

Writing

Writing Strategies and Applications

Show focus and organization in written work.				
1.1 Group related ideas and maintain a consistent focus.				
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"> • select and maintain a focus in written work, • organize and plan before writing, • develop clear organization in a logical sequence, • group related ideas while maintaining the focus in written work. 	<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"> • some organization and planning before writing, • the ability to select and maintain a focus, • a logical sequence, • group related ideas while maintaining the focus in written work. 	<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:</p> <ul style="list-style-type: none"> • an attempt to plan before writing, • the ability to select and maintain a focus, • an attempt to show a sequence of events. <p>Student may attempt to group ideas while maintaining the focus.</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"> • plan before writing, • to select and maintain a focus, • maintain a logical sequence of events, • group related ideas, 	<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"> • to plan before writing, • random presentation of ideas with no focus.

Use revising and editing strategies.

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

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"> • create complete, coherent sentences that use a variety of patterns. • evaluate and revise text which will include, but is not limited to: <ul style="list-style-type: none"> - a good beginning, middle, and ending, - a good title, - a need to clarify meaning for the reader, - descriptive details to enable the reader to form a clear picture. 	<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"> • create complete sentences that use more than one pattern, • make some revisions in text which will include some of the following: <ul style="list-style-type: none"> - a good beginning, middle, and ending, - a good title, - a need to clarify meaning for the reader, - descriptive details to enable the reader to form a clear picture. 	<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"> • complete sentences that follow one sentence pattern, • an attempt to revise in one or two of the following areas: <ul style="list-style-type: none"> - a good beginning, middle, and ending, - a good title, - a need to clarify meaning for the reader, - descriptive details to enable the reader to form a clear picture. 	<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 some complete or coherent sentences that follow one sentence pattern, • lacks revision of text. 	<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 mainly complete or coherent sentences, • revise text.

Use revising and editing strategies.**1.4 Revise original drafts to improve sequence and provide more descriptive detail.**

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student consistently edits for correct:</p> <ul style="list-style-type: none"> • capitalization, • punctuation, • grade-level appropriate spelling. <p>Student writing contains few, if any, errors that do not interfere with the meaning.</p>	<p>Student edits for correct:</p> <ul style="list-style-type: none"> • capitalization, • punctuation, • grade-level appropriate spelling. <p>Student writing contains some errors that do not interfere with the meaning.</p>	<p>Student often attempts to edit for correct:</p> <ul style="list-style-type: none"> • capitalization, • punctuation, • grade-level appropriate spelling. <p>Student writing may contain some errors that interfere with the meaning.</p>	<p>Student may attempt to edit for one of the following;</p> <ul style="list-style-type: none"> • capitalization, • punctuation, • grade-level appropriate spelling. <p>Student writing may contain many errors that interfere with the meaning.</p>	<p>Student does not attempt to edit for:</p> <ul style="list-style-type: none"> • capitalization, • punctuation, or • spelling. <p>Student writing contains frequent and numerous errors that interfere with the meaning.</p>

Create readable documents with legible handwriting.

1.2 Create readable documents with legible handwriting.

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"> • create readable documents with all letters formed correctly, • use appropriate spacing. 	<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"> • create readable documents with most letters formed correctly, • use appropriate spacing. 	<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"> • create readable documents with many letters formed correctly, • use mostly appropriate spacing. 	<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"> • create readable documents <ul style="list-style-type: none"> - many incorrect letter formations • have consistent spacing <ul style="list-style-type: none"> - may interfere with readability 	<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"> • produce legible handwriting • have appropriate spacing making document unreadable.

Describe and explain familiar objects, events, and experiences through writing.

- 2.1 Write brief narratives based on their experiences:
- Move through a logical sequence of events.
 - Describe the setting, characters, objects, and events in detail.

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:</p> <ul style="list-style-type: none"> a clear and interesting topic sentence, effective variety of word choice, a variety of sensory words that describe setting, characters, events, experiences, and familiar objects. many details to create a clear image of what is being described. 	<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"> a topic sentence, some variety in word choice, some sensory words and expressive language that describes the setting, characters, objects, and events. 	<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"> use some variety in word choice - vocabulary may be limited to basic sight words or grade-level appropriate sight words, attempt to write and describe setting, characters, objects, and events. 	<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"> use variety in word choice - vocabulary may be limited to basic sight words, write about setting, characters, objects, and/or events in detail. 	<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"> use any variety of word choice, vocabulary will be limited to basic sight words with no descriptive language, include setting, characters, objects, and/or events.

Write a friendly letter.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Standard not taught during first grading period.



Written and Oral English Language Conventions

Use correct sentence structure and grammar.					Page 1 of 2
1.1 Distinguish between complete and incomplete sentences. 1.2 Recognize and use the correct word order in written sentences. 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.					
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"> • distinguish between complete and incomplete sentences, • write complete, coherent sentences, • consistently name self last when writing about themselves and others, • identify and distinguish between the naming part and action part of a sentence, • identify nouns, • identify and correctly use singular and plural nouns in speaking and writing. 	<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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • distinguish between complete and incomplete sentences, • write complete sentences, • usually names self last when writing about themselves and others, • identify the naming part of a sentence, • identify the action part of a sentence, • usually distinguish between the naming part and the action part of a sentence. 	<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"> • identify complete and incomplete sentences, • write complete sentences, • usually names self last when writing about themselves and others, • identify the naming part of a sentence, • identify the action part of a sentence, • usually distinguish between the naming part and the action part of a sentence. 	<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"> • identify complete and incomplete sentences, • write complete sentences, • name self last when writing about themselves and others, • identify the naming part and/or action part of a sentence, • use common plural nouns in speaking and writing, • distinguish between a telling sentence and a question. 	<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"> • identify complete and incomplete sentences, • write complete sentences, • name self last when writing about themselves and others, • identify the naming part or action part of a sentence, • distinguish between the naming part and the action part of a sentence, • identify and use some common singular nouns in speaking and writing. 	
Written and Oral English Language Conventions - Second Grade, First Quarter					

Use correct sentence structure and grammar.

1.3 Distinguish between complete and incomplete sentences.

1.4 Recognize and use the correct word order in written sentences.

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

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"> distinguish between a telling sentence, and a question, transform a question to a statement and a statement to a question, use correct word order when writing a telling sentence, question, command, or exclamation, write a complete sentence with appropriate information to answer a question. 	<p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> identify most nouns, identify and use common singular and plural nouns in speaking and writing, distinguish between a telling sentence and a question, usually transform a question to a statement and a statement to a question, use correct word order when writing a telling sentence, question, command, or exclamation, write a complete sentence when answering a question. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> identify some common nouns, identify and use some common singular nouns in speaking and writing, use common plural nouns in speaking, but may have difficulty in writing, distinguish between a telling sentence and a question, but may be unable to distinguish between a command and an exclamation, use correct word order when writing a telling sentence, but may have difficulty when writing a question. <p>Student may be unable to:</p> <ul style="list-style-type: none"> use correct word order when writing a command or exclamation, write a complete sentence when answering a question. 	<p>Student may be able to:</p> <ul style="list-style-type: none"> use correct word order when writing a question, identify and use some common nouns, use some common singular nouns in speaking, but may have difficulty in writing, use correct word order when writing a telling sentence. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> use common plural nouns in speaking and writing, distinguish between a telling sentence and a question, use correct word order when writing a question.

Use correct punctuation and capitalization.

- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
 1.5 Use quotation marks correctly.
 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

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"> • use commas in dates • use periods, question marks, and exclamation marks appropriately, • use capitals at the beginning of sentences, • use capitals for months and days, • use capitals and periods when abbreviating the months of the year, • use capitals for proper names and initials, • use capitals for titles. 	<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"> • use commas in dates, • use periods, question marks, and exclamation marks appropriately, • use capitals at the beginning of sentences, • use capitals for months and days. 	<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"> • use commas in dates, • use periods, question marks, and exclamation marks some of the time, • use capitals at the beginning of sentences, • use capitals for months and days. 	<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"> • use commas in dates, • use periods, question marks, and exclamation marks appropriately, • use capitals at the beginning of sentences, • use capitals for months and days. 	<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"> • use commas in dates, • use periods, question marks, and exclamation marks appropriately, • use capitals at the beginning of sentences, • use capitals for months and days.

Spell grade level words in written work.

1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns 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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> spell frequently used, irregular words correctly, spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. 	<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 regularly demonstrates:</p> <ul style="list-style-type: none"> spell most frequently used irregular words correctly, spell basic short-vowel and long-vowel patterns correctly, most r-controlled, and consonant-blend patterns correctly. 	<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 some frequently used irregular words correctly, spell most basic short-vowel and long-vowel patterns correctly, some r-controlled, and consonant-blend patterns correctly. 	<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 a few frequently used irregular words correctly, spell some basic short-vowel and long-vowel patterns correctly, a few r-controlled, and consonant-blend patterns correctly. 	<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 frequently used irregular words correctly, spell basic short-vowel and long-vowel patterns correctly, r-controlled, and consonant-blend patterns correctly.

Listening and Speaking

Listening and Speaking Strategies

Give and follow three- and four-step oral directions.

1.4 Give and follow three- and four-step oral directions.

Standard not taught during first grading period.

Speaking Applications

Recount experiences or stories in an organized manner.				
2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, settings).				
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"> • recount experiences in an organized manner, • recount stories in an organized manner, • include descriptive details . 	<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 regularly demonstrates:</p> <ul style="list-style-type: none"> • recount experiences in an organized manner, • recount stories in an organized manner, • include some descriptive details. 	<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"> • recount experiences, • recount stories in an organized manner, • include descriptive details. 	<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"> • recount experiences and stories in an organized manner, • include a few descriptive details. 	<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"> • recount experiences in an organized manner, • recount stories in an organized manner, <ul style="list-style-type: none"> • include a few descriptive details.