

Writing

Writing Strategies

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

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 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), • write a personal essay, • include an introductory paragraph that states the goal, • support opinion with sound reasons, 	<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), • write a personal essay, • include an introductory paragraph that states the goal, • support opinion with sound reasons, 	<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 audience, • identify and clearly state purpose for writing, • plan before writing (e.g., list, web, or sketch), • write a personal essay, • include an introductory paragraph that states the goal, • support opinion with sound reasons, 	<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, • identify and clearly state purpose for writing, • plan before writing (e.g., list, web, or sketch), • write a personal essay, • include an introductory paragraph that states the goal, • support opinion with sound reasons, 	<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, • identify and clearly state purpose for writing, • plan before writing (e.g., list, web, or sketch), • write a personal essay, • include an introductory paragraph that states the goal, • support opinion with sound reasons,

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

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 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:</p> <ul style="list-style-type: none"> • use facts and examples to justify the opinion or point of view, • write a concluding paragraph that summarizes the stated opinion, • 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"> • use facts and examples to justify the opinion or point of view, • write a concluding paragraph that summarizes the stated opinion, • 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"> • use facts and examples to justify the opinion or point of view, • write a concluding paragraph that summarizes the stated opinion, • write complete, coherent sentences that use a variety of patterns and lengths, • use indentation correctly. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • use facts and examples to justify the opinion or point of view, • write a concluding paragraph that summarizes the stated opinion, • write complete, coherent sentences that use a variety of patterns and lengths, • use indentation correctly. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • use facts and examples to justify the opinion or point of view, • write a concluding paragraph that summarizes the stated opinion, • write complete, coherent sentences that use a variety of patterns and lengths, • use indentation correctly.

Rubric has not changed – continue to work towards proficiency.

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, • copy a sentence in cursive.

Rubric has not changed – continue to work towards proficiency.

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, • view and evaluate information sources, • using a dictionary: use context to select the correct meaning of a multiple meaning word. 	<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, • view and evaluate information sources, • using a dictionary: use context to select the correct meaning of a multiple meaning word. 	<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, view and evaluate information sources, • using a dictionary: use context to select the correct meaning of a multiple meaning word. 	<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, view and evaluate information sources, • using a dictionary: use context to select the correct meaning of a multiple meaning word. 	<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, view and evaluate information sources, • using a dictionary: use context to select the correct meaning of a multiple meaning word.

Edit and revise selected drafts 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 writing, • combine subjects, predicates, and sentences to avoid repetition, • use adverbs correctly, • use pronouns correctly. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • vary the length and type of sentences in writing, • combine subjects, predicates, and sentences to avoid repetition, • use adverbs correctly, • use pronouns correctly. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • vary the length and type of sentences in writing, • combine subjects, predicates, and sentences to avoid repetition, • use adverbs correctly, • use pronouns correctly. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • vary the length and type of sentences in writing, • combine subjects, predicates, and sentences to avoid repetition, • use adverbs correctly, • use pronouns correctly. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • vary the length and type of sentences in writing, • combine subjects, predicates, and sentences to avoid repetition, • use adverbs correctly, • use pronouns correctly.

Writing Applications

Write narratives that explain an event or experience.

2.1 Write narratives:

- 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"> • relate ideas and observations about a single event or experience, • use vivid, concrete details to describe the event or experience, • select an event or experience and provide insight as to why the event was memorable, • write 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 to develop the narrative. 	<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, • select an event or experience and provide insight as to why the event was memorable, • provide a context for the event to enable the reader to imagine the setting and events, • use concrete sensory details to 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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> • select an event or experience 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 or experience, • 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 or experience, • provide details that describe the characters and/or setting, • use some descriptive language.

Rubric has not changed – continue to work towards proficiency.

Writing Applications - Fourth Grade, Fourth Quarter

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"> • provide a clear 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"> • provide an adequate understanding of the literary work, • support judgments 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 demonstrate the ability to:</p> <ul style="list-style-type: none"> • provide some 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 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"> • provide some 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"> • provide an understanding of the literary work, • support judgments using reference to the text or prior knowledge, • provide some focus and general point of view.

Rubric has not changed – continue to work towards proficiency.

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).

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"> • write a topic sentence that presents the main idea of the report, • frame a central question about an issue or situation, • include facts and details that support the main idea in the topic sentence, • organize facts and details in a logical order, • draw from more than one source of information, • write a conclusion that sums up the report. 	<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"> • write a topic sentence that presents the main idea of the report, • frame a central question about an issue or situation, • include facts and details that support the main idea in the topic sentence, • organize facts and details in a logical order, • draw from more than one source of information, • write a conclusion that sums up the report. 	<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 demonstrate the ability to:</p> <ul style="list-style-type: none"> • write a topic sentence that presents the main idea of the report, • frame a central question about an issue or situation, • include facts and details that support the main idea in the topic sentence, • organize facts and details in a logical order, • draw from more than one source of information, • write a conclusion that sums up the report. 	<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"> • write a topic sentence that presents the main idea of the report, • frame a central question about an issue or situation, • include facts and details that support the main idea in the topic sentence, • organize facts and details in a logical order, • draw from more than one source of information, • write a conclusion that sums up the report. 	<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"> • write a topic sentence that presents the main idea of the report, • frame a central question about an issue or situation, • include facts and details that support the main idea in the topic sentence, • organize facts and details in a logical order, • draw from more than one source of information, • write a conclusion that sums up the report.

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 concluding sentence that restates the main idea. 	<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, write a concluding sentence that restates 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>Student is unable to paraphrase, but may be able 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.

Rubric has not changed – continue to work towards proficiency.

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"> • write compound sentences with correct end marks, • write the short, related sentences that form a compound sentence, • identify the conjunction in a compound sentence, • correct run-on sentences by adding a comma followed by a conjunction or by making two sentences, • combine short, related sentences with appositives, participial phrases, and prepositional phrases, • correct sentence fragments. 	<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"> • write compound sentences with correct end marks, • write the short, related sentences that form a compound sentence, • identify the conjunction in a compound sentence, • correct run-on sentences by adding a comma followed by a conjunction or by making two sentences, • combine short, related sentences with appositives, participial phrases, and prepositional phrases, • correct sentence fragments. 	<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"> • write compound sentences, • identify the short, related sentences that form a compound sentence, • identify the conjunction in a compound sentence, • correct run-on sentences by adding a comma followed by a conjunction or by making two sentences. • combine short, related sentences with appositives, participial phrases, and prepositional phrases, • correct sentence fragments. 	<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"> • write compound sentences, • identify the conjunction in a compound sentence, • correct run-on sentences, • combine short, related sentences with appositives, participial phrases, and prepositional phrases, • correct sentence fragments. <p>Students may be able to:</p> <ul style="list-style-type: none"> • identify compound sentences, • identify run-on sentences, • identify the conjunctions, "but" and "and". 	<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"> • write compound sentences, • correct run-on sentences, • combine short, related sentences with appositives, participial phrases, and prepositional phrases, • correct sentence fragments. <p>Students may be able to:</p> <ul style="list-style-type: none"> • identify compound sentences, • identify run-on sentences, • identify the conjunctions, "but" and "and".

Use grade appropriate grammar in speaking and writing.

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating 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 and use adverbs to describe how, when, or where an action happens, • identify and use comparing forms of adverbs, • identify and use verbs in present, past, or future tenses, • identify and use irregular verbs, • identify prepositions and prepositional phrases, • use prepositional phrases 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"> • identify and use adverbs to describe how, when, or where an action happens, • identify and use comparing forms of adverbs, • identify and use verbs in present, past, or future tenses, • identify and use irregular verbs. • identify prepositions and prepositional phrases, • use prepositional phrases 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"> • identify and use adverbs to describe how, when, or where an action happens, • identify and use comparing forms of adverbs, • identify and use verbs in present, past, or future tenses, • identify and use irregular verbs, • identify prepositions and prepositional phrases, • use prepositional phrases 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"> • identify and use adverbs to describe how, when, or where an action happens, • identify and use comparing forms of adverbs, • identify and use verbs in present, past, or future tenses • identify and use irregular verbs, • identify prepositions and prepositional phrases, • use prepositional phrases 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"> • identify and use adverbs to describe how, when, or where an action happens, • identify and use comparing forms of adverbs, • identify and use comparing forms of adverbs, • identify and use verbs in present, past, or future tenses, • identify and use irregular verbs, • identify prepositions and prepositional phrases, • use prepositional phrases in sentences.

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"> • place apostrophes appropriately in contractions and possessives, • read contractions and identify their meanings, • use singular and plural possessive nouns, • use quotation marks to identify speaker, • capitalize the first word in a quotation, • use underlining, italics, or quotation marks in a report bibliography. 	<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"> • place apostrophes appropriately in contractions and possessives, • read contractions and identify their meanings, • use singular and plural possessive nouns, • use quotation marks to identify speaker, • capitalize the first word in a quotation, • use underlining, italics, or quotation marks in a report bibliography. 	<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"> • place apostrophes appropriately in contractions and possessives, • read contractions and identify their meanings, • use singular and plural possessive nouns, • use quotation marks to identify speaker, • capitalize the first word in a quotation, • use underlining, italics, or quotation marks in a report bibliography. 	<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"> • place apostrophes appropriately in contractions and possessives, • read contractions and identify their meanings, • use singular and plural possessive nouns, • use quotation marks to identify speaker, • capitalize the first word in a quotation, • use underlining, italics, or quotation marks in a report bibliography. 	<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"> • place apostrophes appropriately in contractions and possessives, • read contractions and identify their meanings, • use singular and plural possessive nouns, • use quotation marks to identify speaker, • capitalize the first word in a quotation, • use underlining, italics, or quotation marks in a report bibliography.

Use grade appropriate capitalization and punctuation in writing.

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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 has control over previous standards for capitalization and punctuation. 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 has control over previous standards for capitalization and punctuation. 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 has control over previous standards for capitalization and punctuation. 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 has limited control over previous standards for capitalization and punctuation. 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 has limited control over previous standards for capitalization and punctuation. 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 words correctly 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), read and write compound words, read and write words with prefixes and/or suffixes, divide words into syllables, write three-syllable words. 	<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 words correctly 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), read and write compound words, read and write words with prefixes and/or suffixes, divide words into syllables, write three-syllable words. 	<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 words correctly 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), read and write compound words, read and write words with prefixes and/or suffixes, divide words into syllables, write three-syllable words. 	<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 words correctly on modified versions 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), read and write compound words, read and write words with prefixes and/or suffixes, divide words into syllables, write three-syllable words. 	<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 words correctly on modified versions 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), read and write compound words, read and write words with prefixes and/or suffixes, divide words into syllables, write three-syllable words.

Listening and Speaking

Listening and Speaking Strategies

Listen critically and respond appropriately to oral communication.					Page 1 of 2
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"> • formulate relevant questions for a literature discussion, • participate in class discussions (compare/contrast), • use story structure to ask questions about story content, • ask questions to clarify understanding, • respond to ideas and opinions with appropriate elaboration, • answer questions with supporting details, • group problem-solve with brainstorming, questioning, and discussion, 	<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"> • formulate relevant questions for a literature discussion, • participate in class discussions (compare/contrast), • use story structure to ask questions about story content, • ask questions to clarify understanding, • respond to ideas and opinions with appropriate elaboration, • answer questions with supporting details, • group problem-solve with brainstorming, questioning, and discussion, 	<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"> • formulate relevant questions for a literature discussion, • participate in class discussions (compare/contrast), • use story structure to ask questions about story content, • ask questions to clarify understanding, • respond to some ideas, • answer questions with some supporting details, • group problem-solve with brainstorming, questioning, and discussion, 	<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"> • formulate some questions for a literature discussion, • participate in class discussions (compare/contrast), • use story structure to ask questions about story content, • ask questions to clarify understanding, • respond to some ideas, • answer questions with a few details, • group problem-solve with brainstorming, questioning, and discussion, 	<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"> • formulate a few questions for a literature discussion, • participate in class discussions (compare/contrast), • use story structure to ask questions about story content, • ask questions to clarify understanding, • respond to a few ideas, • answer questions with a few details, • group problem-solve with brainstorming, questioning, and discussion, 	

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"> • prepare questions for an interview, • conduct an interview, • participate in an in-class debate. 	<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"> • prepare questions for an interview, • conduct an interview, • participate in an in-class debate. 	<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"> • prepare questions for an interview, • conduct an interview, • participate in an in-class debate. 	<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"> • prepare questions for an interview, • conduct an interview, • participate in an in-class debate. 	<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"> • prepare questions for an interview, • conduct an interview, • participate in an in-class debate.

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 the proper phrasing, pitch, and modulation when reading orally and/or giving an oral presentation, • 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 the proper phrasing, pitch, and modulation when reading orally and/or giving an oral presentation, • 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 the proper phrasing, pitch, and modulation when reading orally and/or giving an oral presentation, • 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 the proper phrasing, pitch, and modulation when reading orally and/or giving an oral presentation, • 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 the proper phrasing, pitch, and modulation when reading orally and/or giving an oral presentation, • use appropriate expressions, gestures, and tone of voice to enhance meaning.

Rubric has not changed – continue to work towards proficiency.

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

- 2.1 Make narrative presentations:
- Relate ideas, observations, or recollections about an event or experience.
 - Provide a context that enables the listener to imagine the circumstances of the event or experience.
 - Provide insight into why the selected event or experience is memorable.
- 2.2 Make informational presentations:
- Frame a key question.
 - Include facts and details that help listeners to focus.
 - 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.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Students often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Students consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> recite a poem with clear diction, tempo, volume, and phrasing, tell a story that is memorable, focused, and keeps the listener interested. choose a specific topic to research, frame a key question for an informational report. 	<p>Students regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Students demonstrates the ability to:</p> <ul style="list-style-type: none"> recite a poem with clear diction, tempo, volume, and phrasing, tell a story that is memorable, focused, and keeps the listener interested. choose a specific topic to research, frame a key question for an informational report. 	<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"> recite a poem with clear diction, tempo, volume, and phrasing, tell a story that is memorable, focused, and keeps the listener interested. choose a specific topic to research, frame a key question for an informational report. 	<p>Students 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"> recite a poem with clear diction, tempo, volume, and phrasing, tell a story that is memorable, focused, and keeps the listener interested. choose a specific topic to research, frame a key question for an informational report. 	<p>Students 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"> recite a poem with clear diction, tempo, volume, and phrasing, tell a story that is memorable, focused, and keeps the listener interested. choose a specific topic to research, frame a key question for an informational report.

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

- 2.1 Make narrative presentations:
- d. Relate ideas, observations, or recollections about an event or experience.
 - e. Provide a context that enables the listener to imagine the circumstances of the event or experience.
 - f. Provide insight into why the selected event or experience is memorable.
- 2.2 Make informational presentations:
- d. Frame a key question.
 - e. Include facts and details that help listeners to focus.
 - f. 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.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Students consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • provide important facts and details that keep an informational report focused, • use more than one source of information for an informational report, • present an oral book report, • use a visual and explain a process in an oral presentation. 	<p>Students demonstrates the ability to:</p> <ul style="list-style-type: none"> • provide important facts and details that keep an informational report focused, • use more than one source of information for an informational report, • present an oral book report, • use a visual and explain a process in an oral presentation. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • provide important facts and details that keep an informational report focused, • use more than one source of information for an informational report, • present an oral book report, • use a visual and explain a process in an oral presentation. 	<p>With direct instruction and teacher support, student often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • provide important facts and details that keep an informational report focused, • use more than one source of information for an informational report, • present an oral book report, • use a visual and explain a process in an oral presentation. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • provide important facts and details that keep an informational report focused, • use more than one source of information for an informational report, • present an oral book report, • use a visual and explain a process in an oral presentation.