

Writing

Writing Strategies

Create multiple-paragraph compositions: introductory, supporting, and concluding paragraphs. Page 1 of 2

- 1.2 Create multiple-paragraph compositions:
- a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.

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, • identify and clearly state purpose for writing, • plan before writing (e.g., list, web, or sketch), • include an introductory paragraph, • establish a central idea with a topic sentence at or near the beginning of the first paragraph, • provide supporting paragraphs with simple facts, details, and explanations, 	<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, • identify and clearly state purpose for writing, • plan before writing (e.g., list, web, or sketch), • include an introductory paragraph, • establish a central idea with a topic sentence at or near the beginning of the first paragraph, 	<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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify purpose and audience for writing, • select a topic, • maintain a consistent focus, • organize writing, • add details and facts, • use indentation, • provide an introductory paragraph, • provide supporting paragraphs with simple 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 purpose and audience for writing, • select a topic, • maintain a consistent focus, • organize writing, • provide 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 purpose or audience for writing, • maintain a focus, • organize writing, • use proper paragraphing, • add details, • write complete coherent sentences.

Create multiple-paragraph compositions: introductory, supporting, and concluding paragraphs.

- 1.2 Create multiple-paragraph compositions:
- a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student consistently demonstrates the ability to: write a concluding paragraph that summarizes the points.</p> <ul style="list-style-type: none"> • write complete, coherent sentences that use a variety of patterns and lengths. • use indentation correctly. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • provide supporting paragraphs with simple facts, details, and explanations, • write a concluding paragraph that summarizes the points, • write complete, coherent sentences that use a variety of patterns and lengths. • use indentation correctly. 	<p>With direct instruction and teacher support, student regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • write a concluding paragraph that summarizes the main points. • write mainly coherent sentences that may use more than one pattern. 		

Write legibly in cursive.

1.4 Write fluidly and legibly in cursive or joined italic.

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 lower and capital 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 spacing and correct letter formation, • write legibly. 	<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 lower and capital case letters in cursive correctly, • join cursive letters within a word correctly, • allow mainly correct spacing between letters and words in a sentence, • copy sentences in cursive, • write legibly. 	<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 regularly 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 letters within a word correctly, • allow 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 most lower case letters correctly, • form most upper case letters correctly, • connect letters within a word correctly, • connect letters with appropriate spacing.

Use various reference materials as an aid to writing.				
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).				
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.				
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"> • recognize entry words and their meanings, • identify special types of entry words, • use the dictionary as an aid to writing. 	<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"> • recognize entry words and their meanings, • identify special types of entry words, • use the dictionary as an aid to 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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • recognize entry words and their meanings, • identify special types of entry words, • use the dictionary as an aid to writing. 	<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"> • recognize entry words and their meanings, • identify special types of entry words, • use the dictionary as an aid to writing. 	<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"> • recognize entry words and their meanings, • identify special types of entry words, • use the dictionary as an aid to writing.

Edit and revise selected draft to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

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"> • vary the length and type of sentences in their writing, • combine subjects, predicates, and sentences to avoid repetition. 	<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"> • vary the length and type of sentences in their writing, • combine subjects, predicates, and sentences to avoid repetition. 	<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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • vary the length and type of sentences in their writing, • combine subjects, predicates, and sentences to avoid repetition. 	<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"> • vary the length and type of sentences in their writing, • combine subjects, predicates, and sentences to avoid repetition. 	<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"> • vary the length and type of sentences in their writing, • combine subjects, predicates, and sentences to avoid repetition.

Writing Applications

Write narratives that explain an event or experience.				
2.1 Write narratives: <ol style="list-style-type: none"> a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. 				
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"> • use vivid details to describe the event or experience, • provide insight as to why the event was memorable, • written in a clear and engaging voice, • organize writing clearly and effectively in multi-paragraph form, with a beginning, middle, and end. • use concrete sensory details that will develop the characters. 	<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"> • relate ideas and observations about a single event or experience, • provide a context for the event to enable the reader to imagine the setting and events, • use concrete sensory details that will develop the story, • provide insight as to why the event was memorable. 	<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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • select an event and provide some insight as to why the event was memorable, • 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"> • select an event, • provide details that describe the characters and/or setting, • use some 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"> • select an event, • provide details that describe the characters and/or setting, • use some descriptive language.

Write responses to literature that demonstrate understanding and support judgments.

2.2 Write responses to literature:
 a. Demonstrate an understanding of the literary work.
 b. Support judgments through references to both the text and prior knowledge.

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"> clearly demonstrate an understanding of the literary work, effectively support judgments using reference to both the text and prior knowledge, provide clear focus and specific point of view. 	<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"> demonstrate an adequate understanding of the literary work, support judgment using reference to both the text and prior knowledge, provide focus, and appropriate point of view. 	<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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> demonstrate some understanding of the literary work, support judgment using reference to the text or prior knowledge, provide some focus and general point of view. 	<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"> demonstrate some little understanding of the literary work, support judgments using reference to the text or prior knowledge, provide some focus and general point of view. 	<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"> demonstrate an understanding of the literary work, support judgments using reference to the text or prior knowledge, provide some focus and general point of view.

Write information reports.				
2.3	Write information reports:			
	a.	Frame a central question about an issue or situation.		
	b.	Include facts and details for focus.		
	c.	Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).		
Standard not taught this quarter.				

Write summaries that contain main ideas and the most significant details.				
2.4 Write summaries that contain the main ideas of the reading selection and the most significant 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"> clearly identify the main idea of a reading selection, identify the most significant details, write a conclusion that summarizes the points. 	<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 and paraphrase the main idea of the reading selection, identify the significant details that support the main idea. 	<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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> identify and restate the main idea of the reading selection, identify some significant 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 the main idea of the reading selection, select one or two significant details. <p>Students is unable to paraphrase, but may be able to copy ideas directly from the text.</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"> identify the main idea of the reading selection, select significant details, copy ideas directly from the text.

Written and Oral English Language Conventions

Written and Oral English Language Conventions

Use simple and compound sentences in writing and speaking.

1.1 Use simple and compound sentences in writing and speaking.

1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

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 compound sentences, • write compound sentences, • identify the short, related sentences that form a compound sentence, • identify the connecting word that joins the two parts of a compound sentence, • correct run-on sentences by adding a comma followed by a conjunction or by making two 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"> • identify compound sentences, • write compound sentences, • identify the short, related sentences that form a compound sentence, • identify the connecting word that joins the two parts of a compound sentence, • correct run-on sentences by adding a comma followed by a conjunction or by making two 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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify compound sentences, • write compound sentences, • identify the short, related sentences that form a compound sentence, • identify the connecting word that joins the two parts of a compound sentence, • correct run-on sentences by adding a comma followed by a conjunction or by making two 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"> • identify compound sentences, • write compound sentences, • identify the connecting words "but" and "and", • identify and correct run-on 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"> • identify most compound sentences, • write compound sentences, • identify the connecting words "but" and "and", • identify and correct run-on sentences.

Use grade appropriate grammar in speaking and writing.

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordination conjunctions 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 adverbs, • use adverbs to describe how, when, or where an action happens, • write with an adverb to help readers picture the action more clearly, • incorporate adverbs into their daily writing. 	<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 adverbs, • use adverbs to describe how, when, or where an action happens, • write using adverbs to help readers picture the action more clearly, • incorporate adverbs into some of their daily 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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify adverbs, • use adverbs to describe how, when, or where an action happens, • write using adverbs to help readers picture the action more clearly. 	<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 adverbs, • use adverbs to describe how, when, or where an action happens, • write using adverbs to help readers picture the action more clearly. 	<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 adverbs, • use adverbs to describe how, when, or where an action happens, • write using adverbs to help readers picture the action more clearly.

Use grade appropriate capitalization and punctuation in writing.

- 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
 1.5 Use underlining, quotation marks, or italics to identify titles of documents.
 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

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"> • read contractions and identify their meanings, • place apostrophes appropriately in contractions. <p>Student has control over previous standards for capitalization and punctuation. For example, the student is able to:</p> <ul style="list-style-type: none"> • use a capital letter at the beginning of a sentence, • identify and capitalize proper nouns when writing, • use commas in a series, • use appropriate end marks 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"> • read contractions and identify their meanings, • place apostrophes appropriately in contractions. <p>Student has control over previous standards for capitalization and punctuation. For example, the student is able to:</p> <ul style="list-style-type: none"> • use a capital letter at the beginning of a sentence, • identify and capitalize proper nouns when writing, • use commas in a series, • use appropriate end marks 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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • read contractions and identify their meanings, • place apostrophes appropriately in contractions. <p>Student has control over previous standards for capitalization and punctuation. For example, the student is able to:</p> <ul style="list-style-type: none"> • use a capital letter at the beginning of a sentence, • identify and capitalize proper nouns when writing, • use commas in a series, • use appropriate end marks 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"> • read contractions and identify their meanings, • place apostrophes appropriately in contractions. <p>Student has limited control over previous standards for capitalization and punctuation. For example, the student is able to:</p> <ul style="list-style-type: none"> • use a capital letter at the beginning of a sentence, • identify and capitalize proper nouns when writing, • use commas in a series, • use appropriate end marks 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"> • read contractions and identify their meanings, • place apostrophes appropriately in contractions. <p>Student has limited control over previous standards for capitalization and punctuation. For example, the student is able to:</p> <ul style="list-style-type: none"> • use a capital letter at the beginning of a sentence, • identify and capitalize proper nouns when writing, • use commas in a series, • use appropriate end marks in sentences.

Spell grade level words accurately in everyday writing.

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

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 the words on the weekly spelling lists, including the challenge words, spell grade level words accurately in everyday writing, spell base/root words with inflectional endings (e.g., -er and -est). 	<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 the words on the weekly spelling lists, spell grade level words accurately in everyday writing, spell base/root words with inflectional endings (e.g., -er and -est). 	<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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> spell correctly the words on the weekly spelling lists, spell grade level words accurately in everyday writing, spell base/root words with inflectional endings (e.g., -er and -est). 	<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 a modified version of the weekly spelling lists, spell grade level words accurately in everyday writing, spell base/root words with inflectional endings (e.g., -er and -est). 	<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 a modified version of the weekly spelling lists, spell grade level words accurately in everyday writing, spell base/root words with inflectional endings (e.g., -er and -est).

Listening and Speaking

Listening and Speaking Strategies

Listen critically and respond appropriately to oral communication.				
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.				
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"> • create a list of questions to ask during a literature discussion, • participate in class discussions. 	<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"> • create a list of questions to ask during a literature discussion, • participate in class discussions. 	<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"> • create a list of questions to ask during a literature discussion, • participate in class discussions. 	<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 the limited ability to:</p> <ul style="list-style-type: none"> • create a list of questions to ask during a literature discussion, • participate in class discussions. 	<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"> • create a list of questions to ask during a literature discussion, • participate in class discussions.

Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

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"> • use appropriate expressions, gestures, and tone of voice to enhance meaning. 	<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"> • use appropriate expressions, gestures, and tone of voice to enhance meaning. 	<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"> • use appropriate expressions, gestures, and tone of voice to enhance meaning. 	<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 the limited ability to:</p> <ul style="list-style-type: none"> • use appropriate expressions, gestures, and tone of voice to enhance meaning. 	<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"> • use appropriate expressions, gestures, and tone of voice to enhance meaning.

Speaking Applications

Make oral presentations that engage and/or inform the listener.

- 2.1 Make narrative presentations:
- a. Relate ideas, observations, or recollections about an event or experience.
 - b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
 - c. Provide insight into why the selected event or experience is memorable.
- 2.2 Make informational presentations:
- a. Frame a key question.
 - b. Include facts and details that help listeners to focus.
 - c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).
- 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
- 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Standard not taught this quarter.