

Writing

Writing Strategies and Applications

Create a paragraph that has a topic sentence, supporting facts, and details.					Page 1 of 2
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 and clearly state purpose for writing, • select a topic and maintain a focus with important, supporting facts and details, • plan before writing i.e., list, web, sketch, • write complete, coherent sentences that use a variety of patterns and lengths. 	<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 topic and maintain a focus with simple, supporting facts and details, • write complete, coherent sentences that use more than one pattern. 	<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 topic, • add details and facts, • write mainly complete, coherent sentences that may use more than one pattern. 	<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 purpose or audience, • select a topic, • maintain a consistent focus, • add a few details, • write mainly complete sentences that may use one or two simple sentence patterns, • use proper paragraphing. 	<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 audience or purpose, • maintain the focus, • organize writing, • use proper paragraphing, • add details, • write complete, coherent sentences. <p>Student writing may contain substantial environmental print.</p>	

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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> write a single paragraph that contains: <ul style="list-style-type: none"> proper paragraph format, a topic sentence that will grab the reader's attention, a clearly organized, logical sequence of events, vivid, interesting descriptions that engage or inform the reader, a conclusion that meets all the goals established at the beginning. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> write a single paragraph that contains: <ul style="list-style-type: none"> an attempt at correct format, a topic sentence, an organized, logical sequence of events, interesting descriptions that support the purpose, a concluding sentence. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> write a single paragraph that contains: <ul style="list-style-type: none"> a topic sentence, some organization, some descriptive details, an attempt to write a concluding sentence. <p>Student may be unable to:</p> <ul style="list-style-type: none"> identify or write to a specific audience, maintain a consistent focus, use proper paragraphing. 		

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 the purpose for writing, • select a topic and clearly provide insight into the significance of the chosen topic, • introduce characters at the beginning of the story with interesting details that will engage the reader, • use descriptive language that clearly describes the characters and setting, • use descriptive language with well-chosen sensory details that will develop the story. 	<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 the purpose for writing, • select a topic and provide some insight into the chosen topic, • introduce characters at the beginning of the story, • use interesting details to describe the characters and setting, • use descriptive language with some sensory details that will develop the story. 	<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 the purpose for writing, • select a topic and attempt to provide some insight into the significance of the chosen topic, • include two or more characters, • provide some details to describe the characters and/or setting, • use some descriptive language, 	<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 purpose, • select a topic, • include one or more characters, • provide details that describe the characters and/or setting, • use descriptive language, 	<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 topic, • include one or more characters, • provide details that describe the characters and/or setting, • use descriptive language,

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

- 2.1 Write narratives:
- Provide a context within which an action takes place.
 - Include well-chosen details to develop the plot.
 - 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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> write a clearly organized, logical sequence of events using time-order words, use effective dialogue that makes the characters come alive, develop a strong beginning, middle, and end, with appropriate paragraphing, write an ending that wraps up the story. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> write an organized sequence of events using some time-order words, use dialogue between characters, develop a beginning, middle, and end, with paragraphing, write a concluding sentence. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> write some of the events in sequence using occasional time-order words. <p>Student may be unable to:</p> <ul style="list-style-type: none"> use dialogue effectively between characters, develop a beginning, middle, and end with an attempt to use paragraphs, write a concluding sentence. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> write in sequence, use time-order words, use dialogue between characters, develop a good beginning and/or ending. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> write in sequence, use time-order words, use dialogue between characters, develop a good beginning and/or ending.

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 and words in a sentence, • write independent work in cursive using correct letter formation and correct spacing. 	<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 capital and lower case letters in cursive correctly, • join cursive letters within a word correctly, • allow correct spacing between letters, • have mainly correct spacing between words in a sentence, • copy sentences in cursive, but may have some difficulty with appropriate spacing, • do some independent work in cursive. 	<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 lower case letters in cursive correctly, • form most capital letters in cursive correctly, • join most cursive letters within a word correctly, • allow correct spacing between most letters, • have mainly correct spacing between words in a sentence, • copy a sentence in cursive, but may have some difficulty with appropriate spacing. 	<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"> • form most lower case letters in cursive correctly, • form some upper case letters in cursive correctly, • join most cursive letters within a word correctly, but may have difficulty with appropriate spacing between letters. <p>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 some lower case letters correctly, • form most upper case letters correctly, • connect letters within a word correctly, • connect letters with appropriate spacing. <p>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 and correct punctuation, • 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 an 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 four kinds of sentences, • use correct sentence type and correct punctuation, • 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 some 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 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 often demonstrates 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 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"> • identify most complete sentences, • complete most sentence fragments, • identify and classify two of the four kinds of sentences, • identify run-on sentences, • write a paragraph with supporting 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 noun, • use exact nouns in sentences, 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates an 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, 	<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 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, 	<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,

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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify and use singular and possessive nouns and incorporate into writing, • classify verbs that describe physical and mental activities, • form verbs in the present, past, and future, • identify singular and plural subjects and choose matching verb forms, • have noun-verb agreement. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify and use singular and possessive nouns, • classify most verbs that describe physical and mental activities, • form verbs in the present, past, and future, • identify most singular and plural subjects and choose matching verb forms, • have noun-verb agreement. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use a few exact nouns in sentences, • identify and use singular and possessive nouns, • classify some verbs that describe physical and mental activities, • form verbs in the present, past, and future, • identify some singular and plural subjects and choose matching verb forms, • have noun-verb agreement. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • use a few exact nouns in sentences, • identify and use singular and possessive nouns, • classify a few verbs that describe physical and mental activities, • form verbs in the present, past, and future, • identify a few singular and plural subjects and choose matching verb forms, • have noun-verb agreement. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • use exact nouns in sentences, • identify and use singular and possessive nouns, • classify verbs that describe physical and mental activities, • form verbs in the present, past, and future, • identify singular and plural subjects and choose matching verb forms, • have noun-verb agreement.

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*).

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"> 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, spell three-letter clusters or unexpected consonant patterns (kn, wr), spell three-letter clusters and most unexpected consonant patterns, spell the vowel sounds in <i>clown</i> and <i>lawn</i>, spell the vowel +r sounds, 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates an adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability:</p> <ul style="list-style-type: none"> spell correctly words with short vowel patterns, spell vowel-consonant-e pattern for long vowel sounds, spell three-letter clusters and most unexpected consonant patterns, spell the vowel sounds in <i>clown</i> and <i>lawn</i>, spell the vowel +r sounds, spell the /j/, /k/, and /kw/ sounds, spell most common homophones 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, spell three-letter clusters and a few unexpected consonant patterns, spell the vowel +r sounds, spell the /j/, /k/, and /kw/ sounds, spell some common homophones 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 but may have difficulty with unexpected consonant patterns, spell the vowel + r sounds, spell the /j/, /k/, and /kw/ sounds, spell a few common homophones 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 some three-letter clusters and unexpected consonant patterns, spell the vowel + r sounds, spell the /j/, /k/, and /kw/ sounds, spell a few common homophones correctly,

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*).

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"> spell the /j/, /k/, and /kw/ sounds, spell most homophones correctly, spell large number of high frequency words correctly. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> spell age appropriate high frequency words correctly. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> spell some age appropriate high frequency words correctly. <p>Student may confuse the vowel sounds in <i>clown</i> and <i>lawn</i>.</p>	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> spell some age appropriate high frequency words correctly. <p>Student may confuse the vowel sounds in <i>clown</i> and <i>lawn</i>.</p>	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> spell high frequency words correctly. <p>Student may confuse the vowel sounds in <i>clown</i> and <i>lawn</i>.</p>

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 an 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>

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

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 an 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, • respond to speaker before moving to another topic, • 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 supporting details. <p>Student may be able to make some comparisons between ideas.</p>	<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 often demonstrates limited ability 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. <p>Student may move to another topic before responding to speaker.</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"> • participate in class discussion of a story, • formulate a question for discussion, • retell information shared by a speaker, • answer questions with supporting details. <p>Student may move to another topic before responding to speaker.</p>