

Writing

Writing Strategies and Applications

Select a focus when writing.				
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"> clearly maintain a consistent focus with supporting details, organize writing, plan before writing, i.e., drawing, words, web, story map, writing matches plan. 	<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"> maintain a focus with some supporting details, organize writing, may plan before writing i.e., drawing, words, web, story map, writing contains most elements in plan. 	<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"> maintain a focus with a few supporting details, attempt to plan before writing, contain some elements from plan. <p>Student writing may lack clear organization.</p>	<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"> maintain a focus with details, plan before writing, match writing with plan. <p>Student writing may lack clear organization.</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"> select a focus, organize writing, plan before writing.

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"> • form all letters correctly, • use appropriate spacing, within and between words. 	<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:</p> <ul style="list-style-type: none"> • legible handwriting with most letters formed correctly, • appropriate spacing within and between words. 	<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"> • form most letters correctly. <p>Student may have some reversals, and inappropriate spacing.</p>	<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"> • form some letters correctly. <p>Student writing may have:</p> <ul style="list-style-type: none"> • many reversals, • a lack of appropriate spacing making writing difficult to read (may need student interpretation). 	<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"> • form most letters legibly, • may include scribbles, numbers, reversals.

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"> • write in complete, coherent sentences, • choose a topic and maintain focus with supporting details, • write a story that describes an experience, object, and/or event, • select a picture from a group of photographs and describe attributes or actions from the photograph, • follow a logical sequence of events, • use a variety of sentence patterns, 	<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"> • write complete, coherent sentences, • choose a topic and maintain focus with some supporting details, • write a story that describes an experience, object, and/or event, • select a picture from a group of photographs and describe attributes or actions from the photograph, • follow a sequence of events, • use more than one sentence pattern, 	<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"> • write mainly complete sentences, • choose a topic with one or two sentences that support the topic, • write a story about an experience, object or place, but contains little, if any, descriptive language, • select a picture from a group of photographs, but writing may not reflect picture, • write random sentences that don't follow any sequence, 	<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"> • write one or two complete sentences mixed with words and phrases, • select a topic, • write from a sentence frame with support from a teacher/peer, • organize writing, • use descriptive language. <p>Student writing may contain some 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"> • write complete sentences, • select a topic, • complete a sentence frame with support. <p>Student writing may contain:</p> <ul style="list-style-type: none"> • mainly random marks, letters, numbers, shapes, or pictures, • substantial environmental print.

Write stories that describe and explain familiar objects, events, and experiences using descriptive words. Page 2 of 2

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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • use effective word choice, • use descriptive language with a variety of well-chosen, sensory details that describe a specific place or event and will add interest for the reader, • bring writing to a conclusion that finishes the story. 	<p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> • use a variety of word choice, • use some descriptive language, that may include some sensory details that describe a place or event, • write a concluding sentence. 	<p>Student writing may:</p> <ul style="list-style-type: none"> • have followed a sentence frame, • contain some environmental print, • contain little, if any, descriptive language. 		

Written and Oral English Language Conventions

Written and Oral English Language Conventions

Speak in complete, understandable, age-appropriate sentences.				
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"> • respond to questions in complete sentences, • speak in complete sentences, • use enriched vocabulary, • speak using more complex sentences. 	<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"> • respond to most questions in complete sentences, • speak in complete age-appropriate sentences, • use some enriched vocabulary. 	<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"> • respond to some questions in complete sentences, • speak in complete age-appropriate sentences. 	<p>Student 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"> • respond to questions with complete sentences, • speak in complete sentences. 	<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"> • speak in complete, understandable sentences.

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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • write in complete coherent sentences, • use a period, question mark, or exclamation point at the end of a sentence, • use a capital at the beginning of a sentence, • use a capital for names of people and the pronoun <i>I</i>. 	<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 demonstrates the ability to:</p> <ul style="list-style-type: none"> • write in complete coherent sentences, • use a period or question mark at the end of a sentence, • may be able to use an exclamation point at the end of a sentence, • use a capital at the beginning of a sentence, • use a capital for names of people, and the pronoun <i>I</i>. 	<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"> • write in complete coherent sentences, • use a period or question mark at the end of a sentence, • use a capital at the beginning of a sentence, • use a capital for most names of people, and the pronoun <i>I</i>. 	<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"> • write in complete coherent sentences, • use a period or question mark at the end of a sentence, • use a capital at the beginning of a sentence, • use a capital for most names of people, and the pronoun <i>I</i>. 	<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"> • write in complete coherent sentences. <p>Student may not have a clear understanding of a sentence:</p> <ul style="list-style-type: none"> • capitals and lowercase letters may be mixed, • writing may lack punctuation. <p>Student may use a capital when writing the word <i>I</i>.</p>

Rubric has not changed – continue to work towards proficiency.

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"> • spell three and four letter short vowel words, • spell 60 or more sight words, • use analogies to create words by adding two or three consonant clusters. 	<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"> • spell three letter short vowel words, • spell some four letter short vowel words, • use some analogies to create new words, • spell 40-59 sight words. 	<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"> • spell most three letter short vowel words, • spell some four letter short vowel words, • use a few analogies to create new words, • spell 25-39 sight words. 	<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"> • spell some three letter short vowel words, • spell a few four letter short vowel words, • use analogies to create new words, • spell 15-24 sight words. 	<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"> • spell most three letter short vowel words, • spell four letter short vowel words, • use analogies to create new words, • spell at least 15 sight words.

Listening and Speaking

Listening and Speaking Strategies

Listen 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"> listen critically, analyze and respond appropriately to oral communication. 	<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"> listen critically and respond appropriately to oral communication. 	<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"> listen and respond to oral communication. 	<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"> listen or respond to oral communication. 	<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"> listen and respond to oral communication.

Rubric has not changed from first quarter – continue to work towards proficiency.

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"> orally retell stories by answering <i>who, what, when, where, and how</i> questions. 	<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"> orally retell stories by answering <i>who, what, when, where, and how</i> questions. 	<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"> orally retell stories by answering <i>who, what, when, where, and how</i> questions. 	<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"> consistently retell stories orally by answering <i>who, what, when, where, and how</i> questions. 	<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"> orally retell stories by answering <i>who, what, when, where, and how</i> questions.