

# Writing

## Writing Strategies and Applications

<b>Shows focus and organization in written work.</b>					Page 1 of 2
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 and purpose for writing,</li> <li>• maintain the focus based on intended audience and purpose,</li> <li>• organize and plan before writing based on genre i.e., letter, narrative, persuasive writing, research paper,</li> <li>• develop clear organization of information and facts from a variety of resources into 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 and purpose for writing,</li> <li>• keep the focus based on intended audience and purpose,</li> <li>• show some organization and planning before writing based on genre i.e., letter, narrative, persuasive writing, research paper,</li> <li>• develop some organization of information and facts from two or more resources into a logical sequence,</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 and maintain a focus,</li> <li>• include some of the elements of a letter,</li> </ul> <p>Student writing shows an attempt to:</p> <ul style="list-style-type: none"> <li>• organize and plan before writing based on genre i.e., letter, narrative, persuasive writing, research paper,</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>• identify an audience for a letter,</li> <li>• determine focus or purpose,</li> <li>• plan before writing based on genre i.e., letter, narrative, persuasive writing, research paper,</li> <li>• understand how to plan and organize information taken from expository text,</li> <li>• follow a logical sequence of events.</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>• identify an audience for a letter,</li> <li>• maintain a focus,</li> <li>• plan before writing,</li> <li>• organize information from expository text,</li> <li>• organize in correct letter form.</li> </ul>	

**Shows 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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• may organize and plan using more than one planning tool, i.e., K-W-L chart, illustrations, note taking,</li><li>• contains all the elements of a friendly letter, organized in correct letter form.</li></ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• include most of the elements of a friendly letter, organized in correct letter form.</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>• develop some organization of information and facts from an expository resource into a logical sequence.</li></ul>	<p>Student writing lacks some elements of a letter.</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 <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>• use 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> </ul> <p>Student writing shows mostly appropriate spacing.</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>• create readable documents with mostly correct letter formations.</li> </ul> <p>Student writing may show inconsistent spacing.</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, student may be unable to:</b></p> <ul style="list-style-type: none"> <li>• use legible handwriting and appropriate spacing making documents unreadable.</li> </ul>

Rubric has not changed – continue to work towards proficiency.

**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 that use a variety of patterns,</li> <li>• revise and edit for elements of correct letter form.</li> </ul> <p>Revisions will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• a good title that tells what the report is about,</li> <li>• a good beginning that captures the interest of the reader,</li> <li>• a good conclusion that summarizes the report,</li> <li>• a need to clarify meaning for the reader,</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 mainly complete sentences that use more than one pattern,</li> <li>• revise and edit for most of the elements of correct letter form.</li> </ul> <p>Revisions will include some of the following:</p> <ul style="list-style-type: none"> <li>• a good title that tells what the report is about,</li> <li>• a good beginning that captures the interest of the reader,</li> <li>• an attempt to summarize the report in the conclusion,</li> <li>• a need to clarify meaning for the reader,</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>• complete sentences that may follow one sentence pattern,</li> <li>• revise and edit for most of the elements of correct letter form.</li> </ul> <p>An attempt to revise in one or two of the following areas:</p> <ul style="list-style-type: none"> <li>• a good title,</li> <li>• a beginning, middle, and ending,</li> <li>• to clarify meaning for the reader,</li> <li>• descriptive details to enable the reader to form a clear picture.</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>• revise or edit for elements of letter form.</li> </ul> <p>Student may have some incomplete sentences that follow one sentence pattern.</p> <p>May attempt to revise title, beginning, middle, and/or ending of writing.</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>• write mainly complete or coherent sentences,</li> <li>• revise text.</li> </ul> <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>

**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>Revisions will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>descriptive details to enable the reader to form a clear picture,</li> <li>word choice based on topic, audience and/or purpose,</li> <li>facts and details are organized in a logical sequence.</li> </ul> <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>Revisions will include some of the following:</p> <ul style="list-style-type: none"> <li>some descriptive details to enable the reader to form a clear picture.</li> <li>word choice based on topic, audience and/or purpose,</li> <li>most facts and details are organized in a logical sequence.</li> </ul> <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>	

**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.

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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>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 familiar objects, events, and experiences,</li> <li>include many details to create a clear image of 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>write a topic sentence,</li> <li>add details to support topic sentence,</li> <li>use some variety in word choice,</li> <li>include some sensory words and expressive language that describe the setting, others involved, 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 some supporting details,</li> <li>attempt to tell about setting, others involved, objects, and events.</li> </ul> <p>Vocabulary may be limited to basic sight words or grade-level appropriate spelling, with a few descriptive words.</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>maintain focus,</li> <li>tell about setting, others involved, objects, and events.</li> </ul> <p>Vocabulary may be limited to basic sight words or grade-level appropriate spelling.</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>select and maintain a focus,</li> <li>describe setting, others involved, objects, and or events in detail.</li> </ul> <p>Vocabulary will be limited to basic sight words with no descriptive language.</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:</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:</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>• may group some related ideas,</li> </ul> <p>Vocabulary may be limited to basic sight words, or grade-level appropriate spelling, 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>• contain most elements of a friendly letter,</li> <li>• show correct letter organization,</li> <li>• group related ideas,</li> </ul> <p>Vocabulary may be limited to basic sight words, or grade-level appropriate spelling.</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>• follow a logical sequence of events,</li> <li>• include most elements of a letter, including punctuation,</li> </ul> <p>Student may randomly present ideas with no focus.</p> <p>Vocabulary may be limited to basic sight words or grade-level appropriate spelling.</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>• 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> <li>• identify and use pronouns correctly in writing,</li> <li>• identify singular possessive nouns,</li> <li>• form the possessive of a singular noun correctly,</li> <li>• use <i>I</i> and <i>me</i> correctly in writing,</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>• use capital letters when writing most proper nouns,</li> <li>• distinguish between the singular and plural forms of irregular nouns,</li> <li>• use the plural form of most irregular nouns,</li> <li>• identify and use pronouns correctly in writing,</li> <li>• identify most singular possessive nouns,</li> <li>• form the possessive of a singular noun correctly,</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 most proper nouns,</li> <li>• use capital letters when writing most proper nouns,</li> <li>• distinguish between most singular and plural forms of irregular nouns,</li> <li>• use the plural form of some irregular nouns,</li> <li>• identify and use pronouns correctly in writing,</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>• identify most proper nouns,</li> <li>• use capital letters when writing most proper nouns,</li> <li>• distinguish between most singular and plural forms of irregular nouns,</li> <li>• use the plural form of most irregular nouns,</li> <li>• identify and use pronouns correctly in writing,</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>• identify most proper nouns,</li> <li>• use capital letters when writing most proper nouns,</li> <li>• distinguish between most singular and plural forms of irregular nouns,</li> <li>• use the plural form of most irregular nouns,</li> <li>• identify and use pronouns correctly in writing,</li> </ul>	

Rubric has not changed – continue to work towards proficiency.

Written and Oral English Language Conventions - Second Grade, Fourth Quarter *continued on the next page*

**Use correct sentence structure and grammar.**

- 1.4 Distinguish between complete and incomplete sentences.  
 1.5 Recognize and use the correct word order in written sentences.  
 1.6 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"> <li>• identify and use plural possessive nouns,</li> <li>• identify verbs,</li> <li>• use exact verbs in sentences to improve writing,</li> <li>• use the correct form of verbs in the present tense,</li> <li>• complete sentences using present-tense verbs,</li> <li>• check sentences for correct subject-verb agreement to improve writing,</li> <li>• identify and form verbs in the past tense,</li> <li>• use correct verb tense.</li> </ul>	<p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• use <i>I</i> and <i>me</i> in writing,</li> <li>• identify and use most plural possessive nouns correctly,</li> <li>• identify verbs,</li> <li>• use exact verbs in sentences to improve writing,</li> <li>• use the correct form of verbs in the present tense,</li> <li>• complete sentences using present-tense verbs.</li> </ul> <p>Student may be able to identify some verbs in the past tense.</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 some singular possessive nouns,</li> <li>• form the possessive of some singular nouns,</li> <li>• use <i>I</i> and <i>me</i> in writing,</li> <li>• identify and use most plural possessive nouns,</li> <li>• identify some verbs,</li> <li>• use a few exact verbs in sentences to improve writing,</li> <li>• use the correct form of most verbs in the present tense,</li> <li>• complete most sentences using present-tense verbs.</li> </ul>	<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 singular possessive nouns,</li> <li>• form the possessive of some singular nouns,</li> <li>• use <i>I</i> and <i>me</i> in writing,</li> <li>• identify and use most plural possessive nouns,</li> <li>• identify most verbs,</li> <li>• use a few exact verbs in sentences to improve writing,</li> <li>• use the correct form of some verbs in the present tense,</li> <li>• complete sentences using some present-tense verbs.</li> </ul>	<p><b>With direct instruction and teacher support</b>, student <b>may be unable to</b>:</p> <ul style="list-style-type: none"> <li>• identify some singular possessive nouns,</li> <li>• identify most proper nouns,</li> <li>• form the possessive of most singular nouns correctly,</li> <li>• use <i>I</i> and <i>me</i> correctly in writing,</li> <li>• identify most plural possessive nouns,</li> <li>• use most plural possessive nouns,</li> <li>• identify verbs,</li> <li>• use exact verbs in sentences to improve writing,</li> <li>• use the correct form of verbs in the present tense,</li> <li>• complete sentences using present-tense verbs.</li> </ul>

Rubric has not changed – continue to work towards proficiency,

**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 and items in a series,</li> <li>• use periods, question marks, and exclamation marks appropriately,</li> <li>• identify direct quotations,</li> <li>• use quotation marks correctly,</li> <li>• capitalize proper nouns and words at the beginning of sentences,</li> <li>• capitalize greetings, months, and days of the week,</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>• use commas in dates and items in a series,</li> <li>• use periods, question marks, and exclamation marks appropriately,</li> <li>• identify direct quotations,</li> <li>• use quotation marks correctly,</li> <li>• capitalize most proper nouns and words at the beginning of sentences,</li> <li>• capitalize greetings, months, and days of the week,</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 and items in a series,</li> <li>• use periods, question marks, and most exclamation marks appropriately,</li> <li>• capitalize some proper nouns, words at the beginning of sentences,</li> <li>• capitalize greetings, months, and days of the week,</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 and items in a series,</li> <li>• use question marks and exclamation marks appropriately,</li> <li>• capitalize proper nouns, greetings, months, and days of the week,</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 correctly in in dates and items in a series,</li> <li>• use question marks and exclamation marks appropriately,</li> <li>• capitalize most proper nouns, greetings, months, and days of the week,</li> </ul>

Rubric has not changed – continue to work towards proficiency.

**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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• add 's to form singular possessive nouns,</li> <li>• add s' to form plural possessive nouns.</li> </ul> <p>Student may use dialogue with quotation marks in independent writing.</p>	<p>Student writing demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• add 's to form singular possessive nouns,</li> <li>• add s' to form plural possessive 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>• add 's to form most singular possessive nouns,</li> <li>• add s' to form some plural possessive nouns.</li> </ul>	<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>• add 's to form most singular possessive nouns,</li> <li>• add s' to form most plural possessive nouns.</li> </ul> <p>Student is able to use:</p> <ul style="list-style-type: none"> <li>• periods at the end of statements,</li> <li>• capitals at the beginning of sentences.</li> </ul>	<p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• add 's to form singular possessive nouns,</li> <li>• add s' to form plural possessive nouns.</li> </ul> <p>Student may use:</p> <ul style="list-style-type: none"> <li>• periods at the end of most statements,</li> <li>• capitals at the beginning of most sentences.</li> </ul>

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**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 <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 spell:</p> <ul style="list-style-type: none"> <li>• frequently used irregular words,</li> <li>• contractions,</li> <li>• words with <i>-er, -ed, and -ing</i> endings,</li> <li>• words that end with the <i>long e</i> sound (<i>puppy</i>),</li> <li>• vowel sounds <i>oo</i> (book, moon),</li> <li>• words with the <i>long i</i> sound (sky, mind, right),</li> <li>• words whose base words' <i>final e</i> is dropped before <i>-ed, or -ing</i> is added.</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 spell:</p> <ul style="list-style-type: none"> <li>• most frequently used irregular words,</li> <li>• contractions,</li> <li>• words with <i>-er, -ed, and -ing</i> endings,</li> <li>• words that end with the <i>long e</i> sound (<i>puppy</i>),</li> <li>• vowel sounds <i>oo</i> (book, moon),</li> <li>• most words with the <i>long i</i> sound (sky, mind, right),</li> <li>• most words whose base words' <i>final e</i> is dropped before <i>-ed, or -ing</i> is added.</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 spell:</p> <ul style="list-style-type: none"> <li>• some frequently used irregular words,</li> <li>• contractions,</li> <li>• words with <i>-er, -ed, and -ing</i> endings,</li> <li>• words that end with the <i>long e</i> sound (<i>puppy</i>),</li> <li>• vowel sounds <i>oo</i> (book, moon),</li> <li>• some words with the <i>long i</i> sound (sky, mind, right),</li> <li>• some words whose base words' <i>final e</i> is dropped before <i>-ed, or -ing</i> is added.</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>• most frequently used irregular words,</li> <li>• most contractions,</li> <li>• some words with <i>-er, -ed, and -ing</i> endings,</li> <li>• words that end with the <i>long e</i> sound (<i>puppy</i>),</li> <li>• vowel sounds <i>oo</i> (book, moon),</li> <li>• a few words with the <i>long i</i> sound (sky, mind, right),</li> <li>• a few words whose base words' <i>final e</i> is dropped before <i>-ed, or -ing</i> is added.</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>• most frequently used irregular words,</li> <li>• most contractions,</li> <li>• most words with <i>-er, -ed, and -ing</i> endings,</li> <li>• most words that end with the <i>long e</i> sound (<i>puppy</i>),</li> <li>• vowel sounds <i>oo</i> (book, moon),</li> <li>• words with the <i>long i</i> sound (sky, mind, right),</li> <li>• words whose base words' <i>final e</i> is dropped before <i>-ed, or -ing</i> is added.</li> </ul>

## Listening and Speaking

### Listening and Speaking Strategies

<b>Give and follow three- and four-step oral directions.</b>				
1.4 Give and follow three- and four-step oral directions.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standard and is able to demonstrate 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>• tell the purpose of the directions,</li> <li>• tell each step in order,</li> <li>• give clear directions,</li> <li>• include details that make each step clear,</li> <li>• use exact verbs that give the listener a picture of the actions,</li> <li>• listen to and repeat directions.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and exhibits an <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• give clear directions,</li> <li>• tell each step in order,</li> <li>• use some exact verbs that give the listener a picture of the actions,</li> <li>• listen to and repeat directions.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance of the grade level standards and exhibits <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>• give clear directions,</li> <li>• tell each step in order,</li> <li>• use a few exact verbs that give the listener a picture of the actions,</li> <li>• listen to and repeat directions.</li> </ul>	<p>Student demonstrates <b>below basic</b> performance of the grade level standards and exhibits <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>• give clear directions,</li> <li>• tell each step in order,</li> <li>• use exact verbs that give the listener a picture of the actions,</li> <li>• listen to and repeat directions.</li> </ul>	<p>Student is <b>not meeting</b> grade level standards and 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>• give clear directions,</li> <li>• tell each step in order,</li> <li>• use exact verbs that give the listener a picture of the actions,</li> <li>• listen to and repeat directions.</li> </ul>

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## 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 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>

Rubric has not changed – continue to work towards proficiency.