# READING

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1st** | Student has achieved reading success below Level S | Student has achieved reading success at Level S | Student has achieved reading success at Level T | Student has achieved reading success at U+ |
| **2nd** | Student has achieved reading success at below Level T | Student has achieved reading success at Level T | Student has achieved reading success at Level U | Student has achieved reading success at Level V+ |
| **3rd** | Student has achieved reading success below Level U | Student has achieved reading success at Level U | Student has achieved reading success at Level V | Student has achieved reading success at Level W+ |

1. Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, draws conclusions).

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student applies few comprehension strategies before, during, and after reading.
* Student often does not recognize when meaning has been disrupted.
* Student displays little relevant thinking through discussion, notes, and writing about ideas in text.
 | * Student applies some comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted.
* Student displays some relevant thinking about ideas through discussion, notes, and writing.
* Responses demonstrate a partial understanding of texts.
 | * Student applies comprehension strategies before, during, and after reading of grade-level texts.
* Student recognizes when meaning is disrupted, chooses and uses fix-up strategies.
* Discussion, notes, and writing reveal relevant thinking and understanding of texts.
 | * Student applies comprehension strategies to extend and enhance thinking before, during, and after reading of above-grade-level texts.
* Student displays relevant and original thinking about ideas in texts through discussion, notes, and writing.
* Student recognizes when meaning is disrupted and applies multiple fix-up strategies.
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## Reads with comprehension: Literal (discerns main idea and concepts presented in text).

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1st** | * Student demonstrates little or no understanding of nonfiction texts.
* Student demonstrates a weak understanding of fictional texts.
* Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.
* Student does not apply target grade-level comprehension skills.
* Student asks and answers a few literal questions.
* Literal retelling and responses from below Level S.
 | * Student demonstrates a partial literal understanding of nonfiction texts.
* Student demonstrates a partial understanding of fictional texts.
* Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.
* Student identifies and minimally describes some story elements.
* Student inconsistently uses text features and applies skill.
* Student asks and answers some literal questions.
* Literal retelling and responses from Level S texts.
 | * Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.
* Retelling and responses identify relevant ideas and details stated in the text.
* Student uses text features and applies target grade-level skills.
* Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text.
* Student identifies the genres of stories read.
* Student cites specific support to assist in interpretation of text.
* Literal retelling and responses from Level T texts.
 | In above-grade-level texts:* Student demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts.
* Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.
* Student describes, compares, and explains story structure, elements, and how they change across the text.
* Student analyzes text features and applies above-grade-level skills.
* Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts.
* Student cites specific support to assist in interpretation of text.
* Literal retelling and responses from Level U or above texts.
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| **2nd** | * Student demonstrates little or no understanding of nonfiction texts.
* Student demonstrates a weak understanding of fictional texts.
* Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text.
* Student does not apply target grade-level comprehension skills.
* Student asks and answers a few literal questions.
* Literal retelling and

responses from below Level T texts. | * Student demonstrates a partial literal understanding of nonfiction texts.
* Student demonstrates a partial understanding of fictional texts.
* Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.
* Student identifies and minimally describes some story elements.
* Student inconsistently uses text features and applies skill.
* Student asks and answers some literal questions.
* Literal retelling and

responses from Level T texts. | * Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.
* Retelling and responses identify relevant ideas and details stated in the text.
* Student uses text features and applies target grade-level skills.
* Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text.
* Student identifies the genres of stories read.
* Literal retelling and

responses from Level U texts.* Student cites specific support to assist in

interpretation of text. | In above-grade-level texts:* Student demonstrates a thorough literal understanding of nonfiction and fictional texts.
* Retelling and responses

explain and extend thinking about relevant ideas anddetails stated in the text.* Student describes, compares, and explains story structure, elements, and how they

change across the text.* Student analyzes text

features and applies above- grade-level skills.* Student asks and answers

literal questions to identify main ideas, relevant details, the author’s purpose, andauthor’s message within sections of the text and in two related texts.* Student cites specific support to assist in interpretation of text.
* Literal retelling and

responses from Level V or above texts. |
| **3rd** | * Student demonstrates little or no understanding of nonfiction texts.
* Student demonstrates a weak understanding of fictional texts.
* Retelling and responses of below grade level texts include a few minor and unrelated details that are stated in the text.
* Student does not apply target grade-level comprehension skills.
* Student asks and answers a few literal questions.
* Literal retelling and responses from below Level U texts.
 | * Student demonstrates a partial literal understanding of nonfiction texts.
* Student demonstrates a partial understanding of fictional texts.
* Retelling and responses to below-grade-level texts include some relevant details that are stated in the text.
* Student identifies and minimally describes some story elements.
* Student inconsistently uses text features and applies skill.
* Student asks and answers some literal questions.
* Literal retelling and responses from Level U texts.
 | * Student demonstrates a literal understanding of grade-level nonfiction and fictional texts.
* Retelling and responses identify relevant ideas and details stated in the text.
* Student uses text features and applies target grade-level skills.
* Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text.
* Student identifies the genres of stories read.
* Literal retelling and responses from Level V texts.
* Student cites specific support to assist in interpretation of text.
 | In above-grade-level texts:* Student demonstrates a thorough literal understanding of nonfiction and fictional texts.
* Retelling and responses explain and extend thinking about relevant ideas and details stated in the text.
* Student describes, compares, and explains story structure, elements, and how they change across the text.
* Student analyzes text features and applies above-grade-level skills.
* Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts.
* Student cites specific support to assist in interpretation of text.
* Literal retelling and responses from Level W or above texts.
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## Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1st** | * Student demonstrates a weak inferential understanding of below-grade-level texts.
* Student makes few relevant predictions or inferences.
* Student does not find or use clues to identify implied ideas and information.
* Inferential retelling and responses from below Level S texts.
 | * Student demonstrates some inferential understanding of below-grade-level texts.
* Student finds some text-based clues.
* Student explains a few implied ideas.
* Student makes some relevant connections, predictions, and inferences.
* Student applies some inferential thinking skills.
* Inferential retelling and responses from Level S texts.
 | * Student demonstrates inferential understanding of grade-level texts.
* Student finds and uses text- based clues to uncover and explain implied or partially stated ideas.
* Student makes relevant inferences and draws conclusions to analyze text.
* Student applies inferential thinking skills and evaluates stated ideas in texts.
* Inferential retelling and responses from Level T texts.
* Student cites specific support to assist in interpretation of higher level text.
 | In above-grade-level texts:* Student demonstrates insightful inferential understanding.
* Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.
* Student evaluates ideas and information that are implied or partially stated.
* Student applies above-grade- level inferential thinking skills.
* Student cites specific support to assist in interpretation of higher level questions with increasing depth.
* Inferential retelling and responses from Level U or above texts.
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| **2nd** | * Student demonstrates a weak inferential understanding of below-grade-level texts.
* Student makes few relevant predictions or inferences.
* Student does not find or use clues to identify implied ideas and information.
* Inferential retelling and responses from below Level T texts.
 | * Student demonstrates some inferential understanding of below-grade-level texts.
* Student finds some text-based clues.
* Student explains a few implied ideas.
* Student makes some relevant connections, predictions, and inferences.
* Student applies some inferential thinking skills.
* Inferential retelling and responses from Level T texts.
 | * Student demonstrates inferential understanding of grade-level texts.
* Student finds and uses text- based clues to uncover and explain implied or partially stated ideas.
* Student makes relevant inferences and draws conclusions to analyze text.
* Student applies inferential thinking skills and evaluates stated ideas in texts.
* Inferential retelling and responses from Level U texts.
* Student cites specific support to assist in interpretation of higher level text.
 | In above-grade-level texts:* Student demonstrates insightful inferential understanding.
* Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.
* Student evaluates ideas and information that are implied or partially stated.
* Student applies above-grade- level inferential thinking skills.
* Student cites specific support to assist in interpretation of higher level questions with increasing depth.
* Inferential retelling and responses from Level V or above texts.
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| **3rd** | * Student demonstrates a weak inferential understanding of below-grade-level texts.
* Student makes few relevant predictions or inferences.
* Student does not find or use clues to identify implied ideas and information.
* Inferential retelling and responses from below Level U texts or below.
 | * Student demonstrates some inferential understanding of below-grade-level texts.
* Student finds some text-based clues.
* Student explains a few implied ideas.
* Student makes some relevant connections, predictions, and inferences.
* Student applies some inferential thinking skills.
* Inferential retelling and responses from Level U texts.
 | * Student demonstrates inferential understanding of grade-level texts.
* Student finds and uses text- based clues to uncover and explain implied or partially stated ideas.
* Student makes relevant inferences and draws conclusions to analyze text.
* Student applies inferential thinking skills and evaluates stated ideas in texts.
* Inferential retelling and responses from Level V texts.
* Student cites specific support to assist in interpretation of higher level text.
 | In above-grade-level texts:* Student demonstrates insightful inferential understanding of above-grade- level texts.
* Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.
* Student evaluates ideas and information that are implied or partially stated.
* Student applies above-grade- level inferential thinking skills.
* Student cites specific support to assist in interpretation of higher level questions with increasing depth.
* Inferential retelling and responses from Level W or above texts.
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## Demonstrates stamina with comprehension at their assessed independent reading level.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student is unable or rarely able to sustain attention for 30 minutes.
 | * Student is approaching reading stamina for 40 minutes.
 | * Student consistently sustains attention during independent reading for 50 minutes.
 | * Student consistently sustains attention during independent reading for 60 minutes.
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1. Compare and contrasts two or more characters, settings, events, ideas, concepts, or information from diverse texts.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student is unable to compare characters, settings, and events in literature.
 | * Student is beginning to use knowledge to demonstrate connections between characters, settings, and events with some detail.
 | * Student is able to consistently and independently specify the nature of connections (topic, content, characters, settings, events type of story, and author/illustrator).
 | * Student is able to consistently and independently connect and compare all aspects of texts within and across genres.
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6) Written responses include supportive evidence from the text.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student’s written response reflects little understanding of the text read and contains little text evidence. | Student’s written response reflects a literal understanding of the text read, supported by some text evidence. | Student’s written response reflects literal and inferential understanding of the text read, with text evidence. | Student’s written response reflects an interpretive, deeper meaning of the text read, supported by text evidence. |

##  Reads with sufficient accuracy and fluency to support comprehension (expression, phrasing, rate, accuracy).

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Lack of fluent reading is evident.
* Reading of leveled texts is very choppy and slow.
* Student attends to some spaces between words or to ending punctuation.
 | * Reading is somewhat fluent.
* Student reads either very slowly or very quickly negatively impacting comprehension.
* Reading is choppy some of the time.
* Student may inaccurately phrase words.
* Student attends to some ending punctuation.
* Student uses very little or no expression matched to meaning.
 | * Student demonstrates fluent reading.
* Student reads grade level text with purpose and understanding, appropriate rate, expression, and accuracy.
* Student uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
* Student uses phrases to read longer sentences.
* Student attends to some internal punctuation and most ending punctuation.
* Expression is matched to text.
 | In above-grade-level texts:* Student demonstrates fluent reading.
* Student reads above grade level text with purpose and understanding, appropriate rate, expression, and accuracy.
* Student uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
* Reading is fluid and accurate.
* Student attends to and uses phrasing to read longer and more complex sentences.
* Student attends to internal and ending punctuation.
* Expression supports understanding.
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## Reads and decodes grade-appropriate words and determines or clarifies their meanings.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Know and apply grade level phonics and word analysis skills in decoding words.
* Identify and know the meaning of the most common prefixes and derivational suffixes.
* Decode words with common Latin suffixes. •
* Decode multi-syllable words.
* Read some on, but mostly below grade-level irregularly spelled words.
 | * Know and apply grade level phonics and word analysis skills in decoding words.
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
* Identify and know the meaning of the most common prefixes and derivational suffixes.
* Decode words with common Latin suffixes.
* Read grade-appropriate irregularly spelled words.
* Decode multi-syllable words.
 | * Know and apply grade level phonics and word analysis skills in decoding words.
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 | In above-grade-level texts:* Know and apply phonics and word analysis skills in decoding words.
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
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#

# WRITING

## Generates and develops ideas in an organized manner.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student does not use an organizational pattern or format relevant to units of study.
* Student does not generate or

rarely generates, supports, or elaborates on ideas for writing from personal experience, informational text, or imagined experiences.* Beginnings and endings are

either not evident or very weak.* Few ideas are in logical order.
* Student uses few complete sentences.
 | * Student uses some organizational patterns and formats relevant to units of study.
* Student uses some supports

and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.* Student uses a brief beginning

or ending.* Some ideas are in logical order.
* Student uses some complete sentences.
* Student uses few compound or complex sentences.
 | * Student uses organizational patterns relevant to units of study.
* Student generates, supports,

and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.* Student uses a relevant

beginning, middle, and conclusion.* Ideas are organized in logical

order.* Student uses complete simple and compound sentences.
* Sentences are organized into well-ordered paragraphs.
* Student uses some transition words to connect idea.
 | * Student chooses and uses varied organizational patterns and formats that are well- suited to units of study.
* Student uses an engaging

introduction, body or middle, and conclusion.* Ideas are organized in logical order.
* Student uses complete simple, compound, and complex sentences.
* Sentences are organized into

well-ordered paragraphs and sections.* Student uses transition words

to connect sentences and paragraphs. |

## The writer uses actions, dialogue, thoughts and feeling to bring his/her story to life.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student uses simple, below- grade-level vocabulary.
* Student repeats words and phrases.
* Student’s writing reveals little of the writer’s feeling or personality.
* Tone or style of writing is not evident.
* No dialogue present.
 | * Student uses some grade-level vocabulary.
* Student’s writing reveals some of the writer’s feelings or personality.
* Student uses some words, phrases, or other techniques to partially reveal tone and style.
* Expression and style may be partially appropriate to the genre.
* Student attempts to include dialogue.
 | * Student uses grade-level vocabulary that is appropriate.
* Student uses words that are specific, interesting, and vivid.
* Word choice and expression are appropriate to the genre or topic.
* Student uses figurative language.
* Student’s writing maintains consistency in style and tone, as taught in units of study.
* Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
* Use concrete words and phrases and sensory details to convey experiences and events precisely.
 | * Student tries out and uses interesting and sophisticated above-grade-level vocabulary.
* Student chooses and uses words and phrases that are specific, interesting, and vivid.
* Student uses figurative language.
* The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.
* Uses narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters
* Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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##  **3)** The writer gives information about a subject through a variety of styles, including essays, how-to, and short stories.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student is unable to: * Identify qualities of informative/explanatory pieces
* Write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, develop topic, and conclusion)
* Incorporate useful formatting, illustrations, and multimedia
* Employ facts, definitions, details, quotations, examples, and other information to develop topics
* Arrange related information together
* Employ linking words and phrases to connect ideas

Include precise language and domain-specific vocabulary | Requires some assistance and/or prompting to:* Identify qualities of informative/explanatory pieces
* Write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, develop topic, and conclusion)
* Incorporate useful formatting, illustrations, and multimedia
* Employ facts, definitions, details, quotations, examples, and other information to develop topics
* Arrange related information together
* Employ linking words and phrases to connect ideas
* Include precise language and domain-specific vocabulary
 | Students are able to:* Identify qualities of informative/explanatory pieces
* Write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, develop topic, and conclusion)
* Incorporate useful formatting, illustrations, and multimedia
* Employ facts, definitions, details, quotations, examples, and other information to develop topics
* Arrange related information together
* Employ linking words and phrases to connect ideas
* Include precise language and domain-specific vocabulary
 | Students are able to: * Identify qualities of informative/explanatory pieces
* Examine topics by selecting, organizing, and analyzing relevant content
* Introduce a topic
* Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect
* Write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, group related information logically, develop topic through facts, definitions, details, quotations, examples, and other information, and conclusion)
* Incorporate useful formatting, graphics, and multimedia in informative/explanatory pieces
* Employ facts, definitions, concrete details, quotations, examples, and other information to develop topics.
* Employ appropriate transitions to clarify relationships among ideas and concepts
* Include precise language and domain-specific vocabulary in informative/explanatory pieces
* Establish and maintain a formal style
* Create a concluding statement or section that follows from the information or explanation presented
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## **4)** The writer makes a claim on a topic, supports it with reasons, and provides a variety of evidence for each reason.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student is unable to:* Identify qualities of opinion pieces
* Develop a point of view
* Supply reasons, information, facts, and details to support the opinion
* Use linking words and phrases to connect opinion and reasons
* Write with a predictable structure (e.g., introduction with statement of topic and opinion, reasons to support, logical organizational structure, and concluding statement related to opinion)
 | Requires some assistance and/or prompting to: * Identify qualities of opinion pieces
* Develop a point of view
* Supply reasons, information, facts, and details to support the opinion
* Use linking words and phrases to connect opinion and reasons
* Write with a predictable structure (e.g., introduction with statement of topic and opinion, reasons to support, logical organizational structure, and concluding statement related to opinion)
 | Students are able to: * Identify qualities of opinion pieces
* Develop a point of view
* Supply reasons, information, facts, and details to support the opinion
* Use linking words and phrases to connect opinion and reasons
* Write with a predictable structure (e.g., introduction with statement of topic and opinion, reasons to support, logical organizational structure, and concluding statement related to opinion)
 | Students are able to: * Identify qualities of arguments
* Write an argument to support a claim select clear reasons and relevant evidence (credible sources) to support claim
* Demonstrate understanding of topic
* Use words, phrases, and clauses to clarify relationships
* Write with a formal style
* Write with a predictable structure (introduction with statement of claim clearly organized evidence, and concluding statement or section that follows argument)
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1. Applies grade-appropriate mechanics and grammar.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **1st** | Student rarely applies correct grade- level grammar usage, including:* Sentence structure (simple, compound, and complex sentences).
* Commas before conjunctions in compound sentences.
* Capitalization (proper nouns/adjectives, official titles, family members).
* Pronoun usage (relative pronouns).
* Quotation marks (dialogue).
* Order adjectives within sentences according to conventional patterns.
* Form and use prepositional phrases.
 | Student is beginning to apply correct grade-level grammar usage, including:* Sentence structure (simple, compound, and complex sentences).
* Commas before conjunctions in compound sentences.
* Capitalization (proper nouns/adjectives, official titles, family members).
* Pronoun usage (relative pronouns).
* Quotation marks (dialogue).
* Order adjectives within sentences according to conventional patterns.
* Form and use prepositional phrases.
 | Student applies correct grade-level grammar usage, including:* Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons).
* Commas before conjunctions in compound sentences.
* Capitalization (proper nouns/adjectives, official titles, family members).
* Pronoun usage (relative pronouns).
* Quotation marks (dialogue).
* Order adjectives within sentences according to conventional patterns.
* Form and use prepositional phrases.
 | Student consistently applies above- grade-level grammar, usage, and mechanics skills independently.* Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons).
* Commas before conjunctions in compound sentences.
* Capitalization (proper nouns/adjectives, official titles, family members).
* Pronoun usage (relative pronouns).
* Quotation marks (dialogue).
* Order adjectives within sentences according to conventional patterns.
* Form and use prepositional phrases.
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| **2nd** | Student rarely applies correct grade- level grammar usage, including:* Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).
* New paragraphs (dialogue, setting, separate topics, topic changes).
* Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote).
* Quotation marks (quotes from text).
* Parts of speech (concrete noun use, abstract nouns, adverbs).
* Precise word choice.
 | Student is beginning to apply correct grade-level grammar usage, including:* Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).
* New paragraphs (dialogue, setting, separate topics, topic changes).
* Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote).
* Quotation marks (quotes from text).
* Parts of speech (concrete noun use, abstract nouns, adverbs).
* Precise word choice.
 | Student applies correct grade-level grammar usage, including:* Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases).
* New paragraphs (dialogue, setting, separate topics, topic changes).
* Capitalization (titles, pronoun “I,” proper nouns and adjectives, first word in direct quote).
* Quotation marks (quotes from text).
* Parts of speech (concrete noun use, abstract nouns, adverbs).
* Precise word choice.
 | Student consistently applies above- grade-level grammar, usage, and mechanics skills independently. |

## Spells grade appropriate words correctly, using references as needed.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student rarely uses reference materials as needed to support correct spelling in written work.
* Student rarely applies patterns and generalizations to spell words correctly.
* Student rarely uses the word wall as a tool to apply correct spelling to his/her work.
 | * Student is beginning to use reference materials as needed to support correct spelling in written work.
* Student is beginning to apply patterns and generalizations to spell words correctly.
* Student is beginning to use the word wall as a tool to apply correct spelling to his/her work.
 | * Student uses reference materials as needed to support correct spelling in written work.
* Student applies patterns and generalizations to spell words correctly.
* Student uses the word wall as a tool to apply correct spelling to his/her work.
 | Student consistently applies patterns and generalizations above grade level to spell words correctly in written work. |

1. Edits and revises writing in a variety of formats.

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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student rarely rereads or revises writing. | * Student sometimes rereads and revises part of writing.
* Student may add or delete a few words to support meaning of part of writing.
* Student requires teacher and/or support.
 | * Student rereads whole text and parts of text for revision.
* Student analyzes writing and adds, deletes, moves, and substitutes words to support meaning and organization.
* Student moves sentences to support organization, as taught in teacher-modeled lesson.
 | * Student rereads and revises whole text and parts of text periodically during and after drafting.
* Student evaluates writing and rearranges and substitutes words, phrases, and sentences to enhance meaning and organization.
* Student independently explains how revision improves writing.
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| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student does not use Writer’s Notebook, mini-lessons, or conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.
* Student is unable or rarely able to sustain attention while writing for 30 minutes.
 | * Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.
* Student is approaching writing stamina for 40 minutes.
 | * Student uses Writer’s Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop grade- appropriate writing skills taught in units of study.
* Student consistently sustains attention while writing for 50 minutes.
 | * Student uses Writer’s Notebook, and applies mini- lessons and conferences as tools to collect and expand on sophisticated ideas.
* Student consistently applies writing skills taught in units of study, independently.
* Student consistently sustains attention while writing for 60 minutes.
 |

8) Demonstrates stamina during independent writing using Writer’s Notebook

##

## 9) Uses precise language and content-specific vocabulary to write across the curriculum.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student rarely or never uses precise language or content-specific vocabulary while writing across the curriculum. | Student sometimes uses precise language or content-specific vocabulary while writing across the curriculum. | Student consistently uses precise language or content-specific vocabulary while writing across the curriculum. | Student independently enhances writing with the use of advanced terminology, precise language, and content-specific vocabulary while writing across the curriculum. |

# LISTENING AND SPEAKING

## Expresses ideas clearly and effectively.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student rarely uses grade- appropriate academic vocabulary.
* Student rarely uses grade- appropriate conventions of standard English grammar and usage.
* Student rarely makes effective choices about language and sentence structure for meaning and style.
 | * Student occasionally uses grade-appropriate academic vocabulary.
* Student occasionally uses grade-appropriate conventions of standard English grammar and usage.
* Student occasionally makes effective choices about language and sentence structure for meaning and style.
 | * Student consistently uses grade-appropriate academic vocabulary.
* Student consistently uses grade-appropriate conventions of standard English grammar and usage.
* Student consistently makes effective choices about language and sentence structure for meaning and style.
 | * Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.
 |

## Demonstrates listening skills for information and understanding.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | * Student rarely reports on events, topics, or text in an organized manner.
* Student rarely poses or responds to questions or builds on the ideas of previous speakers.
* Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate.
 | * Student occasionally reports on events, topics, and text in an organized manner.
* Student occasionally poses and responds to questions, and builds on the ideas of previous speakers.
* Student occasionally acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.
 | * Student consistently reports on events, topics, and text in an organized manner.
* Student consistently poses and responds to questions, and builds on the ideas of previous speakers.
* Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.
 | * Student has achieved grade-level expectations, and draws conclusions based on the ideas of others and incorporates them into his/her own thinking as appropriate.
 |

## Paraphrases key information presented in various forms and subject areas.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student can rarely paraphrase the key information or ideas presented graphically, visually, orally, or multimodally. | Student can occasionally paraphrase the key information or ideas presented graphically, visually, orally, or multimodally. | Student can consistently paraphrase the key information or ideas presented graphically, visually, orally, or multimodally. | Student has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multimodally. |

4) Comes to discussion prepared, focused, and ready to communicate ideas.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Student rarely comes to class prepared, focused, or ready to communicate ideas. | Student sometimes comes to class prepared, focused, or ready to communicate ideas. | Student consistently comes to discussions prepared, having read or studied required materials; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion. | Student consistently comes to discussions prepared, having read or studied required materials; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion and is able to guide peers throughout discussion. |