



First Grade ELA		Florida B.E.S.T.	
Proficiency Scale Oral Communication		Spotlight Standards: ELA.1.C.2.1	
		Supporting Standards: ELA.1.V.1.1, ELA.1.C.5.1	
4.0 Optional Enrichment	I can: <input type="checkbox"/> present information orally using complete sentences, appropriate volume, and clear pronunciation.		
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>		
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> present information orally using complete sentences and appropriate volume. <i>See the BEST BINDER page 188 for Elementary Oral Communication Rubric</i>		
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>		
2.0	I can: <input type="checkbox"/> Use a volume appropriate to content and audience. <input type="checkbox"/> Present information orally with attempts at complete sentences.	I can use these vocabulary words: <input type="checkbox"/> Present/presentation <input type="checkbox"/> Volume <input type="checkbox"/> Audience <input type="checkbox"/> Complete Sentence <input type="checkbox"/> Content/Topic <input type="checkbox"/> Expression	
1.5	<i>I have partial success at 2.0 content.</i>		
1.0	With help, partial success at score 2.0, content and score 3.0 content.		
0.5	<i>With help, I have partial success at 2.0 content.</i>		
0	Even with help, no success.		

<h1>First Grade ELA</h1>	<h2>Florida B.E.S.T.</h2>
<p>Proficiency Scale</p> <h3>Narrative Writing</h3>	<p>Spotlight Standards: ELA.1.C.1.2</p>
	<p>Supporting Standards: ELA.1.C.3.1, ELA.1.C.1.1, ELA.1.C.1.5, ELA.1.R.3.2a, ELA.C.5.1, ELA.1.C.5.2, ELA.K12.EE,5.1, ELA.1.V.1.1, ELA.1.V.1.2, ELA.1.C.3.1, ELA.1.C.1.5</p>

4.0 <small>Optional Enrichment</small>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> create a narrative story that includes a beginning, two details, and an ending.
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3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 	<p>By the end of the year, I will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> write a narrative that retells two or more appropriately sequenced events, including relevant details and a sense of closure.
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2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*


2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand that the setting is the where and when of a narrative. <input type="checkbox"/> understand that characters are who the story is about. <input type="checkbox"/> understand that sequencing includes a beginning, middle, and end. <input type="checkbox"/> know what a relevant detail would be. <input type="checkbox"/> understand that descriptive details help the reader picture the characters, events, and setting. <input type="checkbox"/> understand that one way to add descriptive details is to use sensory words. <input type="checkbox"/> understand that sensory words are words that appeal to the five senses (taste, touch, sight, hear, smell). <input type="checkbox"/> know grade appropriate transition words (such as first, next, then, last, to begin with, also, finally, in the end, etc.). <input type="checkbox"/> understand that transition words are used to move from one idea to another. <input type="checkbox"/> understand that an ending sentence concludes the story. <p>With guidance and support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop a plan for writing. <input type="checkbox"/> find areas that could be improved. <input type="checkbox"/> check for accurate grammar, punctuation, capitalization, and spelling. 	<p>I can use these vocabulary words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> narrative <input type="checkbox"/> relevant <input type="checkbox"/> descriptive <input type="checkbox"/> events <input type="checkbox"/> sensory words <input type="checkbox"/> transition words <input type="checkbox"/> ending sentence <input type="checkbox"/> conclusion
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1.5 *I have partial success at 2.0 content.*

1.0	<p>With help, partial success at score 2.0, content and score 3.0 content.</p>
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0.5 *With help, I have partial success at 2.0 content.*


0	<p>Even with help, no success.</p>
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First Grade ELA		Florida B.E.S.T.
Proficiency Scale Handwriting		Spotlight Standards: ELA.1.C.1.1
		Supporting Standards: ELA.1.F.1.3, ELA.1.V.1.1, ELA.1.V.1.2
4.0 Optional Enrichment	I can: <input type="checkbox"/> demonstrate legible printing skills.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> print all upper and lowercase letters with accurate spacing.	
	<i>Use the CCPS Verbal Pathways</i>	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> use adequate spacing between letters <input type="checkbox"/> use adequate spacing between words	I can use these vocabulary words: <input type="checkbox"/> uppercase <input type="checkbox"/> lowercase <input type="checkbox"/> capital <input type="checkbox"/> spacing
	1.5	<i>I have partial success at 2.0 content.</i>
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

<h1>First Grade ELA</h1>	<h2>Florida B.E.S.T.</h2>
<p>Proficiency Scale</p> <h1>Expository Writing</h1>	<p>Spotlight Standards: ELA.1.C.1.4, ELA.1.C.4.1</p>
	<p>Supporting Standards: ELA.1.C.3.1, ELA.1.C.1.1, ELA.1.C.1.5, ELA.1.R.3.2b, ELA.1.C.5.1, ELA.1.C.5.2, ELA.K12.EE.4.1, ELA.K12.EE.5.1, ELA.1.V.1.1, ELA.1.V.1.2, ELA.1.C.3.1, ELA.1.C.1.5</p>

4.0 Optional Enrichment	<p>I can:</p> <input type="checkbox"/> create a complete expository piece using multiple sources.
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3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 	<p>By the end of the year, I will be able to:</p> <input type="checkbox"/> write expository texts about a topic, using a source, providing facts and a sense of closure.
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2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*


2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand that a topic is the focus of the writing. <input type="checkbox"/> understand how to research. <input type="checkbox"/> identify what sources can be used for research. <input type="checkbox"/> understand what information is relevant and what is not. <input type="checkbox"/> know how to summarize the information that was researched. <input type="checkbox"/> understand what a source is. <input type="checkbox"/> understand that not every source is a reliable source (YouTube, 'because my friend said so'). <input type="checkbox"/> understand what a fact is. <input type="checkbox"/> know grade appropriate transition words (such as first, next, then, last, to begin with, also, finally, in the end, etc.). <input type="checkbox"/> understand that transition words are used to move from one idea to another. <input type="checkbox"/> understand that a conclusion provides closure. <p>With guidance and support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop a plan for writing. <input type="checkbox"/> find areas that could be improved. <input type="checkbox"/> check for accurate grammar, punctuation, capitalization, and spelling. 	<p>I can use these vocabulary words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> topic <input type="checkbox"/> research <input type="checkbox"/> source <input type="checkbox"/> relevant <input type="checkbox"/> information <input type="checkbox"/> summarize <input type="checkbox"/> fact <input type="checkbox"/> reliable <input type="checkbox"/> conclusion <input type="checkbox"/> introduction
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1.5 *I have partial success at 2.0 content.*

1.0	With help, partial success at score 2.0, content and score 3.0 content.
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0.5 *With help, I have partial success at 2.0 content.*


0	Even with help, no success.
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First Grade ELA		Florida B.E.S.T.
Proficiency Scale Conventions and Figurative Language		Spotlight Standards: ELA.1.C.3.1 ELA.R.3.1
		Supporting Standards: ELA.1.C.1.1, ELA.1.F.1.3c, ELA.1.F.1.2, ELA.1.C.5.1, ELA.1.C.5.2, ELA.1.V.1.1, ELA.1.V.1.2
4.0 Optional Enrichment	I can: <input type="checkbox"/> edit a peer’s writing for correct use of conventions	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> follow grade level appropriate rules of standard English grammar, punctuation, capitalization, and spelling. <input type="checkbox"/> identify and explain descriptive words and phrases in text(s).	
	2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>
2.0	I can: <input type="checkbox"/> capitalize proper nouns. <input type="checkbox"/> form and use simple verb tenses for regular verbs by adding the affix –ed. <input type="checkbox"/> form and use complete simple sentences. <input type="checkbox"/> use possessives. <input type="checkbox"/> use subject-verb agreement in simple sentences. Introduced, <u>but not mastered</u> : <input type="checkbox"/> form plurals -y to -ies. <input type="checkbox"/> conjugate regular and irregular verb tenses. <input type="checkbox"/> form and use regular and frequently occurring irregular plural nouns. <input type="checkbox"/> form and use past tense and frequently occurring irregular verbs. <input type="checkbox"/> use apostrophes to form contractions. <input type="checkbox"/> appropriately use pronouns. <input type="checkbox"/> use commas in a series. <input type="checkbox"/> use plural possessives. <input type="checkbox"/> use interjections. <input type="checkbox"/> identify an adjective <input type="checkbox"/> understand that an adjective is a describing word	I can use these vocabulary words: <input type="checkbox"/> nouns <input type="checkbox"/> proper nouns <input type="checkbox"/> verbs <input type="checkbox"/> past <input type="checkbox"/> present <input type="checkbox"/> future <input type="checkbox"/> complete sentence <input type="checkbox"/> possessives <input type="checkbox"/> subject-verb agreement <input type="checkbox"/> adjective Introduced <u>but not mastered</u> : <input type="checkbox"/> plurals <input type="checkbox"/> apostrophes <input type="checkbox"/> contractions <input type="checkbox"/> pronouns <input type="checkbox"/> commas <input type="checkbox"/> interjections
	1.5	<i>I have partial success at 2.0 content.</i>
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

<p>First Grade ELA</p>	<p>Florida B.E.S.T.</p>
<p>Proficiency Scale</p> <p>Argumentative Writing</p>	<p>Spotlight Standards: ELA.1.C.1.3</p>
	<p>Supporting Standards: ELA.1.C.3.1, ELA.1.C.1.1, ELA.1.C.1.5, ELA.1.R.3.2a, ELA.1.R.3.2b ELA.C.5.1, ELA.1.C.5.2, ELA.K12.EE.5.1, ELA.1.V.1.1, ELA.1.V.1.2, ELA.1.C.3.1, ELA.1.C.1.5</p>

<p>4.0 Optional Enrichment</p>	<p>I can:</p> <p><input type="checkbox"/> include multiple reasons to support my opinion.</p>
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3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

<p>3.0</p> 	<p>By the end of the year, I will be able to:</p> <p><input type="checkbox"/> write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>
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2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*

<p>2.0</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the text or topic to write the opinion about. <input type="checkbox"/> understand the difference between a fact and an opinion. <input type="checkbox"/> form my own opinion. <input type="checkbox"/> understand that a reason is a statement that explains why the person has an opinion. <input type="checkbox"/> know grade appropriate transition words (such as first, next, then, last, to begin with, also, finally, in the end, etc.). <input type="checkbox"/> understand that transition words are used to move from one idea to another. <input type="checkbox"/> understand that an ending sentence concludes the opinion. <p>With guidance and support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop a plan for writing. <input type="checkbox"/> find areas that could be improved. <input type="checkbox"/> check for accurate grammar, punctuation, capitalization, and spelling. 	<p>I can use these vocabulary words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> topic <input type="checkbox"/> opinion <input type="checkbox"/> fact <input type="checkbox"/> reason <input type="checkbox"/> evidence <input type="checkbox"/> logical <input type="checkbox"/> support <input type="checkbox"/> opinion statement <input type="checkbox"/> transition words <input type="checkbox"/> idea <input type="checkbox"/> conclusion
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1.5 *I have partial success at 2.0 content.*

<p>1.0</p>	<p>With help, partial success at score 2.0, content and score 3.0 content.</p>
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0.5 *With help, I have partial success at 2.0 content.*

<p>0</p>	<p>Even with help, no success.</p>
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