

# Writing

## Writing Strategies and Applications

<b>Show focus and organization in written work.</b>				
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 <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify intended audience for writing,</li> <li>• identify purpose for writing,</li> <li>• select and maintain a focus based on intended audience and purpose,</li> <li>• organize and plan before writing based on genre i.e., letter, narrative, persuasive writing,</li> <li>• contain all the elements of a friendly letter, organized in correct letter form,</li> <li>• develop clear organization in a logical sequence.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify intended audience for writing,</li> <li>• identify purpose for writing,</li> <li>• show some organization and planning before writing based on genre i.e., letter, narrative, persuasive writing,</li> <li>• maintain a focus,</li> <li>• create a logical sequence,</li> <li>• include most of the elements of a friendly letter, organized in correct letter form.</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify an audience for a letter,</li> <li>• select a focus,</li> <li>• plan before writing,</li> <li>• show a sequence of events,</li> <li>• include some of the elements of a letter.</li> </ul> <p>Student writing may show a lack of grouping ideas and/or consistent focus.</p>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify an audience for a letter,</li> <li>• determine and maintain focus or purpose,</li> <li>• may lack some elements of a letter,</li> <li>• group related ideas,</li> <li>• to plan before writing.</li> </ul> <p>Student writing may lack a logical sequence of events.</p>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may be unable to:</p> <ul style="list-style-type: none"> <li>• identify audience for letter,</li> <li>• plan before writing,</li> <li>• organize in correct letter form.</li> </ul> <p>Student may have random presentation of ideas with no focus.</p>

<b>Create readable documents with legible handwriting.</b>				
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 <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create readable documents with all letters formed correctly,</li> <li>• appropriate spacing.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing demonstrates:</p> <ul style="list-style-type: none"> <li>• create readable documents with most letters formed correctly,</li> <li>• appropriate spacing.</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create readable documents with many letters formed correctly,</li> <li>• mostly appropriate spacing.</li> </ul>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• create documents with mostly correct letter formations,</li> <li>• create documents with consistent spacing.</li> </ul> <p>Handwriting may interfere with readability.</p>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• create readable documents.</li> </ul> <p>Handwriting and inappropriate spacing make document unreadable.</p>

**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 <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create complete, coherent sentences using a variety of patterns,</li> <li>• revise and edit for elements of correct letter form.</li> </ul> <p>Other revisions will also include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- a good beginning, middle, and ending,</li> <li>- a title,</li> <li>- a need to clarify meaning,</li> <li>- descriptive details to enable the reader to form a clear picture,</li> <li>- word choice based on the audience and purpose.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create complete sentences that use more than one pattern,</li> <li>• revise and edit for most elements of correct letter form.</li> </ul> <p>Other revisions will include some of the following:</p> <ul style="list-style-type: none"> <li>- a good beginning, middle, and ending,</li> <li>- a good title,</li> <li>- a need to clarify meaning,</li> <li>- descriptive details to enable the reader to form a clear picture,</li> <li>- word choice based on the audience and purpose.</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write complete sentences that follow one sentence pattern,</li> <li>• revise in one or two of the following areas:                             <ul style="list-style-type: none"> <li>- a good beginning, middle, and ending,</li> <li>- a good title,</li> <li>- a need to clarify meaning,</li> <li>- descriptive details to enable the reader to form a clear picture.</li> </ul> </li> </ul>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• write complete or coherent sentences that follow one sentence pattern,</li> <li>• make revisions to text.</li> </ul>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may be unable to:</p> <ul style="list-style-type: none"> <li>• write mainly complete or coherent sentences,</li> <li>• revise text.</li> </ul>

**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"> <li>• capitalization,</li> <li>• punctuation - including correct punctuation of a letter,</li> <li>• grade-level appropriate spelling.</li> </ul> <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"> <li>• capitalization,</li> <li>• punctuation - including most punctuation of a letter,</li> <li>• grade-level appropriate spelling.</li> </ul> <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"> <li>• capitalization,</li> <li>• punctuation - including some punctuation of a letter,</li> <li>• grade-level appropriate spelling.</li> </ul> <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"> <li>• capitalization,</li> <li>• punctuation,</li> <li>• grade-level appropriate spelling.</li> </ul> <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"> <li>• capitalization,</li> <li>• punctuation, or</li> <li>• spelling.</li> </ul> <p>Student writing contains frequent and numerous errors that interfere with the meaning.</p>

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

- 2.1 Write brief narratives based on their experiences:
- a. Move through a logical sequence of events.
  - b. 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 <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• create an essay, in their own words, that includes many details and creates a clear image or purpose,</li> <li>• create a clear and interesting topic sentence,</li> <li>• use effective, variety of word choice to support intended audience and purpose,</li> <li>• use a variety of sensory words that describe setting, characters, events, experiences, and familiar objects.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing demonstrates:</p> <ul style="list-style-type: none"> <li>• ability to write an essay using mostly their own words,</li> <li>• a topic sentence with details to support the topic,</li> <li>• some variety in word choice,</li> <li>• some sensory words and expressive language that describe the setting, characters, objects, and events.</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• write a topic sentence with a few supporting details,</li> <li>• use some descriptive vocabulary, but may be limited to mostly basic sight words or grade-level appropriate sight words,</li> <li>• include a few details that tell about setting, characters, objects, and events.</li> </ul>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• maintain focus,</li> <li>• tell about setting, characters, objects, and events,</li> <li>• write in student's own words.</li> </ul> <p>Vocabulary may be limited to basic sight words or grade-level appropriate sight words.</p>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may be unable to:</p> <ul style="list-style-type: none"> <li>• maintain focus - may have random ideas,</li> <li>• tell about setting, characters, objects, and events,</li> <li>• write in student's own words.</li> </ul> <p>Vocabulary may be limited to basic sight words or grade-level appropriate sight words.</p>

## Write a friendly letter.

### 2.2 Write a friendly letter complete with the date

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student writing often <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify audience for letter,</li> <li>• identify purpose for writing,</li> <li>• organize all of the elements of a letter, including punctuation, into correct letter form,</li> <li>• clearly group related ideas and maintain a consistent focus,</li> <li>• use effectiveness and variety of word choice.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify audience for letter,</li> <li>• identify purpose for writing,</li> <li>• organize most of the elements of a letter, including punctuation, into correct letter form,</li> <li>• group related ideas and maintain a consistent focus,</li> <li>• use some variety of word choice.</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify audience for letter,</li> <li>• contain some elements of a friendly letter,</li> <li>• organize some of the elements of a letter, including punctuation, into correct letter form,</li> <li>• group some related ideas,</li> </ul> <p>Vocabulary may be limited to basic sight words, or grade-level appropriate sight words, with little descriptive vocabulary.</p>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify audience for letter,</li> <li>• include elements of a friendly letter,</li> <li>• use correct letter organization,</li> <li>• group related ideas,</li> </ul> <p>Vocabulary may be limited to basic sight words, or grade-level appropriate sight words.</p>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student may be unable to:</p> <ul style="list-style-type: none"> <li>• identify audience for letter,</li> <li>• include elements of a friendly letter,</li> <li>• use correct letter organization,</li> <li>• group related ideas,</li> </ul> <p>Vocabulary may be limited to basic sight words, or grade-level appropriate sight words.</p>

# Written and Oral English Language Conventions

## Written and Oral English Language Conventions

<b>Use correct sentence structure and grammar.</b>					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 <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• name self last when writing about themselves and others,</li> <li>• identify and distinguish between the naming part and action part of a sentence,</li> <li>• identify and use nouns correctly, including singular and plural nouns in speaking and writing,</li> <li>• identify proper nouns,</li> <li>• use capital letters when writing proper nouns,</li> <li>• distinguish between the singular and plural forms of irregular nouns,</li> <li>• use correctly the plural form of irregular nouns.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• name self last when writing about themselves and others,</li> <li>• identify and distinguish between the naming part and action part of most sentences,</li> <li>• identify and use nouns correctly, including common singular and plural nouns in speaking and writing,</li> <li>• identify most proper nouns,</li> <li>• use capital letters when writing most proper nouns,</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• distinguish between complete and incomplete sentences,</li> <li>• write complete sentences,</li> <li>• usually name self last when writing about themselves and others,</li> <li>• identify the naming part and action part of a sentence,</li> <li>• identify and use most common singular and plural nouns in writing and speaking,</li> </ul>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• distinguish between complete and incomplete sentences,</li> <li>• write complete sentences,</li> <li>• name self last when writing about themselves and others,</li> <li>• identify the naming part and action part of a sentence,</li> <li>• identify and use most common singular and plural nouns in writing and speaking,</li> </ul>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may be unable to:</p> <ul style="list-style-type: none"> <li>• distinguish between complete and incomplete sentences,</li> <li>• write complete sentences,</li> <li>• name self last when writing about themselves and others,</li> <li>• identify the naming part and action part of a sentence,</li> <li>• identify and use most common singular and plural nouns in writing and speaking,</li> </ul>	

**Use correct sentence structure and grammar.**

- 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• distinguish between the singular and plural forms of most irregular nouns,</li> <li>• use the plural form of most irregular nouns.</li> </ul>	<p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify some proper nouns,</li> <li>• use capital letters when writing some proper nouns.</li> </ul> <p>Student may need additional support forming the plural forms of irregular nouns.</p>	<p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify some proper nouns,</li> <li>• use capital letters when writing some proper nouns.</li> </ul> <p>Student may need additional support forming and using the plural forms of irregular nouns.</p>	<p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• identify some proper nouns,</li> <li>• use capital letters when writing some proper nouns,</li> <li>• form and use the plural forms of most irregular nouns.</li> </ul>

**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 greeting, 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 <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use commas in dates, in the greeting and closure of a letter,</li> <li>• use periods, question marks, and exclamation marks appropriately,</li> <li>• capitalize proper nouns, words at the beginning of greetings, months, days of the week, names and titles of people,</li> <li>• use capital letters when writing proper nouns.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use commas in dates, in the greeting and closure of a letter,</li> <li>• use periods, question marks, and exclamation marks appropriately,</li> <li>• capitalize most proper nouns, words at the beginning of greetings, months, days of the week,</li> <li>• use capital letters when writing most proper nouns.</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use commas in dates,</li> <li>• use commas in the greeting and closure of a letter,</li> <li>• use periods, question marks, and exclamation marks appropriately,</li> <li>• capitalize most proper nouns, words at the beginning of greetings, months, days of the week,</li> <li>• use capital letters when writing most proper nouns.</li> </ul>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• use commas in dates,</li> <li>• use commas in the greeting and closure of a letter,</li> <li>• use periods, question marks, and exclamation marks,</li> <li>• capitalize proper nouns, words at the beginning of greetings, months, days of the week,</li> <li>• use capital letters when writing most proper nouns.</li> </ul>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may be unable to:</p> <ul style="list-style-type: none"> <li>• use commas in dates,</li> <li>• use commas in the greeting and closure of a letter,</li> <li>• use periods, question marks, and exclamation marks appropriately,</li> <li>• capitalize most proper nouns, words at the beginning of greetings, months, days of the week,</li> <li>• use capital letters when writing most proper nouns.</li> </ul>

**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.

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<p>Student writing often <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student writing consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>spell frequently used, irregular words correctly,</li> <li>spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly,</li> <li>spell correctly words with the <i>th, wh, sh,</i> and <i>ch</i> spelling patterns,</li> <li>spell correctly words with long <i>a</i> and long <i>e</i> spelling patterns,</li> <li>spell correctly words with the vowel sound in <i>cow</i>.</li> </ul>	<p>Student writing regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student writing regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>spell most frequently used, irregular words correctly,</li> <li>spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly,</li> <li>spell correctly most words with the <i>th, wh, sh,</i> and <i>ch</i> spelling patterns,</li> <li>spell correctly most words with long <i>a</i> and long <i>e</i> spelling patterns,</li> <li>spell correctly most words with the vowel sound in <i>cow</i>.</li> </ul>	<p>Student writing often demonstrates <b>basic</b> performance of the grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>spell some frequently used, irregular words correctly,</li> <li>spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly,</li> <li>spell correctly words with the <i>th, wh, sh,</i> and <i>ch</i> spelling patterns,</li> <li>spell correctly words with long <i>a</i> and long <i>e</i> spelling patterns,</li> <li>spell correctly some words with the vowel sound in <i>cow</i>.</li> </ul>	<p>Student writing demonstrates <b>below basic</b> performance of the grade level standards and produces work that demonstrates <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>spell frequently used, irregular words correctly,</li> <li>spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly,</li> <li>spell correctly words with the <i>th, wh, sh,</i> and <i>ch</i> spelling patterns,</li> <li>spell correctly words with long <i>a</i> and long <i>e</i> spelling patterns,</li> <li>spell correctly some words with the vowel sound in <i>cow</i>.</li> </ul>	<p>Student writing is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student may be unable to:</p> <ul style="list-style-type: none"> <li>spell frequently used, irregular words correctly,</li> <li>spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly,</li> <li>spell correctly words with the <i>th, wh, sh,</i> and <i>ch</i> spelling patterns,</li> <li>spell correctly words with long <i>a</i> and long <i>e</i> spelling patterns,</li> <li>spell correctly some words with the vowel sound in <i>cow</i>.</li> </ul>

# 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 second grading period.

## Speaking Applications

<b>Recount experiences or stories in an organized manner.</b>				
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 often <b>exceeds</b> the grade level standard and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• recount experiences in an organized manner,</li> <li>• recount stories in an organized manner,</li> <li>• include descriptive details.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standard and produces work that demonstrates a <b>adequate</b> knowledge of grade level standards.</p> <p>Student regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• recount experiences in an organized manner,</li> <li>• recount stories in an organized manner,</li> <li>• include some descriptive details.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance of the grade level standard and produces work that demonstrates a <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• recount experiences in an organized manner,</li> <li>• recount stories in an organized manner,</li> <li>• include a few descriptive details.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance of the grade level standard and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• recount experiences in an organized manner,</li> <li>• recount stories in an organized manner,</li> <li>• include descriptive details.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may be unable to:</p> <ul style="list-style-type: none"> <li>• recount experiences in an organized manner,</li> <li>• recount stories in an organized manner,</li> <li>• include a few descriptive details.</li> </ul>