

Writing

Writing Strategies and Applications

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

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- 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 an audience, • select a topic that will be interesting to your audience, • identify and clearly state purpose for writing, for example: <ul style="list-style-type: none"> - to inform, - to entertain, • maintain the 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 an audience, • 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 audience and 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 audience or purpose for writing, • select a topic, • add a few details, • maintain a consistent focus, • 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 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: write a single paragraph that contains:</p> <ul style="list-style-type: none"> proper paragraph format, a topic sentence that will grab the reader's attention, a clear organization, interesting facts and details that support the purpose, a conclusion that meets all the goals established at the beginning. <p>Student may attempt more than one paragraph.</p>	<p>Student demonstrates the ability to: write a single paragraph that contains:</p> <ul style="list-style-type: none"> proper paragraph format, an attempt to use correct format, a topic sentence, organization, some interesting facts and details that support the purpose, a concluding sentence. 	<p>With direct instruction and teacher support, student often demonstrates the ability to: write a single paragraph that contains:</p> <ul style="list-style-type: none"> a topic sentence, may lack consistent organization, a few details, an attempt to write 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:
- 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 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 audience, 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 audience, 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 audience, select a topic and attempts 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 or audience, select a topic, include one or more characters, provide few or no 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 or audience, select a topic, include one or more characters, provide few or no details that describe the characters and/or setting, use descriptive language.

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, • write most 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 most capital and lower case 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 appropriate spacing, • write some independent work in cursive. 	<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 able to copy a sentence in cursive, but may have difficulty with appropriate spacing.</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 lower case letters correctly, • form most upper case letters correctly, • connect letters within a word correctly, • connect letters with appropriate spacing. <p>Student may be 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"> • 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, • use a variety of sentence types to interest the reader. 	<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"> • complete fragments to create complete sentences, • identify and classify four kinds of sentences, • use correct sentence type and correct punctuation, • combine sentences, • identify and correct run-on sentences, • write a paragraph with supporting facts and details, • vary the kinds of sentences used in writing. 	<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"> • 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 may be able to combine most sentences.</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"> • 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"> • 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 subject and verbs correctly, • identify and use present and past forms of the irregular verb <i>be</i> in writing, • spell present and past forms of <i>be</i> correctly, • identify and use correct forms of helping verbs, 	<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 subject and verbs correctly, • identify present and past forms of the irregular verb <i>be</i>, • spell present and past forms of <i>be</i> correctly, • identify and use correct forms of helping verbs, 	<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 most grammar and spelling errors, • use subject and verbs correctly • use most verb tenses properly, • identify most present and past forms of the irregular verb <i>be</i>, • spell most present and past forms of <i>be</i> correctly, • identify most helping verbs, 	<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"> • proofread and correct some grammar and spelling errors, • use most subject and verbs correctly, • use some verb tenses properly, • identify some present and past forms of the irregular verb <i>be</i>, • spell some present and past forms of <i>be</i> correctly, • identify some helping verbs, 	<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 some grammar and spelling errors, • use subject and verbs correctly • use some verb tenses properly, • identify some present and past forms of the irregular verb <i>be</i>, • spell some present and past forms of <i>be</i> correctly, • identify some helping verbs,

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"> combine most sentences using helping verbs and subject pronouns to improve writing, identify and use common irregular verbs, identify and use subject pronouns, identify and use object pronouns, use correct pronouns to improve writing. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> combine most sentences using helping verbs and subject pronouns to improve writing, identify and use most common irregular verbs, identify and use most subject pronouns. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> combine most sentences using helping verbs, identify and use some common irregular verbs, identify and use some subject pronouns. identify some parts of speech. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> combine a few sentences using helping verbs, identify and use a few common irregular verbs, identify and use a few subject pronouns. identify a few parts of speech. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> combine a few sentences using helping verbs, identify and use common irregular verbs, identify and use most subject pronouns. identify a few parts of speech.

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 + <i>r</i> sounds (hair), spell words that have baseword changes when <i>-ed</i>, <i>-ing</i>, or <i>-es</i> is added, use knowledge of word patterns to spell new words, spell words that have a prefix or a suffix, spell words that have the vowel sounds in <i>tooth</i> and <i>cook</i> and the vowel sounds in <i>bought</i>, 	<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 + <i>r</i> sounds (hair), spell most words that have baseword changes when <i>-ed</i>, <i>-ing</i>, or <i>-es</i> is added, use knowledge of word patterns to spell most new words, spell most words that have a prefix or a suffix, spell words that have the vowel sounds in <i>tooth</i> and <i>cook</i>, 	<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 most vowel + <i>r</i> sounds (hair), spell some words that have baseword changes when <i>-ed</i>, <i>-ing</i>, or <i>-es</i> is added, use knowledge of word patterns to spell some new words, spell some words that have a prefix or a suffix, 	<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"> spell correctly words with short vowel patterns, spell most vowel + <i>r</i> sounds (hair), spell a few words that have baseword changes when <i>-ed</i>, <i>-ing</i>, or <i>-es</i> is added, use knowledge of word patterns to spell a few new words, spell a few words that have a prefix or a suffix, 	<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 most vowel + <i>r</i> sounds (hair), spell some words that have baseword changes when <i>-ed</i>, <i>-ing</i>, or <i>-es</i> is added, use knowledge of word patterns to spell new words, spell words that have a prefix or a suffix,

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
Student consistently demonstrates the ability to: <ul style="list-style-type: none"> spell large number of high frequency words correctly. 	Student demonstrates the ability: <ul style="list-style-type: none"> spell age appropriate high frequency words correctly. 	With direct instruction and teacher support , student often demonstrates the ability to: <ul style="list-style-type: none"> spell most age appropriate high frequency words correctly. 	With direct instruction and teacher support , student may demonstrate limited ability to: <ul style="list-style-type: none"> spell some age appropriate high frequency words correctly. 	With direct instruction and teacher support , student may be unable to: <ul style="list-style-type: none"> spell most age appropriate high frequency words correctly.

Listening and Speaking

Listening and Speaking Strategies

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 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 few questions for discussion, • retell some 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>

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, • formulate relevant questions to be used for discussion, • answer questions with supporting details, • identify the characteristics of a good nonfiction literature discussion, • participate in a literature discussion about a work of nonfiction, • stick to the main topic, • listen to others. 	<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"> • respond to ideas and opinions with appropriate elaboration, • formulate relevant questions to be used for discussion, • identify most characteristics of a good nonfiction literature discussion, • participate in a literature discussion about a work of nonfiction, • stick to the main topic, • listen to others. 	<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, • identify most of the characteristics of a good nonfiction literature discussion, • participate in a literature discussion about a work of nonfiction, • stick to the main topic, • listen to others. 	<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"> • respond to a few ideas, • connect prior experiences, • formulate some questions for discussion, • identify some of the characteristics of a good nonfiction literature discussion, • participate in a literature discussion about a work of nonfiction, • stick to the main topic, • listen to others. 	<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 and answer questions for discussion, • identify the characteristics of a good nonfiction literature discussion, • participate in a literature discussion about a work of nonfiction, • stick to the main topic, • listen to others. <p>Student may be able to connect some prior experiences to the discussion.</p>