

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 write a single paragraph that:</p> <ul style="list-style-type: none"> • has a specific audience, • has a topic that will be interesting to the audience, • has organization with a logical sequence of events, • maintains the focus with important, supporting facts and details, • has vivid, interesting descriptions that engage or inform the reader, • a conclusion that meets all the goals established at the beginning, 	<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 write a single paragraph that:</p> <ul style="list-style-type: none"> • has a specific audience, • has a topic, • has organization with a logical sequence of events, • maintains a focus with simple, supporting facts and details, • has interesting descriptions that support the topic, • has 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 write a single paragraph that:</p> <ul style="list-style-type: none"> • identifies a purpose for writing, • has a topic, • has some details and facts, • has 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 write a single paragraph that:</p> <ul style="list-style-type: none"> • has a purpose or audience identified, • has a topic, • has a few details, • maintains a consistent focus, • has mainly complete sentences and 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 is able to select a topic.</p> <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:</p> <ul style="list-style-type: none"> • has a plan i.e.: list, web, sketch, • has complete, coherent sentences that use a variety of patterns and lengths, • has proper paragraph format. <p>Student may attempt more than one paragraph.</p> <p>Student may write a persuasive essay.</p>	<p>Student demonstrates the ability to write a single paragraph that:</p> <ul style="list-style-type: none"> • has complete, coherent sentences that use more than one pattern, • has proper paragraph format. <p>Student may attempt to plan for writing.</p>	<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"> 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,

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, • 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>

Rubric has not changed, continue to work towards proficiency.

Written and Oral Language Conventions

Written and Oral 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, • create complete sentences from fragments, • identify and classify four kinds of sentences, • use correct sentence type and punctuation, • combine sentences, • transform a question into the topic sentence of a paragraph, • identify and correct run-on sentences, • use a variety of sentence types to interest the reader. <p>Student may be able to expand sentences by adding adverbs.</p>	<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, • create complete sentences from fragments, • 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"> • identify complete sentences, • create complete sentences from most fragments, • 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"> • 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, • identify and use subject pronouns, • identify and use object pronouns, • identify and use possessive pronouns, • identify and use adjectives and articles in sentences, • form common comparative and superlative adjectives, • use comparison of adjectives in sentences, • identify and use adverbs in sentences, • use <i>good</i> and <i>well</i> correctly 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 most grammar and spelling errors, • identify and use subject pronouns, • identify and use object pronouns, • identify and use most possessive pronouns, • identify and use most adjectives and articles in sentences, • form most common comparative and superlative adjectives, • use comparison of most adjectives in sentences, • identify and use some adverbs 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, • identify and use most subject pronouns, • identify and use most object pronouns, • identify and use some possessive pronouns, • identify and use some adjectives and articles in sentences, • form some common comparative and superlative adjectives, • use comparison of some adjectives in sentences, • identify some adverbs. 	<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, • identify and use some subject pronouns, • identify and use some object pronouns, • identify and use a few possessive pronouns, • identify and use a few adjectives and articles in sentences, • form a few common comparative and superlative adjectives, • use comparison of a few adjectives in sentences, • identify a few adverbs. 	<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, • identify and use object pronouns, • identify and use most possessive pronouns, • identify and use most adjectives and articles in sentences, • form most common comparative and superlative adjectives, • use comparison of most adjectives in sentences, • identify most adverbs. <p>Student may be able to identify and use some subject pronouns.</p>

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 spell words that:</p> <ul style="list-style-type: none"> • have the vowel sounds in <i>tooth</i> and <i>cook</i> and the vowel sounds in <i>bought</i>, • have the VCCV pattern, • end with <i>-er</i> or <i>-le</i>, • begin with <i>a</i> or <i>be</i>. <p>Student is able to spell contractions.</p> <p>Student is able to spell a large number of high frequency words correctly.</p>	<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 spell most words that:</p> <ul style="list-style-type: none"> • have the vowel sounds in <i>tooth</i> and <i>cook</i> and the vowel sounds in <i>bought</i>, • have the VCCV pattern, • end with <i>-er</i> or <i>-le</i>, • begin with <i>a</i> or <i>be</i>. <p>Student is able to spell most contractions.</p> <p>Student is able to spell age appropriate high frequency words correctly</p>	<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 spell some words that:</p> <ul style="list-style-type: none"> • have the vowel sounds in <i>tooth</i> and <i>cook</i> and the vowel sounds in <i>bought</i>, • have the VCCV pattern, • end with <i>-er</i> or <i>-le</i>, • begin with <i>a</i> or <i>be</i>, <p>Student is able to spell some contractions.</p> <p>Student is able to spell most age appropriate high frequency words correctly.</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 may demonstrate limited ability to spell most words that:</p> <ul style="list-style-type: none"> • have the vowel sounds in <i>tooth</i> and <i>cook</i> and the vowel sounds in <i>bought</i>, • have the VCCV pattern, • end with <i>-er</i> or <i>-le</i>, • begin with <i>a</i> or <i>be</i>. <p>Student may be able to spell a few contractions.</p> <p>Student is able to spell some age appropriate high frequency words correctly.</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 spell words that:</p> <ul style="list-style-type: none"> • have the vowel sounds in <i>tooth</i> and <i>cook</i> and the vowel sounds in <i>bought</i>, • have the VCCV pattern, • end with <i>-er</i> or <i>-le</i>, • begin with <i>a</i> or <i>be</i>. <p>Student may be able to spell a few contractions.</p> <p>Student is able to spell a few age appropriate high frequency words correctly.</p>

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>

Rubric has not changed – continue to work towards proficiency.

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:</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 may demonstrate 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>

Rubric has not changed – continue to work towards proficiency.