

## Writing

### Writing Strategies and Application

<b>Select a focus when writing.</b>				
1.1 Select a focus when writing.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student writing often exceeds the grade level standard and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• clearly maintain a consistent focus,</li> <li>• organize writing,</li> <li>• plan before writing,( i.e., with a drawing, list of a few words).</li> </ul>	<p>Student writing regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• maintain a focus,</li> <li>• organize writing.</li> </ul>	<p>Student writing often demonstrates basic performance of the grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• select a focus.</li> </ul> <p>Student may lack consistent organization.</p>	<p>Student writing often demonstrates below basic performance of the grade level standards and produces work that demonstrates limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• select a clear focus,</li> <li>• organize work.</li> </ul> <p>Student writing may contain environmental print.</p>	<p>Student writing is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• select a focus,</li> <li>• organize work.</li> </ul> <p>Student writing may have random marks, letters, numbers, shapes or pictures.</p>

**Print legibly and space letters, words, and sentences appropriately.**

1.3 Print legibly and space letters, words, and sentences appropriately.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student writing often exceeds the grade level standard and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• form all letters correctly,</li> <li>• use appropriate spacing, within and between words.</li> </ul>	<p>Student writing regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use legible handwriting with most letters formed correctly,</li> <li>• use appropriate spacing.</li> </ul>	<p>Student writing often demonstrates basic performance of the grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• form most letters correctly.</li> </ul> <p>Student may have inappropriate spacing, making writing difficult to read.</p>	<p>Student writing often demonstrates below basic performance of the grade level standards and produces work that demonstrates limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• form most letters correctly.</li> </ul> <p>Handwriting is difficult to read (may need student interpretation).</p>	<p>Student writing is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• form letters correctly.</li> </ul> <p>Handwriting may be illegible.</p>

**Write stories that describe and explain familiar objects, events, and experiences using descriptive words.**

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student writing often exceeds the grade level standard and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write in complete, coherent sentences,</li> <li>• write a story that describes an experience, object, and/or event,</li> <li>• follow a logical sequence of events,</li> <li>• use a variety of sentence patterns,</li> <li>• use a variety of word choice,</li> <li>• use descriptive language that adds interest for the reader.</li> </ul>	<p>Student writing regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write complete and coherent sentences,</li> <li>• write a story that describes an experience, object, and/or event,</li> <li>• follow a sequence of events,</li> <li>• use more than one sentence pattern,</li> <li>• use some variety of word choice,</li> <li>• use some descriptive language.</li> </ul>	<p>Student writing often demonstrates basic performance of the grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write one or two sentences mixed with words or phrases that tell about the writer's experience.</li> </ul> <p>Student writing:</p> <ul style="list-style-type: none"> <li>• may contain environmental print,</li> <li>• may have come from a sentence frame,</li> <li>• may contain little, if any, descriptive language.</li> </ul>	<p>Student writing demonstrates below basic performance of the grade level standards and produces work that demonstrates limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• complete a sentence - has letters, words, or phrases that tell about the author's experience.</li> </ul> <p>Student writing may contain environmental print.</p> <p>Student writing contains many errors in:</p> <ul style="list-style-type: none"> <li>• capitalization,</li> <li>• punctuation,</li> <li>• spelling.</li> </ul> <p>Student attempts words using only initial consonant sounds.</p>	<p>Student writing is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• write a complete sentence.</li> </ul> <p>Student writing contains:</p> <ul style="list-style-type: none"> <li>• mainly random marks, letters, numbers, shapes, or pictures,</li> <li>• substantial environmental print.</li> </ul>

**Write stories that describe and explain familiar objects, events, and experiences using descriptive words.**

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.  
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Student writing contains few, if any, errors that do not interfere with understanding the writing.	Student writing contains some errors that do not interfere with understanding the writing.	Student writing contains many errors in: <ul style="list-style-type: none"><li>• capitalization,</li><li>• punctuation,</li><li>• spelling,</li></ul> that may interfere with understanding the writing.	Student writing contains many errors that interfere with understanding the writing.	Student writing contains frequent and numerous errors that interfere with understanding the writing.

## Written and Oral English Language Conventions

### Written and Oral English Language Conventions

<b>Speak in complete, understandable, age-appropriate sentences.</b>				
1.1 Write and speak in complete, coherent sentences.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standard and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• speak in complete sentences,</li> <li>• use enriched vocabulary,</li> <li>• speak using more complex sentences.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• speak in complete age-appropriate sentences.</li> </ul>	<p>Student often demonstrates basic performance of the grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• speak in complete sentences.</li> </ul>	<p>Student often demonstrates below basic performance of the grade level standards and produces work that demonstrates limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• speak in complete sentences.</li> </ul> <p>Student may need support answering questions in complete sentences.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• speak in complete, understandable sentences.</li> </ul>

**Write in complete sentences, including capitalization at the beginning and punctuation at the end.**

- 1.1 Write and speak in complete, coherent sentences.  
 1.5 Use a period, exclamation point, or question mark at the end of sentences.  
 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.  
 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student writing often exceeds the grade level standard and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write in complete coherent sentences,</li> <li>• use a period, question mark, or exclamation point at the end of a sentence,</li> <li>• use a capital at the beginning of a sentence,</li> <li>• use a capital for names of people and the pronoun <i>I</i>.</li> </ul>	<p>Student writing regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write in complete coherent sentences,</li> <li>• use a period or question mark at the end of a sentence,</li> <li>• may be able to use an exclamation point at the end of a sentence,</li> <li>• use a capital at the beginning of a sentence,</li> <li>• use a capital for names of people, and the pronoun <i>I</i>.</li> </ul>	<p>Student writing often demonstrates basic performance of the grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write in complete coherent sentences,</li> <li>• use a period or question mark at the end of a sentence,</li> <li>• use a capital at the beginning of a sentence,</li> <li>• use a capital for most names of people, and the pronoun <i>I</i>.</li> </ul>	<p>Student writing often demonstrates below basic performance of the grade level standards and produces work that demonstrates limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• write in complete coherent sentences,</li> <li>• use a period or question mark at the end of a sentence,</li> <li>• use a capital at the beginning of a sentence,</li> <li>• use a capital for most names of people, and the pronoun <i>I</i>.</li> </ul>	<p>Student writing is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• write in complete coherent sentences.</li> </ul> <p>Student may not have a clear understanding of a sentence:</p> <ul style="list-style-type: none"> <li>• capitals and lowercase letters may be mixed,</li> <li>• writing may lack punctuation.</li> </ul> <p>Student may use a capital when writing the word <i>I</i>.</p>

**Apply spelling rules and spell sight words in everyday written work.**

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student writing often exceeds the grade level standard and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• spell three letter short vowel words,</li> <li>• spell some four letter short vowel words,</li> <li>• spell 40 or more sight words.</li> </ul>	<p>Student writing regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• spell most three letter short vowel words,</li> <li>• spell 25-39 sight words.</li> </ul> <p>Student may be able to spell a few four-letter short vowel words.</p>	<p>Student writing often demonstrates basic performance of the grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• spell some three letter short vowel words,</li> <li>• spell 15-24 sight words.</li> </ul>	<p>Student writing often demonstrates below basic performance of the grade level standards and produces work that demonstrates limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• spell three letter short vowel words,</li> <li>• spell 10-14 sight words.</li> </ul>	<p>Student writing is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• spell most three letter short vowel words,</li> <li>• spell 10 sight words.</li> </ul>

**Listening and Speaking**  
Listening and Speaking Strategies

Listens attentively.				
1.1 Listen attentively.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>listen critically, analyze, and respond appropriately to oral communication.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>listen critically and respond appropriately to oral communication.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>listen and respond to oral communication.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>either listen or respond to oral communication.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>listen and respond to oral communication.</li> </ul>

## Speaking Applications

**Retell stories in sequence by answering who, what, when, where, and how questions.**

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, and how questions.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>orally retell stories in sequence by answering <i>who, what, when, where,</i> and <i>how</i> questions.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>orally retell stories in sequence by answering <i>who, what, when, where,</i> and <i>how</i> questions.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>orally retell stories in sequence by answering <i>who, what, when, where,</i> and <i>how</i> questions.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>orally retell stories in sequence by answering <i>who, what, when, where,</i> and <i>how</i> questions.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>orally retell stories in sequence by answering <i>who, what, when, where,</i> and <i>how</i> questions.</li> </ul>

