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| Standard | M  Meets the Standard Consistently | P  Progressing Toward Meeting the Standard | N  Limited Progress Does Not  Meet the Standard |
| Speaking and Listening | | | |
| Recount or describe key details from information presented orally | Student demonstrates consistent achievement within the standard.    Recount or describe key details  from information presented orally | Student demonstrates inconsistent or partial achievement within the standard.    Recount or describe key details  from information presented orally | Student demonstrates limited achievement within the standard. |
| Ask and answer questions to clarify comprehension, gather information, or deepen understanding | Student demonstrates consistent achievement within the standard.    Ask AND answer questions to clarify, gather information, or deepen understanding. | Student demonstrates inconsistent or partial achievement within the standard.    Ask OR answer questions to clarify, gather information, or deepen understanding. | Student demonstrates limited achievement within the standard. |
| Produces complete sentences to provide requested detail or clarification | Student demonstrates consistent achievement within the standard.    Produce complete sentences to provide requested detail or clarification. | Student demonstrates inconsistent or partial achievement within the standard.    Produce complete sentences to provide requested detail or clarification. | Student demonstrates limited achievement within the standard. |

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| Language | | | |
| Use an array of strategies to determine the meaning of unknown and multiple meaning words and phrases | Student demonstrates consistent achievement within the standard.    \*Use context clues do determine meanings of words or phrases. \*Use word parts to determine meaning (prefix, root word, suffix). \*Use individual word meaning to determine meaning of compound words.  \*Use print and digital dictionaries and glossaries to clarify word meanings. | Student demonstrates inconsistent or partial achievement within the standard.    \*Use context clues do determine meanings of words or phrases.  \*Use word parts to determine meaning (prefix, root word, suffix).  \*Use individual word meaning to determine meaning of compound words.  \*Use print and digital dictionaries and glossaries to clarify word meanings. | Student demonstrates limited achievement within the standard. |
| Produce, expand, and rearrange complete simple and  compound sentences | Student demonstrates consistent achievement within the standard.    Produce, expand, AND rearrange complete simple AND compound sentences. | Student demonstrates inconsistent or partial achievement within the standard.    Produce, expand, OR rearrange complete simple AND | Student demonstrates limited achievement within the standard. |

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|  |  | compound sentences. |  |
| Use nouns, pronouns, verbs,  adjectives, and adverbs | Student demonstrates consistent achievement within the standard.    \*Use collective nouns.  \*Form and use frequently occurring irregular plural nouns. \*Use reflexive pronouns. \*Form and use the past tense of frequently occurring irregular verbs. \*Use adjectives and adverbs, and choose between them depending on what is to be modified. | Student demonstrates inconsistent or partial achievement within the standard.    \*Use collective nouns. \*Form and use frequently occurring irregular plural nouns.  \*Use reflexive pronouns. \*Form and use the past tense of frequently occurring irregular verbs.  \*Use adjectives and adverbs, and choose between them depending on what is to be modified. | Student demonstrates limited achievement within the standard. |
| Capitalize holidays, product names, and geographic names. | Student demonstrates consistent achievement within the standard.    Capitalize holidays, product names, and geographic names. | Student demonstrates inconsistent or partial achievement within the standard.    Capitalize holidays, product names, and geographic names. | Student demonstrates limited achievement within the standard. |
| Use an apostrophe to form contractions and frequently occurring possessives. | Student demonstrates consistent achievement within the standard.    Use contractions AND possessives correctly. | Student demonstrates inconsistent or partial achievement within the standard.    Use contractions AND possessives correctly. | Student demonstrates limited achievement within the standard. |

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| Writing | | | |
| Write opinion pieces with an introduction, supportive reasons, linking words, and a conclusion. | Student demonstrates consistent achievement within the standard.    Write opinion pieces with an introduction, supportive reasons, linking words, AND a conclusion. | Student demonstrates inconsistent or partial achievement within the standard.    Write opinion pieces with an introduction, supportive reasons, linking words, OR a conclusion. | Student demonstrates limited achievement within the standard. |
| Writes informative texts with topic introduction, facts and definitions, and a conclusion. | Student demonstrates consistent achievement within the standard.    Write informative texts with topic introduction, facts and definitions, AND a conclusion. | Student demonstrates inconsistent or partial achievement within the standard.    Write informative texts with topic introduction, facts and definitions, OR a conclusion. | Student demonstrates limited achievement within the standard. |
| Writes narratives with welldeveloped detail, temporal words, character development, and a sense of closure. | Student demonstrates consistent achievement within the standard.    Write narratives with welldeveloped detail, temporal words, character development, AND a sense of closure. | Student demonstrates inconsistent or partial achievement within the standard.    Write narratives with welldeveloped detail, temporal words, character development, OR a sense of closure. | Student demonstrates limited achievement within the standard. |
| Strengthens writing by prewriting, revising, and editing. | Student demonstrates consistent achievement within the standard.    Strengthen writing by prewriting, | Student demonstrates inconsistent or partial achievement within the standard. | Student demonstrates limited achievement within the standard. |

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|  | revising, AND editing. | Strengthen writing by prewriting, revising, OR editing. |  |
| Reading Foundational | | | |
| Know and apply grade level phonics and word analysis skills in decoding words in decoding  words | Student demonstrates consistent achievement within the standard.    Reads words with the following patterns:  \*long and short vowels  \*common vowels teams  \*two-syllable words with long vowels  \*common prefixes and suffixes \*inconsistent but common spellingsounds  \*grade-appropriate irregularly spelled words. | Student demonstrates inconsistent or partial achievement within the standard.    Reads words with the following patterns:  \*long and short vowels  \*common vowels teams  \*two-syllable words with long vowels  \*common prefixes and suffixes \*inconsistent but common spelling-sounds  \*grade-appropriate irregularly spelled words. | Student demonstrates limited achievement within the standard. |

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| Read with sufficient accuracy  to support comprehension | Student demonstrates consistent achievement within the standard.    Read and comprehend grade-level text with appropriate:  \*purpose & understanding  \*accuracy  \*rate  \*expression  \*self-correction | Student demonstrates inconsistent or partial achievement within the standard.    Read and comprehend grade-level text with appropriate:  \*purpose & understanding  \*accuracy  \*rate  \*expression  \*self-correction | Student demonstrates limited achievement within the standard.    Read and comprehend grade-level text with appropriate:  \*purpose & understanding  \*accuracy  \*rate  \*expression  \*self-correction |
| Literary and Informational Reading | | | |
| Ask and answer questions to demonstrate understanding of key details in a text | Student demonstrates consistent achievement within the standard.    Ask AND answer questions to demonstrate understanding of key details in a literary text.  AND  Ask AND answer questions to demonstrate understanding of key details in an informational text. | Student demonstrates inconsistent or partial achievement within the standard.    Ask OR answer questions to demonstrate understanding of key details in a literary text.  AND  Ask OR answer questions to demonstrate understanding of key details in an informational text. | Student demonstrates limited achievement within the standard. |

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| Recount stories and determine their central message, lesson, or moral.    Recount stories and determine their central message, lesson, or moral. | Student demonstrates consistent achievement within the standard.    Recount stories in the correct logical sequence including:  \*characters  \*setting  \*a summary of the plot  AND  Determine the central message, lesson, or moral of a story. | Student demonstrates inconsistent or partial achievement within the standard.    Recount stories in the correct logical sequence including:  \*characters  \*setting  \*a summary of the plot  AND  Determine the central message, lesson, or moral of a story. | Student demonstrates limited achievement within the standard. |
| Identify the main topic of informational text | Student demonstrates consistent achievement within the standard.    Identify the main topic of a multiparagraph text AND the specific paragraphs within the text. | Student demonstrates inconsistent or partial achievement within the standard.    Identify the main topic of a multi-paragraph text OR the specific paragraphs within the text. | Student demonstrates limited achievement within the standard. |
| Describe the overall structure of a story |  |  |  |
| Use text features to locate information | Student demonstrates consistent achievement within the standard.    Identify various text features AND use them to locate information efficiently. | Student demonstrates inconsistent or partial achievement within the standard.    Identify various text features OR use them to locate information efficiently. | Student demonstrates limited achievement within the standard. |
| Acknowledge differences in the points of view of characters | Student demonstrates consistent achievement within the standard.    Identify who is telling the story AND identify the differences in the points of views of the characters. | Student demonstrates inconsistent or partial achievement within the standard.    Identify who is telling the story OR identify the differences in the points of views of the characters. | Student demonstrates limited achievement within the standard. |
| Compare and  contrast two text    . | Student demonstrates consistent achievement within the standard.    Compare and contrast two or more versions of the same story by different authors or from different cultures.  AND  Compare and contrast the most important points presented by two informational texts on the same topic. | Student demonstrates inconsistent or partial achievement within the standard.    Compare and contrast two or more versions of the same story by different authors or from different cultures. OR  Compare and contrast the most important points presented by two informational texts on the same topic. | Student demonstrates limited achievement within the standard. |