

Writing

Writing Strategies and Applications

Create a paragraph that has a topic sentence, supporting facts, and details.

- 1.1 Create a single paragraph:
- a. Develop a topic sentence.
 - b. Include simple supporting facts and details.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify purpose for writing, • select and maintain a focus with important, supporting facts and details, • write complete, coherent sentences that use a variety of patterns and lengths, • write a single paragraph that contains: <ul style="list-style-type: none"> - a topic sentence that will grab the reader's attention - a clearly organized, logical sequence of events - vivid, interesting descriptions that engage or inform - a concluding sentence. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify purpose for writing • select a focus with simple, supporting facts and details, • write complete, coherent sentences that use more than one pattern, • write a single paragraph that contains: <ul style="list-style-type: none"> - a topic sentence logical sequence of events - interesting descriptions that support the facts and details a concluding sentence. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify purpose for writing, • select a focus, • write mainly complete sentences that may use more than one pattern, • write a single paragraph that: <ul style="list-style-type: none"> - contains a topic sentence, - may lack organization, - few if any descriptive details, - attempts a concluding sentence. 	<p>Student often below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student demonstrates limited ability to:</p> <ul style="list-style-type: none"> • identify purpose, • select a focus, • create complete and/or coherent sentences that use more than one pattern, • include supporting details. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • identify purpose, • select a focus, • create complete and/or coherent sentences that use more than one pattern, • include supporting details.

Use action, descriptions, and details when writing a narrative.

2.1 Write narratives:

- a. Provide a context within which an action takes place.
- b. Include well-chosen details to develop the plot.
- c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify purpose for writing, • include well-chosen details that develop the plot, • clearly organize in a logical sequence that provides a context within which an action takes place, • use effectiveness and variety of word choice, • include vivid interesting language with well-chosen sensory images that develop the topic and engage the audience. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify purpose for writing, • include details that develop the plot, • organize in a logical sequence that provides a context within which an action takes place, • use effectiveness and variety of word choice, • include some vivid interesting language with well-chosen sensory images that develop the topic and engage the audience. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify purpose for writing, • include some details that support the plot, • organize information in a logical sequence, • use some variety of word choice, • use some descriptive details. 	<p>Student often below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student demonstrates limited ability to:</p> <ul style="list-style-type: none"> • identify purpose for writing, • include some details that support the plot, • organize information in a logical sequence, • use some variety of word choice, • use some descriptive details. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • identify purpose for writing, • include some details that support the plot, • organize information in a logical sequence, • use some variety of word choice, • use some descriptive details.

Write legibly in cursive or joined italics.

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • form capital and lower case letters in cursive correctly, • join cursive letters within a word correctly, • allow correct spacing between letters in a word, • copy sentences in cursive allowing for correct spacing between letters in a word and words in a sentence. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • form most capital and lower case letters in cursive correctly, • join some cursive letters within a word correctly, • copy sentences in cursive, but may have difficulty with appropriate spacing. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • form most lower case letters in cursive correctly, • form some upper case letters in cursive correctly, • connect some letters within a word, but may have difficulty with appropriate spacing <p>Student may be unable to copy sentences in cursive.</p>	<p>Student often below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student demonstrates limited ability to:</p> <ul style="list-style-type: none"> • form some lower case letters in cursive correctly, • form most upper case letters in cursive correctly, • connect a few letters within a word, but has difficulty with appropriate spacing. <p>Student may be unable to copy a sentence in cursive.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • form most upper and lower case letters in cursive correctly, • connect letters within a word, • connect letters with appropriate spacing. <p>Student is unable to copy a sentence in cursive.</p>

Written and Oral English Language Conventions

Written and Oral English Language Conventions

Use complete and correct sentences in writing and speaking.				
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1- Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify complete sentences, • complete fragments to create complete sentences, • identify and classify four kinds of sentences, • use correct sentence type, • combine sentences, • transform a question into the topic sentence of a paragraph, • identify and correct run-on sentences, • write an opinion paragraph with supporting facts and details. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify complete sentences, • complete most fragments to create complete sentences, • identify and classify three of four kinds of sentences, • use correct sentence type, • identify and correct run-on sentences, • write a paragraph with supporting facts and details. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify complete sentences, • complete most fragments to create complete sentences, • identify and classify three of four kinds of sentences, • use correct sentence type, • identify and correct run-on sentences, • write a paragraph with some supporting facts and details. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • identify most complete sentences, • complete some sentence fragments, • identify and classify two of the four kinds of sentences, • identify and correct some run-on sentences, • write a paragraph with details. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • identify most complete sentences, • complete some sentence fragments, • identify and classify two of the four kinds of sentences, • identify run-on sentences, • write a paragraph with details.

Use correct grammar in speaking and writing simple sentences.

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1- Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • proofread and correct grammar and spelling errors, • use verb tenses properly, • use subject and verbs correctly, • identify parts of speech, • identify and classify common nouns, proper nouns, singular and plural nouns, • use exact nouns in sentences. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • proofread and correct grammar and spelling errors, • use most verb tenses properly, • use subject and verbs correctly, • identify most parts of speech, • identify and classify common nouns, proper nouns, singular and plural nouns, • use some exact nouns in sentences. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • proofread and correct some grammar and spelling errors, • use some verb tenses properly, • use subject and verbs correctly, • identify some parts of speech, • identify and classify most common nouns and proper nouns, • identify and classify most common singular and plural nouns, • use a few exact nouns in sentences. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • proofread and correct a few grammar and spelling errors, • use some common verb tenses properly, • use subject and verbs correctly, • identify some parts of speech, • identify and classify common nouns and proper nouns, • identify and classify some common singular and plural nouns, • use a few exact nouns in sentences. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • proofread and correct a few grammar and spelling errors, • use some common verb tenses properly, • use subject and verbs correctly, • identify some parts of speech, • identify and classify common nouns and proper nouns, • identify and classify common singular and plural nouns, • use a few exact nouns in sentences.

Spell grade level words accurately in everyday writing.

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g., *hair-hare*).

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<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> spell correctly words with short vowel patterns, spell vowel-consonant-e pattern for long vowel sounds, use knowledge of word patterns to spell new words, three-letter clusters or unexpected consonant patterns (kn, wr), spell large number of high frequency words correctly. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> spell correctly words with short vowel patterns, spell vowel-consonant-e pattern for long vowel sounds, three-letter clusters and most unexpected consonant patterns, spell age appropriate high frequency words correctly. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> spell correctly words with short vowel patterns, spell some vowel-consonant-e patterns for long vowel sounds, three-letter clusters and a few unexpected consonant patterns, spell some age appropriate high frequency words correctly. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> spell correctly words with short vowel patterns, spell a few vowel-consonant-e patterns for long vowel sounds, spell three-letter clusters and unexpected consonant patterns, spell some age appropriate high frequency words correctly. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> spell correctly most words with short vowel patterns, spell a few vowel-consonant-e patterns for long vowel sounds, spell three-letter clusters and expected consonant patterns, spell some age appropriate high frequency words correctly.

Listening and Speaking

Listening and Speaking Strategies

Listen and respond to oral communication.				
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.				
1.3 Respond to questions with appropriate elaboration.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1- Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • respond to ideas and opinions with appropriate elaboration, • connect and relate prior experiences, insights, and ideas to those of a speaker, • formulate relevant questions to be used for discussion, • answer questions with supporting details, • introduce self to others with interesting information. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability:</p> <ul style="list-style-type: none"> • respond to ideas and opinions with appropriate elaboration, • formulate relevant questions to be used for discussion, • answer questions with supporting details, • introduce self to others with information about themselves. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • respond to some ideas, • connect prior experiences, • formulate questions for discussion, • answer questions with some supporting details, • introduce self to others with some information. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • respond to a few ideas, • connect prior experiences, • formulate questions for discussion, • answer questions with a few details, • introduce self to others with a few details. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • respond to some ideas, • formulate questions for discussion, • answer questions with a few details, • introduce self to others. <p>Student may be able to connect some prior experiences to the discussion.</p>

Retell, paraphrase, and explain what has been said by a speaker.

1.1 Retell, paraphrase, and explain what has been said by a speaker.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1- Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • participate in creation of rules for discussion groups, • participate in or lead a class discussion of a story, • formulate relevant questions to be used for discussion, • retell or paraphrase what has been said by a speaker, • answer questions with supporting details, • present opinions with supporting details, • make comparisons between ideas. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • participate in creation of rules for discussion groups, • participate in class discussion of a story, • formulate relevant questions to be used for discussion, • retell what has been said by a speaker. • answer questions with supporting details, • make some comparisons between ideas.. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • participate in class discussion of a story, • formulate a few questions for discussion, • retell some information shared by a speaker, • answer questions with some supporting details. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • participate in class discussion of a story, • formulate a few questions for discussion, • retell some information shared by a speaker, • answer questions with a few supporting details. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • participate in class discussion of a story, • formulate a question for discussion, • retell information shared by a speaker, • answer questions with supporting details.