

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Reading Literature: Answer questions about key details in the text (RL1.1; RL 1.7; RL 1.8).		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: (Definition) <ul style="list-style-type: none"> • Ask and answer questions using who, what, where, when, why, and how questions about the key details in the text. • Use illustrations and details in a story to describe its characters, setting, or events. 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • Answer teacher-provided questions about key details in a grade-appropriate text 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading Literature: Retells stories to include key details (RL 1.3; RL 1.2)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: (Definition) <ul style="list-style-type: none"> • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Describe characters, settings, and major events in a story, using key details 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • With help and promptings be able to retell stories demonstrating partial understanding of the lesson or central message. • Describe some characters, events, and setting using some key details. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Reading Literature: Identifies who is telling the story at various points in the text (RL 1.6)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: (Definition) <ul style="list-style-type: none"> • Recognize the author’s purpose for writing a text • Recognize when the narrator/speaker of the story changes • Identify who is telling a story at various points in the text 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills. (example)	
2.0	The student is able to: <ul style="list-style-type: none"> • Inconsistently tells who is telling the story at various points in the text 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student’s work is typically at the 1 level.	
Standard: ELA: Reading Literature: Compares and Contrasts characters, events, and types of book (RL 1.5, RL 1.9, RI.3, RI 1.9)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Explain major differences between books that tell stories and books that give information.(Fiction and Nonfiction) • Compare and contrast the events (adventures and experiences) of characters in stories. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills. (example)	
2.0	The student is able to: <ul style="list-style-type: none"> • Be able to do the bullets in 3.0 with help and guidance from the teacher or other students. • Have partial understanding. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student’s work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Reading InformationalText: Asks and Answers questions about key details in the text. RI 1.1		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: (Definition) <ul style="list-style-type: none"> • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences <ul style="list-style-type: none"> • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • Ask and answer some questions about key details in a text. • Use some illustrations and details in a text to describe some key ideas. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading Informational Text: Identifies the main topic and retells key details of the text (RI 1.2, RI 1.8).		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: (Definition) <ul style="list-style-type: none"> • Identify and retell key details in an informational text • Identify the main topic of an informational text • Describe or graphically represent the relationship between main topic and key details • Differentiate between relevant and irrelevant reasons/details 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • performs basic processes, such as: generate the details that support the given main idea • However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Reading Informational Text: Uses text features to locate information in the text (RI 1.5).		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: (Definition) <ul style="list-style-type: none"> • Identify the heading, table of contents, glossaries, electronic menus, and icons • Use various text features to locate key facts or information in a text • Know and use various text to locate key facts or information in a text 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • Know and use some, but not all of the various text features. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading Informational Text: Asks and Answers questions to help determine or clarify the meaning of words and phrases in a text (RI 1.4)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Recognize words and phrases that have literal and non-literal meanings • Identify figurative language • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • Inconsistently ask or answer questions about meanings of word or phrases in text. May skip over words without clarifying, which may effect understanding 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Reading Foundational Skills: Knows and applies grade-level phonics and word analysis in decoding words (RF 1.2; RF 1.3; RI 1.10)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds: (Distinguish long from short vowel sounds in spoken single-syllable words, Orally produce single-syllable words by blending sounds (phonemes), including consonant blends, Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words, and Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • Know and apply grade-level phonics and word analysis skills in decoding words: (Know the spelling-sound correspondences for common consonant digraphs, Decode regularly spelled one-syllable words, Know final -e and common vowel team conventions for representing long vowel sounds, Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, Decode two-syllable words following basic patterns by breaking the words into syllables, Read words with inflectional endings, Recognize and read grade-appropriate irregularly spelled words). • With prompting and support, read informational texts appropriately complex for grade 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is making progress towards 3.0 bullets, but still needs coaching and is not applying those skills independently.	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Reading Foundational Skills: Reads accurately and fluently to support comprehension (RF 1.10, RF 1.4)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings (see district fluency assessment for rate target). • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • Inconsistently read accurately and fluently to support comprehension. • Sound choppy and more word for word without as much expression as he/she reads (will not hit district fluency rate target). • Self-correct with teacher guidance. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Writing: The student writes clearly and effectively: Grammar, punctuation, capitalization, and spelling (RF.1.1; L.1.1; L.1.2; L.1.6).		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns Use verbs to convey a sense of past, present, and future (Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<ul style="list-style-type: none"> • (Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	<p>The student is able to:</p> <ul style="list-style-type: none"> • Print some upper- and lowercase letters. • Use few common, proper, and possessive nouns. • Use some singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • Use some personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • Use few verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • Use some occurring adjectives. • Use some occurring conjunctions (e.g., <i>and, but, or, so, because</i>). • Use few determiners (e.g., articles, demonstratives). • Use some frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). • Produce and expand some incomplete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts 	<p>Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard</p>
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Writing: Adds details, using a variety of tools, to strengthen writing as needed using a variety of tools (W.1.5; W.1.6).		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> (Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> With guidance and support from adults, will inconsistently focus on a topic, respond to questions, and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, will inconsistently use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Writing: Collaborates in a shared research and writing project about a topic (W.1.7).		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> Actively participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 	<ul style="list-style-type: none"> (Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> Participate with adult prompts and needs guidance in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Speaking and Listening: Participates in discussions with a group. (SL.1.1; SL.1.3; SL.1.6)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups: <ul style="list-style-type: none"> - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. - Ask questions to clear up any confusion about the topics and texts under discussion. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • Produce complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> • (Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups with many prompts from adult: <ul style="list-style-type: none"> - Follow agreed-upon rules for discussions inconsistently (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by responding to the comments of others through multiple exchanges not very often 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Speaking and Listening: Asks and answers questions about key details from text read aloud (SL.1.2; SL1.3)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Use questions words. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ul style="list-style-type: none"> • (Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills. (example)	
2.0	The student is able to: <ul style="list-style-type: none"> • Ask and answer some questions about key details in a text read aloud or information presented orally or through other media. Use questions words. • Ask and answer some questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Listening and Speaking: Describes familiar people, places, things and events with relevant details (SL.1.4)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (3 or more relevant details).	<ul style="list-style-type: none"> • (Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills. (example)	
2.0	The student is able to: Describe people, places, things, and events with some relevant details, expressing ideas and feelings clearly. (2 or less relevant details).	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success st score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 1 Report Card Standards: ELA

Standard: ELA: Speaking and Listening: Describes and expresses ideas and feelings clearly (SL.1.4; SL.1.5, SL 1.6)		
4.0	In addition to 3.0 performance, the student Demonstrates in-depth understanding of concepts. Applies knowledge into multiple contexts Demonstrates model work	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Express ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> • (Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	The student is able to: <ul style="list-style-type: none"> • Express ideas and feelings somewhat clearly. • Add some drawings or other visual displays to descriptions with attempts to clarify. • Produce some complete sentences. Not consistent. 	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

Standard: ELA: Writing & Language		
<i>When the Report Card Says:</i>	<i>Look Here:</i>	<i>ELA Standard</i>
Writes to communicate ideas and information effectively	Ask yourself: "Can my students write narrative, expository, and opinion/argumentative pieces?" Refer to: <ul style="list-style-type: none"> • Informational/Explanatory Text-Based Rubric, Grade 1/2 • Opinion/Argumentative Text-Based Rubric, Grade 1/2 • Narrative Text-Based Rubric, Grade 2 	W.1.1, W. 1.2, W 1.3
Focuses on a topic and adds details to strengthen writing	Writing Rubric: "Focuses on a topic and adds details to strengthen writing"	W.1.3
Writes in a variety of forms for different audiences and purposes	Writing Rubric: "Writes in a variety of forms for different audiences and purposes"	W.1.1, W.1.2, W.1.3, W. 1.8
Demonstrates a command of the grade-level conventions of standard English grammar and usage, punctuation, capitalization, and spelling	Writing Rubric: "The student writes clearly and effectively: Grammar, punctuation, capitalization, and spelling"	L.1.1, L.1.2, L.1.3, L1.5, L.1.6
Acquires and uses grade-appropriate vocabulary	Writing Rubric: "Acquires and uses grade-appropriate vocabulary"	L.1.4