# 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. |

## 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 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 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. |

## 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. |

## 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. |

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. |

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. |

## 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. |

## **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 |

## **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) |

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. |
| **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

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

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| **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.

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| **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.

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| **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.

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| --- | --- | --- | --- | --- |
| **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. |