories. This writing should express the student's thinking and should use	-													
examples from the stories 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.														
A narrative procedure 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.														
Speaking, Listening, and Viewing- Student will participate in whole-class lessons, small-group										3				
meetings, and one-to-one conversations with a teacher, in order to:							16.1						<u> </u>	
Make connections between different sources of information and ideas.														
Ask questions to understand better.										- :			<u> </u>	·
Respond thoughtfully to questions, using details and examples.														
Use knowledge from other subjects and personal experience to form and express opinions.														
Take turns speaking, and respond to each other's questions and comments.					1.									
Share data, facts, and ideas, and back them up with sources and explanations to persuade a														
listener.														
Students will prepare and deliver an individual presentation, in which they:														

																		1
Present reports five to seven minutes long for teachers and other students, in all subject areas.										$\neg \uparrow$								7
Occasion what they will say using notes or other memory aids.							-				-							\exists
Begin by stating a main idea or purpose, support it with details, examples, and reasons, and end		~																
by summarizing main points.							 				$\neg \neg \dagger$							ヿ
Students will make informed judgments about television, radio, and film productions.	-				,	4.	ļ. —		+		17 5	,a 13				- 1		\dashv
Grammar and Usage of the English Language- By the end of the school year, students demonstrate					,						4.50	540						
correct use of:			1	<u> </u>			 	-										ヿ
Grammar, including correct subject/verb agreement.				-	-		-		-+	-								ヿ
Paragraph structure, including main and supporting ideas.					-			-	-				0.5			-		ヿ
Punctuation including semi-colons, quotations marks, commas, and colons.							┼		-					100			-+	ㅓ
Sentence construction, including correct subject/verb agreement and verb tense.				<u> </u>				-	-									\dashv
Spelling strategies for sixth grade content area vocabulary.					-		-	-										\dashv
By the end of the school year, students should be able to revise work by:				<u> </u>		 		-										\dashv
Making their writing easier to understand.				├	<u> </u>	-		-								+		ㅓ
Rearranging the sequence of words, sentences, and paragraphs.				ļ	 		-											ᅥ
Add or deleting details and explanations.				-	-	-	-	-										ᅥ
Using dictionaries and reference books, and sample papers to assist in editing.					 		-	-								-		\dashv
Learning word processing skills.				-				-										\dashv
Literature- Using the literature read during the school year, students should be able to:				ऻ	<u> </u>	-		+			*.							\dashv
Identify and compare similar themes in a variety of books.					 	-		-										\dashv
Notice and think about the way descriptive language (for example, simile, metaphor,					-													
personification) helps an author create meaning.		ļ			-	-	-	-										ㅓ
Identify and compare literary elements (for example, setting plot, character, rhythm, rhyme) in																		
different types of literature.	-		-				+	 						-				ᅥ
Examine the ways in which characters change and develop throughout a story.	-	-	-	-	-		-	-	\vdash					-				ᅥ
Develop and compare ideas (for example, draw conclusions, make predictions) about events,																		
characters and settings from one book to another.	ļ		 	-	┼	┼	+	-						-				\dashv
Produce written work in at least one literary genre (e.g. poetry).	-	-	-		-	-	+	+	-					-				\dashv
Number of elements achieved this report →		ļ	-	-	-	-		-	-									\dashv
Number of elements expected to be achieved by June →	1			-		-	╁	+										\dashv
Number of elements expected to be achieved – number of elements = Promotion Criteria		1																1
Percentage →						1								l	L			

Promotional Criteria Class Profile															
Seventh Grade Language and Arts Standards (41 elements)														- 1	
Class															
Actual Grade→								_							_
Reading- By the end of the school year, students should:										1		-+			_
Read and understand at least 25 books; At least 4 books about the one subject, or by the same												1			
writer, or in one genre of literature.			-+							-					\dashv
Informational texts (such as reference materials, newspapers and magazines, and textbooks).						-				+					-
Functional documents (documents that explain how to get things done).		1					_	_						_	_
Show evidence of understanding their reading, in both writing and classroom discussion.								-		-					_
Skim texts to get an overview of content or locate specific information.								_							\perp
Evaluate how accurately and effectively an author communicates information, opinions, and									ļ						
ideas						-		-		-					\dashv
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.										-					\dashv
Writing - Student writing should go through a process of planning, drafting, revising, and editing before							ļ							1	
it is considered a finished product. All finished writing should have a beginning, middle, and an end;						1 1									
and demonstrate a student's ability to use punctuation and spell most words correctly. By the end of the								•				210			
school year, students are required to produce four types of writing:		+			+-		_			1					
Informational writing, such as a news story or feature article with facts gathered from several													į.		
sources. This writing should be use information to express a particular point of view, and						1 1									
should be written for a specific audience.						1 1	-+	\dashv	$\neg \vdash \neg$						
A response to literature, such as an essay making connections between characters or themes	8														
from different books. This writing should express the student's thinking about how particular				1		1 1			İ						
authors use language, and should use examples from the books to support his or her ideas.		-				+		$\neg \vdash$							
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						1 1	- 1		- 1						
expressions.		+	\vdash		_	+-+									
A narrative produce explaining how something is done. This writing should lay out clear steps						1 1									
that are easy to follow, and should anticipate anything that may be confusing to a reader.		+			_	1 1			$\neg \vdash$	1					
A persuasive essay that uses reasons, anecdotes, and examples to create a convincing argument.		+	\vdash			+		+		+-					
Speaking, Listening, and Viewing-Student will participate in whole-class lessons, small-group	1						8								
meetings, and one-to-one conversations with a teacher, in order to:		+	\vdash			1	\dashv			-			$\overline{}$		
Identify information important enough for note taking.		+				+	\dashv	-+	-+	+	 		$\overline{}$		
Respond thoughtfully to questions, using details and examples.			L			1					1				_

Promotional Criteria Class Profile	$\neg \neg$		T	T	$\neg \top$	T	T	$\neg \neg$	-T	T	T		T	$\neg \tau$	T	T	
																	1
Eighth Grade Language and Arts Standards (38 elements)																1	
Class		-		-			-			-+	\longrightarrow		\dashv	-+	-+	-+	
Actual Grade→				_			+						-+				
Reading- By the end of the school year, students should:							-							\rightarrow			
Read and understand at least 25 books; At least 4 books about the one subject, or by the same						1								1			
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).																	
Public documents (documents that focus on public policy or civic issues).						i											
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															199		
ideas.								,									
Compare and contrast several books, forming questions to guide further reading.																	
Look at text from different perspectives (for example, political, personal, and literary).																	
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.																	
Writing- Student writing should go through a process of planning, drafting, revising, and editing before									79				30.2				
it is considered a finished product. All finished writing should have a beginning, middle, and an end;						- 1	.	9	33		- 1	2 8	- 40		100		3.73
and demonstrate a student's ability to use punctuation and spell most words correctly. By the end of the																4.	110
school year, students are required to produce four types of writing:				•													
Informational writing, such as a news story or feature article that connects and compares facts					İ									İ			
gathered from several sources. This writing should be written for a specific audience.																	
A response to literature, such as an essay comparing and making judgments about different																	
books with similar themes. This writing should express the student's thinking about how		1		1											, 1		
particular authors use language, and should use examples from the books to support his or her		- 1		ļ							ļ			.	1		
ideas.															\Box		
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			- 1									. 1				. 1	
expressions.																	
A narrative procedure explaining how something is done. This writing should lay out clear steps												Ċi.					
that are easy to follow, and should anticipate anything that may be confusing to a reader.														1			
A persuasive essay that uses reasons, anecdotes, and examples to create a convincing argument.												7.					
Speaking, Listening, and Viewing-Student will participate in whole-class lessons, small-group							1				93	.!					
meetings, and one-to-one conversations with a teacher, in order to:																	
Identify information important enough for note taking.																	
Respond thoughtfully to questions, using details and examples.																	

			—т							Т		 	٠,
Use knowledge from other subjects and personal experience to understand different points of			- 1										1
view.			_							-		 	
Listen to an oral presentation and analyze what the speaker did to persuade the audience.													
Take turns speaking, respond to each other's questions and comments, and work together to													ĺ
come up with group decisions and ideas.													
Share data, facts, and ideas, and back them up with sources and explanations to persuade a			- 1									1	
listener.										<u> </u>			
Students will prepare and deliver an individual presentation, in which they:													
Present reports more than seven minutes long for teachers and other students in all subject			- 1		1	1							1
areas.													
Organize what they will say using notes or other memory aid, and credit sources of information.													
Begin by stating a main idea or purpose, support it with details, examples, and reasons, and end		1											
by summarizing main points.	- 1			_						1			
Students will make informed judgments about television, radio, and film productions.										ļ			
Grammar and Usage of the English Language- By the end of the school year, students demonstrate									1				1
correct use of:					+-					-			\rightarrow
Grammar, including all parts of speech.										-		 	
Paragraph structure, including tone and appropriate language.						-				-			
All conventions of punctuation.								_		ļ		 	
Sentence construction, including pronouns with clear antecedents.										-		 	
Spelling strategies for eighth grade content-area vocabulary.												 	
By the end of the school year, students should be able to revise work by:										-			
Making their writing easier to understand.										-		 	
Rearranging the sequence of words, sentences, and paragraphs.										-		 	
Adding or deleting details and explanations.										ļ			
Using dictionaries and reference books, and style manuals to assist in editing.													
Using word processing software, including charts and graphics.													
Literature- Using the literature read during the school year, students should be able to:													
Compare the way similar themes are approached in different books.										<u> </u>			
Look at how an author's decisions about content and word choice may be interpreted in													
different ways.										<u> </u>			
Examine and compare how an author's point of view affects understanding.													
Think about the reasons for character's actions, comparing them to similar situations in the	1 1												1
outside world and from other books.													
Draw conclusions and make predictions about events, characters, settings and themes from													1
books, using evidence from a text.									- 1		or 04		
Produce written work in at least one literary genre (e.g. essay).													
Number of elements achieved this report →													
Number of elements expected to be achieved by June →													