**Owen J. Roberts School District**

**Standards Based Report Card Rubrics**

**2017-18**

**English Language Arts (ELA)**

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

In ELA, research indicates a student's background knowledge and prior experience may affect reading and/or word study levels. Students may read/spell below, on, and/or above level depending on the genre and content of the text or previous word knowledge exposure. SBRC proficiency scores (3) reflect the range of text complexity students may experience due to these influential factors. Developing readers may score below benchmark, but are demonstrating progress to grade level standards depending on text type, genre, and background knowledge.

By the end of the year, students are expected to be proficient for each standard. Students scoring below proficiency will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics are to assist students and parents in understanding what the specific learning expectations are for students to be considered proficient at each grade level in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

**Use the following key to assist in understanding grade level expectations and the scores representing student progress:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SBRC Score:** | **1** | **2** | **3** | **4** |
| **Means:** | **Below Basic** | **Basic** | **Proficient** | **Advanced** |
| **Equivalent to:** | **Performance shows limited evidence of progress towards meeting the benchmarks as required for meeting the grade level standard.** | **Performance is approaching, but not meeting, the benchmarks as required for meeting the grade level standard.** | **Performance consistently meets the benchmarks as required for meeting the grade level standard.** | **Performance consistently exceeds the benchmarks as required for meeting the grade level standard.** |

If you have questions regarding student progress towards grade level benchmarks, please contact your child’s teacher for more information.

**READING LEVEL GUIDE (approximate, background knowledge and genre may vary reading level)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
|  | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| 4 | E+ | G+ | I+ | K+ | L+ | M+ | N+ | O+ | P+ | Q+ | R+ | S+ | T+ | U+ | V+ | W+ | X+ | Y+ | Z+ | Z+ | Z+ |
| 3 | B | C | D | F | H | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y |
| 2 | A | B | C | E | G | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X |
| 1 | <A | A | B | D | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W |

**WORD STUDY GUIDE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
|  | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| 4 | Beg &End Cons | C+ | E+ | G+ | I+ | I+ | K+ | K+ | K+ | M+ | M+ | N+ | P+ | Q+ | R+ | S+ | T+ | T+ | T+ | T+ | T+ |
| 3 | Beg Cons | Beg &End Cons | A-D | A-F/H | E-G | E-G | E-J | F/H-J | F-J | F/H-K/L | G-K/L | G-M | I-O | J-P | J-Q | K-R | M-S | M-T | M-T | N-T | P-T |
| 2 | Random | Beg Cons | Beg &End Cons | Emerg | A-D | C-D | C-E | D-E | E | E | F/H | F/H | F/H-G | G-I | G-I | I-J | J | K-L | K-L | L-M | M-O |
| 1 | Letter Like | Random | Beg Cons | N/A | Emerg | B | B | C | D | D | E | E | E | F/H | F/H | G | I | J | J | K | L |

**SIGHT WORD GUIDE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade |
|  | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| 4 | N/A | 35+ | 51+ | 83+ | 126+ | 151+ | 201+ | 251+ | 301+ | 376+ | 451+ | N/A |
| 3 | N/A | 19-34 | 35-50 | 74-82 | 100-125 | 126-150 | 150-200 | 200-250 | 250-300 | 300-375 | 375-450 | 450-500 |
| 2 | N/A | 0-18 | 19-34 | 51-73 | 74-99 | 100-125 | 125-149 | 150-199 | 200-249 | 250-299 | 300-374 | 375-449 |
| 1 | N/A | N/A | 0-18 | 0-50 | 0-74 | 0-99 | 0-124 | 0-149 | 0-199 | 0-249 | 0-299 | 0-374 |

**WRITING MODE GUIDE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
|  | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| Narrative | X | X |  | X |  | X | X |  |  | X |  | X | X |  |  | X |  | X | X |  |  |
| Informational |  | X | X |  | X |  |  | X |  |  | X |  |  |  | X |  | X |  |  | X |  |
| Opinion/Argument |  |  | X |  |  | X |  |  | X |  |  | X |  | X |  |  | X | X |  | X |  |
| Poetic |  |  |  |  |  |  |  |  | X |  | X |  |  |  | X |  |  |  |  |  | X |

* 1. ***Reading Informational Texts***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | PA Core | LP | **Below Basic – 1 (Grade 4)** | **Basic/Developing – 2(Grade 5)** | **Proficient – 3 (Grade 6)** | **Advanced – 4 (Grade 7)** |
| ***Within the Text*** | Craft & Structure Vocabulary | Word Work/ Word Solving | Tries to figure out the meaning of an unknown word or phrase by looking to see if the author has given a definition, an example, or a synonym.If not, rereads to remember what the text is teaching and also to figure out what kind of word it is. Substitutes another word that is similar and reread to check that it makes sense.Also uses knowledge about prefixes and suffixes and root words to solve the word. | When figuring out an unknown word or phrase, continues to use context, looking for examples, synonyms, and definitions in the text and features.Sometimes the known meaning of a word doesn’t work in the text. I think, “What else might this word or phrase mean?” Continues to try to substitute words or phrases that are similar and check that they make sense.Also uses knowledge about prefixes, suffixes, and root words to solve the word | When figuring out an unknown word or phrase, looks first to see if there are examples or definitions in the text that will help figure out the meaning.Continues to try to substitute words or phrases that are similar and check that they make sense. If needed, looks up the meaning outside the text.Also use knowledge about root words, prefixes, and suffixes. | Determine the meaning of words and phrases as they are used in above grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. |
| Vocabulary Acquisition & Use | Monitoring for Sense | Reads, expecting the parts of the text to fit together in such a way that the main ideas are understood. To check my comprehension, tries to make sure when moving from part to part, asks, “How does that part fit with my overall picture of the topic?” When a part feels disconnected from the rest of the text, rereads to see if something was missed or reads on, carrying questions. | Realizes that in more complicated nonfiction texts, sometimes need to read on with questions in mind. The texts being read now will sometimes contain many different parts, and it can take work to figure out how those parts go together. Especially tries to think about what is most important and how the parts fit into that. | Anticipates that nonfiction will make sense, and when it stops making a lot of sense (which can tell because they can’t retell it, remember it, or name the main ideas), DOES something. Might talk to a partner, might reread, might outline or diagram the parts of the text. Doesn’t just read on, letting the words flow past without understanding. | Determines or clarify the meaning of unknown and multiple-meaning words and phrases based on above grade-level reading and content, choosing flexibly from a range of strategies and tools. |
| Vocabulary Acquisition & Use | Building Vocabulary | Knows that learning about a topic means learning the vocabulary of the topic. Knows there are words that represent concepts (e.g., revolution, adaptation). Those words require a lot of thinking to understand them. During reading, keeps learning more about each concept word. Also tries to accumulate more technical vocabulary associated with the topic. Takes the risk of using this new vocabulary to talk and write about the topic. | Knows that learning about a topic means learning the vocabulary of the topic. Knows there are words that represent concepts (e.g., revolution, adaptation).Those words require a lot of thinking to understand them. During reading, keeps trying to learn more about each concept word. Also tries to accumulate more technical vocabulary associated with the topic. Take the risk of using this new vocabulary to talk and write about the topic. | As before, expects to accumulate technical vocabulary from nonfiction, especially new science and historical terms. During reading, therefore, keeps glossaries or notes, and actively incorporates new terms into talk and writing.Continues to develop and deepen vocabulary of a topic, particularly noticing secondary meanings of words and connotations of words. | Acquires and uses accurately above grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Craft & Text Structure | Envisioning | Continues to read expository and narrative texts differently, creating mental movies or images/models in mind. During reading, draws on details from the text and prior knowledge to add to what is being pictured. When reading expository texts, mental models (boxes and bullets, timelines, diagrams) act as places to catch all of the new information being learned. | Flexible as a reader of nonfiction. When reading narrative nonfiction, can make a mental movie similar to the way a fiction reader would, drawing on details from the text and prior knowledge. With expository text, envisions a combination of mental models to capture and organize what is being learned (outlines, boxes and bullets, diagrams). Revises and adds to these models as new information being learned. | During reading, knows that there is a need to picture what is being learned. Depending on the text, might make mental movies of characters/ subjects in scenes or try to picture procedures or sequences (e.g., the process of photosynthesis) as a series of steps, perhaps picturing a flowchart, list, or diagram. As the concepts read about become more complex, sometimes seek out extra information from outside sources to clarify my models of the information. | Analyze the structure of above level text through evaluation of the author’s use of graphics, charts and the major sections of the text. |
| Key Ideas & Details Main Idea | Summary | During reading, often pauses to summarize as a way to hold onto what is being learned, saying the main idea(s) of that part and linking it/them to related points. As this done, selects points that are especially important to the idea. Can use the primary structure(s) in the text to help grasp what it mostly teaches (e.g., if it is organized as a main idea or supporting points or a claim and reasons, then can use either structure to help determine importance and select supporting details). Is careful to keep own opinion separate from the ideas presented in the text. | Can figure out several important main ideas in a text, and is ware that sometimes those ideas thread through the whole text instead of being located in chunks of it. Can sort all the details in the text and weigh their importance so that discussion of important details that best support each of the main ideas can occur. Careful to keep own opinion separate from the ideas presented in the text. Also avoids mentioning minor details. | Can figure out several important main ideas in a text and weigh and evaluate which of those ideas seems most significant in the text. Careful to include in my summary only what the text says, and no personal opinions, ideas, or judgments. | Determine two or more central ideas in above level text and analyzes their development over the course of the text; provides an objective summary of the text. |
| Range of Reading | Fluency & Punctuation | The voice inside head (or read-aloud voice) helps one to understand the text. That voice highlights the big points that are important, tucks in things that are less important, shows when things are in a list, and shifts from an explaining voice to a storytelling voice as the text requires.Punctuation steers reading, but it is not something one needs to think a lot about. However, when sentences are complex, the punctuation can help one figure out how to read them. | During reading of nonfiction aloud or in head, tries to use voice to add meaning to the text.Reads emphasizing the big points. Perhaps one has in mind what great science and history videos sound like to guide reading. Usually punctuation just gives subtle signals as to how to read, but when it’s used in unusual ways, one asks, “How does the author probably want this to sound?” When the sentences are complicated, one adjusts voice to show that some parts of the sentence (like this part) are meant to be subordinate. | During reading of nonfiction aloud or in head, tries to use voice to add meaning to the text. One has in mind what great science and history videos sound like, and tries to read like that, emphasizing the big points, using voice to link the supporting examples within the big points.Pays attention to punctuation as well as words to help figure out the mood, tone, and changing pace of a piece. Notices when punctuation is used to separate, and when it is used to connect. | Read and comprehend literary nonfiction and informational text above grade level, reading independently and proficiently. Has an understanding that the author chose each word for an important reason, and is careful to attend to words on the page for phrasing, meaning, and implied ideas. Is aware that punctuation plays a subtle, yet critical part of understanding. |

***1.2 Reading Informational Texts***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | PA Core | LP | **Below Basic – 1 (Grade 4)** | **Basic/Developing – 2(Grade 5)** | **Proficient – 3 (Grade 6)** | **Advanced – 4 (Grade 7)** |
| ***Beyond the Text*** | Craft & Text Structure | Orienting | Before reading, previews the text(s). Also studies the table of contents (if there is one), headings, introductions, topic sentences, text features, and so on. Can recognize a common structure in the text (such as chronology or cause-effect or compare and contrast). Relies on previewing to help predict how the text will go, and when doing research, to decide what to read and in what order.Previewing helps how to organize note-taking or thinking. Asks, “Will I organize what I am learning into subtopics? Cause and effect?” | Experienced enough with complicated texts to know the structure and main idea of a complex text may be revealed slowly.Before reading, previews the text(s). Uses transition words and phrases to cue into how the text will be structured. Not only thinks about how the text is structured (compare-contrast, claim and supports), but also about whether this is a known genre —a biography, a research article, an overview, or an argument. Knowledge of genre shapes expectations.Previewing also helps to structure note-taking and thinking. When anticipating learning about several subtopics and main ideas, gets ready to synthesize information on several bigger categories. Also knows to incorporate information from several texts. | Before reading, previews to see how the text(s) is organized and what challenges it will present. Also thinks about how expert it is—looking at things like the vocabulary and the diagrams. Makes a plan for reading the text, including possibly reading something else first or alongside it. Previewing gives tentative ideas for what the central idea might be or the author’s point of view. Previewing also helps to plan for note-taking and thinking. Considers how much should be read before pausing to take notes. Experienced enough with complicated texts to know that the structure may change across the text, that the headings may not guide understanding, and that the bigger ideas might be revealed slowly. | Preview texts for organization, level of expertise, and challenges the book may present. Use vocabulary and diagrams to assist in preview. Previews and anticipates central idea(s), how to take notes, and changing text structure. Utilize other texts, media, tools to gain deeper insights into new learning and anticipate the type of learning habits will be needed when reading/note-taking. |
| Key Ideas & Details Analysis | Infer Within Text/Cohesion | Can discuss relationships between things in scientific, historical, or technical texts.This usually means discussing examples, causes, parts, reasons, results, or kinds of a topic.Reaches for specific and academic terms. | Not only can discuss major relationships that occur across a discipline-based text, but can also come up with own ideas about relationships/interactions between events, ideas, and key concepts. Can do this even when the author hasn’t laid out these relationships.Uses academic and domain- specific vocabulary to do this, especially terms that help to be more logical (nevertheless, however, in addition, similarly). | Not only can see how different threads in a text tie together, but can also track one thread across a text.Can think and come up with own ideas about these relationships, even when the author hasn’t set them forth. Can do this in ways that link information from separate parts of the text.Is careful to choose exactly the right terms to explain ideas, considering both a word’s dictionary meaning and its connotations. | Analyze the interactions between individuals, events, and ideas in above level text. |
| Key Ideas & Details Text Analysis | N/A | Can refer to details and examples in text to support what the text says explicitly and make inferences. | Can cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. | Can cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. |
| Integration of Knowledge Across Texts | Compare/Contrast) | When asked to compare and contrast how several texts (or parts of a text) deal with one topic, can talk about similarities and differences in the information and also in the treatment of the topic, including the craft techniques used, the focus, and the perspective. Can also notice if there are different perspectives (e.g., is one a primary firsthand account and the other, a secondary source?). | Can compare and contrast different texts or parts of texts, considering content, perspectives, and/or craft and structure. | Can compare and contrast different texts in more than one way. Can consider how the information overlaps, reinforces, or contradicts across texts, as well as what perspectives authors bring. Can also compare how authors present their ideas and information—especially how their craft and structure makes their meaning or message more powerful. | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words). |
| Synthesis | Cross Texts | As one reads two or more texts (or parts of a long text) on a topic, can collect and merge information and ideas from either texts (or parts of a long text) in a way that makes a new organization for the combined information. If there are ways to categorize the information on the subtopic, can sort information from both texts into a category. | As one reads texts on a topic, collects information and ideas by subtopic and form categories with own headings. Sorts what is being learned about the subtopic under those headings. This means the organization of learning may not match the organization of the original texts.Is aware that sometimes one text contradicts another. When this happens, one thinks, “Which author is saying which points?” Wonders whether the differences come from the author’s point of view (e.g., might differences come from one being firsthand and one secondhand?). | Organizes what is being learned about a topic into subtopics— categories, points, or main ideas.Can keep track of the major ideas each individual author contributes to overall understanding of the topic/ issue.Is aware that sometimes one text contradicts another. When this happens, one thinks, “Which author is saying which points?” Wonders whether the differences come from the author’s point of view (e.g., might differences come from one being firsthand and one secondhand?). Also considers whether an author has vested interests that explain the differences. | Analyzes how two or more authors present and interpret facts on the same topic in above level texts. Address all parts of the task and keeps audience in mind when synthesizing ideas |

***1.2 Reading Informational Texts***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | PA Core | LP | **Below Basic – 1 (Grade 4)** | **Basic/Developing – 2(Grade 5)** | **Proficient – 3 (Grade 6)** | **Advanced – 4 (Grade 7)** |
| ***About the Text*** | Craft & Structure Point of View | Analyzing Perspective | Can recognize if the author is writing as if he or she was present at an event (a firsthand source) or if he or she was not present (a secondhand source). Is aware that the difference in those points of view will result in differences in the accounts. | Can notice when two texts on the same topic are written from different points of view, and notice ways in which the content (or the way the texts are written) will be different because of those different points of view. Thinks specifically about why the narrator thinks and feels as he or she does. Might the person’s perspective come from life experiences, group membership, role, time period? For example, notices if one text is a diary in the voice of a general and another is a diary from a foot soldier, and thinks about how their roles led them to want different things. | Is aware that the author brings out his or her perspective by choosing to highlight particular incidents, voices, issues, and stories. Thinks about how this might relate to the author’s vested interests and roles.Is also aware of multiple points of view in the text and can separate them from the author’s point of view. Can also point to places in the text where the different points of view and perspectives have led to particular word choices. | Determine an author’s point of view or purpose in above text and analyze how the author distinguishes his or her position from that of others. |
| Integration of Knowledge & Ideas Diverse Media | Analyzing Authors Craft | Knows that authors of informational texts make craft decisions with readers in mind.Can elaborate on why the author used these techniques. One way to do this is to ask, “How would the text be different without this?”Can note the craft techniques that have been used and can say, “The author has used (this technique) to accomplish (this goal).” For example, “The author has made a comparison to help readers grasp an idea.” | Knows that authors of informational texts make craft decisions with readers in mind.Uses academic language to name these goals and techniques, using terms like surprising statistics and suggests the significance of a point.Can talk at length about these. Asks self, “How would the text have been different had the author made different choices? Had she instead . . . , the effect would have been different. For example . . .” | Brings one’s knowledge of writing craft to reading, thinking not just about the ideas in the text, but about how the author introduces these ideas, noticing the choices/techniques an author uses across a text, and describing these using academic language. Thinks about what tone, mood, and effect is created by authors using certain words. This means thinking about the different meanings of a word or the surprising uses of words or phrases to stir up emotions in the reader. | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| Integration of Knowledge & Ideas Evaluating Arguments | Analyzing Parts of a Text | Can talk about why an author included one part of a text (a text box, a chart, an anecdote). To do this, draws on some predictable ways that parts tend to be important to the main idea, such as a paragraph may be an example of a main idea or a different perspective on that idea. Sometimesthe part is important to the structure: a solution to a problem, an effect of a cause, an answer to a question.When thinking about how one part is important in an argument, one is aware of how an author uses reasons and details to support claims/ points. | When thinking about why a part is important to the text, thinks not only structurally about how the part goes with other parts, but also thinks about how the part advances the author’s main ideas/ claims. Checks whether the part in question illustrates an idea/claim, raises a new perspective, or shows an implication of an idea.Can use academic terms to talk about this.When a part of the text feels extraneous, one can talk about its relationship to the main ideas/claims (background, implications, another perspective).When reading an argument, one can explain which details go with which points. | Able to take even a small part of a text—a sentence, a few lines, a text feature—and think about the role that the part plays in the whole text.Asks oneself, “What does this part contribute? How is it connected? Does this part engage the reader, or does it help to develop a central idea? How?” Uses knowledge of authors’ techniques to talk about this.Can also study one aspect of a text (an event, an individual) and discuss how this part of the text was introduced and developed (e.g., through anecdotes). When reading an argument, one can explain which claims are most strongly supported and which details are most convincing. | Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. |
| Response to Non Literary Texts | Critical Reading | Develops own ideas about what was read. Those ideas might be about values, the world, or the book. Ideas are grounded in text-based information and ideas, and draws on several parts of the text(s). Raises questions and larger theories about the topic or the world. Reads and rereads with those questions in mind, and this leads to new insights.Reading helps one to develop ideas. Thinks and sometimes writes things like “Is this always the case?” or “Could it be . . . ?” Not afraid to think in new ways. | Can synthesize several texts in ways that support one’s own idea. Selects the points that do the best job of supporting idea(s). For example, “How will this author add to or challenge my argument?”Thinks and sometimes write things like “Is this always the case?” or “Could it be . . . ?”Can apply what has been learned and own ideas to solve a problem, make an argument, or design an application. | Can synthesize several texts in ways that support own ideas. Selects the points from different texts that do the best job of supporting points.Develops one’s own theories and claims as research. Some of these may be debatable questions. Sometimes agrees or disagrees with authors completely or partially. Doesn’t reject a text because an author disagrees with one’s ideas, but instead lets it affect thinking. Can apply what has been learned and own ideas to solve a problem, make an argument, or design an application. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. |
| Critiquing | Questioning the Text | When disagrees with an idea in a text, still tries to think about it, and also talk back to it.Also notices if something is described positively or negatively, and thinks about how it could have been described. Thinks about what implications one’s theories and what has been learned might have for real-world situations. Can apply what has been learned.Is aware that texts can be written to get readers to think and feel something about an issue or topic, and can say, “I see what you want me to think/feel, but I disagree.” | Considers what a text is saying about an issue, idea, or argument and whether one agrees or disagrees. Weighs and evaluates a text for how convincing and reliable it is.Considers who wrote the text and what the author might gain from the text. Can talk back to texts. | Questions nonfiction as reads, thinking especially about other texts on the topic. Weighs and evaluates how logical, convincing, and reliable a text is. Takes into account who wrote the text as part of this judgment, thinking about how reliable and unbiased this author might be. Considers how this relates to issues of power. | Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. Acknowledge conflicting viewpoints and evaluate author’s bias based on primary/secondary sources and first/secondhand accounts. |

***1.3 Reading Literature***- ***(assess in trimester 3 only for students scoring below a ‘3’ in trimester 1) \* See Trimester 1 SBRC***

***1.4 Narrative Writing (assess in trimester 2 only for students not proficient in trimester 1)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below Basic – 1 (Grade 4)** | **Basic/Developing – 2(Grade 5)** | **Proficient – 3 (Grade 6)** | **Advanced – 4 (Grade 7)** |
| ***Focus*** | * Show what the characters did by including their thinking.
* Write the important part of an event bit by bit and took out unimportant parts.
 | * Write a beginning which not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.
* Use paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.
 | * Write a beginning which not only sets the plot or story in motion and introduced a narrator and/or characters, but also hinted at the larger meaning the story would convey.
 | * Write a beginning that not only sets the story in motion, it also grounds it in a place or situation. It includes details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits
 |
| ***Content*** | * Add more to the heart of the story, including not only actions and dialogue but also thoughts and feelings.
* Use a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.
 | * Develop characters, setting, and plot throughout story, especially the heart of the story. To do this, uses a blend of description, action, dialogue, and thinking.
* Include precise sensory details and used figurative language so that readers could picture the setting, characters, and events. Use some objects or actions as symbols to bring forth meaning.
 | * Develop realistic characters, details, action, dialogue, and internal thinking that contribute to deeper meaning of the story.
* Weave together descriptions, language, and symbolism to help readers picture setting, actions, and events to bring fourth meaning.
 | * Create a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme.
* Develop the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson.
* Shows what is specific about the central character.
* Developed the setting and the characters’ relationship to the setting.
 |
| ***Organization*** | * Write a beginning in which showing what was happening and where, getting readers into the world of the story.
* Write an ending that connected to the beginning or the middle of the story.
* Use action, dialogue, or feeling to bring story to a close.
* Use paragraphs to separate the different parts or times of the story or to show when a new character was speaking.
* Show how much time went by with words and phrases that mark time.
 | * Use transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later).
* Give some clues to what would later become a problem for the main character.
* Write an ending that connects to the main part of the story. The character said, did, or realizes something at the end that came from what happened in the story.
* Give readers a sense of closure.
 | * Not only uses transitional phrases and clauses to signal complicated changes in time, also uses them to alert readers to changes in the setting, tone, mood, point of view, or the time in the story (such as *suddenly*, *unlike before*, *if only she had known*).
* Use paragraphs purposefully to show setting changes, new parts of the story, or to create suspense for readers. I created a sequence of events that was clear and logical.
* Write an ending that connects to what the story was really about. Gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator.
 | * Use transitional phrases and clauses to connect what happened to why it happened (If he hadn’t . . . he might not have, because of, although, little did she know that).
* Give the reader a sense of closure by showing clearly how the character or place changed or the problem was resolved. If there was no resolution, he gave details to leave the reader thinking about a central idea or theme.
* Use a traditional—or slightly modified—story structure (rising action, conflict, falling action) to best bring out the meaning of his story and reach his audience.
 |
| ***Style*** | * Include **precise and sometimes sensory details** and used figurative language (simile, metaphor, personification) to bring the story to life.
* Made some parts of the story go quickly, some slowly.
 | * Write a story of an important moment. It read like a story, even though it might be a true account.
* Vary sentences to create the pace and tone of the narrative.
* Show *why* characters did what they did by including their thinking and their responses to what happened.
* Slows down the heart of the story. Make less important parts shorter and less detailed and blended storytelling and summary as needed.
 | * Write a story that has tension, resolution, realistic characters, and also conveys an idea, lesson, or theme.
* Develop some relationship between characters to show why they act and speak as they do. Tell the internal, as well as the external story.
* Use language that fit the story’s meaning and context (for example, different characters use different kinds of language).
 | * Develop contradictions and change in characters and situations.
* Use specific details and figurative language to help the reader understand the place and the mood (making an object or place symbolic, using the weather, using repetition).
* Varies her tone to match the variety of emotions experienced by the characters across the story.
 |

***1.4 Informational Writing~* Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below Basic – 1 (Grade 4)** | **Basic/Developing – 2(Grade 5)** | **Proficient – 3 (Grade 6)** | **Advanced – 4 (Grade 7)** |
| ***Focus*** | * Hook readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. Let readers know the piece would teach them different things about a subject.
* Teach the readers different things about the subject. Choose those subtopics because they were important and interesting.
* Teach the readers different things about a subject. I put facts, details, quotes, and ideas into each part of writing.
 | * Write an introduction that helped readers get interested in and understand the subject. Let readers know the subtopics that would be developed later as well as the sequence.
* Write each section according to an organizational plan shaped partly by the genre of the section.
* Works to make the information understandable to readers. To do this, I may have referred to earlier parts of the text and summarized background information. Let readers know when discussing facts and when offering personal thinking.
* Use different kinds of information to teach about the subject. Sometimes includes little essays, stories, or “how-to” sections in writing.
 | * Writes introduction that interests readers, perhaps with a quote or significant fact. May include own ideas about the topic. Let readers know the subtopics that would develop later and how my text will unfold.
* Use transition words to help readers understand how different bits of information and different parts of writing fit together.
* Use transitions (for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand) to help connect ideas, information, and examples and to compare, contrast, and imply relationships
* Write a conclusion which restates important ideas and offered a final insight or implication for readers to consider.
 | * Interests the reader in the topic by explaining its significance or providing a compelling fact, statistic, or anecdote. Makes it clear what parts of this topic the text would tackle, and how the ideas and information in the text would unfold.
 |
| ***Content*** | * Include different kinds of facts and details such as numbers, names, and examples.
* Get information from talking to people, reading books, and from background knowledge and observations.
* Make choices about which information was best to include or not include.
 | * Explain different aspects of a subject. Include a variety of information such as examples, details, dates, and quotes.
* Use trusted sources and gave credit when appropriate. Makes sure to research any details that would add to writing.
* Not only make choices about which details and facts to include but also make choices about how to convey my information so it would make sense to readers. Blend storytelling, summary, and other genres as needed and used text features.
 | * Convey ideas and information about a subject. Sometimes incorporates relevant facts, definitions, concrete details, quotations, or other information and examples.
* Choose a focused subject, included a variety of information, and organized points to best inform readers.
* Used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography.
* Make information understandable and interesting. To do this, may have referred to earlier parts of the text, summarized background information, raised questions, and considered possible implications.
* Might have used different organizational structures within the piece including stories, essays and how-to sections.
 | * Brings together ideas and information about a subject in a text that develops a subtopic and/or an idea. Incorporates a variety of text structures as needed, including argument, explanation, narrative, and procedural passages.
* Include varied kinds of information such as facts, quotations, examples, and definitions. Analyze or explain the information, showing how the information fits with key points or subtopics, including graphics where appropriate.
* Consistently incorporates and cites sources.
* Makes the topic compelling as well as understandable. Brings out why it mattered and why the audience should care about it.
 |
| ***Organization*** | * Use words in each section that help readers understand how one piece of information connected with others. If the section is written in sequence, uses words and phrases such as before, later, next, then, and after. If the section is organized in kinds or parts, Uses words such as another, also, and for example.
* Write an ending that reminded readers of the subject and may have suggested a follow-up action or left readers with a final insight. Add thoughts, feelings, and questions about the subject at the end.
* Group information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. May have used headings and subheadings.
* Make choices about organization. Might use compare/contrast, cause/effect, or pro/con. May use diagrams, charts, headings, bold words, and definition boxes to help teach readers.
 | * When writing about results, use words and phrases like consequently, as a result, and because of this. When comparing information, use words and phrases such as in contrast, by comparison, and especially. In narrative parts, use phrases that go with stories such as a little later and three hours later. In the sections that stated an opinion, use words such as but the most important reason, for example and consequently.
* Write a conclusion that restated the main points and may have offered a final thought or question for readers to consider.
* Organize writing into a sequence of separate sections. May have used headings and subheadings to highlight the separate sections.
 | * Use subheadings and/or clear introductory transitions to separate sections.
* Make deliberate choices about how to order sections and information within sections. Choose structures and text features to help emphasize key points.
* Use transitions, introductions, and topic sentences to emphasize my main points. Write multiple paragraphs in some sections.
 | * Use transitions to link concepts with related information. The transitions help the reader follow from part to part and make it clear when information is an example of a bigger idea, follows from an earlier point, introduces a new idea, or suggests a contrast. Use such transitions as specifically, for instance, related to, just as, turning to, on the other hand, and however.
* In the conclusion, reinforce and builds on the main point(s) in a way that make the entire piece a cohesive whole. The conclusion may have restated the main points, responded to them, or highlighted their significance.
* Focus the writing on a subtopic or a particular point or two.
* Organize the piece into parts and use structures (claims and supports, problem/solution, sequence, etc.) to organize those parts (and perhaps the whole).
* Use introductions, topic sentences, transitions, formatting, and graphics, where appropriate, to clarify the structure of the piece and to highlight main points.
 |
| ***Style*** | * Make deliberate word choices to teach my readers. May have done this by using and repeating key words about my topic.
* Choose interesting comparisons and used figurative language to clarify points.
* Use a teaching tone. To do so, may have used phrases such as that means…, what that really means is…, and let me explain…
 | * Make deliberate word choices to have an effect on readers. Use the vocabulary of experts and explained the key terms.
* Include the exact phrase, comparison, or image to explain information and concepts.
* Use a consistent, inviting, teaching tone and varied sentences to help readers take in and understand the information.
 | * Choose words carefully to explain information and ideas and had an effect on readers. Incorporates domain-specific vocabulary and explained those terms to readers.
* Include exact phrases, comparisons, analogies, and/or images to explain information and concepts and keep readers engaged.
* Choose how to present information to clearly convey why and how the information supported points.
* Supported readers’ learning by shifting within a consistent teaching tone as appropriate. Use language and sentence structure that matched with the teaching purpose throughout the piece.
 | * Use words purposefully to affect meaning and tone.
* Choose precise words and used metaphors, anecdotes, images, or comparisons to explain what is meant.
* Include domain-specific, technical vocabulary, and defined these when appropriate.
* Use a formal tone, but varied it appropriately to engage the reader.
 |

***1.4 Research Writing (Library)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below Basic – 1 (Grade 4)** | **Basic/Developing – 2(Grade 5)** | **Proficient – 3 (Grade 6)** | **Advanced – 4 (Grade 7)** |
| **Technology & Publication** | * With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
 | * With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
 | * Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
 | * Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
 |
| **Conducting Research** | * Conduct short research projects that build knowledge through investigation of different aspects of a topic.
* Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
 | * Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
* Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 | * Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
* Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.
 | * Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
* Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 |

**1.4 Conventions**

|  | **Below Basic (Gr. 4)**  | Basic **(Gr. 5)**  | **Proficient (Gr. 6)**  | **Advanced (Gr. 7)**  |
| --- | --- | --- | --- | --- |
| Grammar | * Use relative pronouns (e.g.*, who, whose, whom, which, that*) and relative adverbs (e.g., *where, when, why*).
* Form and use the progressive verb tenses (e.g.*, I was walking*, *I am walking*, *I will be walking*).
* Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
* Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
* Form and use prepositional phrases.
* **Ensure subject-verb and pronoun-antecedent agreement.\***
 | * Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
* Form and use the perfect verb tenses (e.g., *I had walked*; *I have walked*; *I will have walked*).
* Use verb tense to convey various times, sequences, states, and conditions.
* **Recognize and correct inappropriate shifts in verb tense.\***
* Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
* **Ensure subject-verb and pronoun-antecedent agreement.\***
* Use verb tense to convey various times, sequences, states, and conditions.
 | * Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).
* Use intensive pronouns (e.g., *myself*, *ourselves*).
* **Recognize and correct inappropriate shifts in pronoun number and person.\***
* **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\***
* **Recognize and correct inappropriate shifts in verb tense.\***
* **Ensure subject-verb and pronoun-antecedent agreement.\***
 | * Explain the function of phrases and clauses in general and their function in specific sentences.
* Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
* **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\***
* **Recognize and correct inappropriate shifts in pronoun number and person.\***
* **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\***
* **Recognize and correct inappropriate shifts in verb tense.\***
* **Ensure subject-verb and pronoun-antecedent agreement.\***
 |
| Punctuation | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* Use correct capitalization.
* Use commas and quotation marks to mark direct speech and quotations from a text.
* Use a comma before a coordinating conjunction in a compound sentence.
 | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* Use punctuation to separate items in a series.\*
* Use a comma to separate an introductory element from the rest of the sentence.
* Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
* Use underlining, quotation marks, or italics to indicate titles of works.
 | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* **Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.\***
* **Use punctuation to separate items in a series.\***
 | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
* **Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.\***
* **Use punctuation to separate items in a series.\***
 |
| Spelling | * **Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they’re*).\***
* **Spell correctly**.
* Words spelled accurately at the **early Syllable Juncture stage** *(Doubling)*
 | * **Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they’re*).\***
* **Spell correctly**.
* Words spelled accurately at the **mid Syllable Juncture stage** *(Stressed & R Controlled Syllable Vowel Patterns)*
 | * **Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they’re*).\***
* **Spell correctly**.
* Words spelled accurately at the **late Syllable Juncture** *(Unstressed Syllable Vowel Patterns)* and **Derivational Constancy** *(Silent/Sounded Consonants, Consonant/Vowel Changes, Latin Derived Suffixes & Assimilated Prefixes)* stages
 | * **Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they’re*).\***
* **Spell correctly.**

**Beyond the Derivational Constancy stage** * Spells vocabulary words correctly beyond the Derivational Constancy stage
 |
| Editing/ Revising | * **Choose words and phrases to convey ideas precisely.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 | * Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
* **Choose words and phrases to convey ideas precisely.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 | * **Choose words and phrases to convey ideas precisely\***
* **Vary sentence patterns for meaning, reader/listener interest, and style.\***
* **Maintain consistency in style and tone.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 | * **Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\***
* **Vary sentence patterns for meaning, reader/listener interest, and style.\***
* **Maintain consistency in style and tone.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 |
| Production and Distribution of Writing Process | * With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
* Demonstrate sufficient command of keyboarding skills to type a minimum
* ***MLA Format for research, argument, and informational***
 | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.***MLA Format for research, argument, and informational*** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or rewriting.***MLA Format for research, argument, and informational*** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.***MLA Format for research, argument, and informational*** |

* 1. ***Speaking & Listening***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below Basic – 1 (Grade 4)** | **Basic/Developing – 2(Grade 5)** | **Proficient – 3 (Grade 6)** | **Advanced – 4 (Grade 7)** |
| ***Comprehension & Collaboration*** | * Identify the reasons and evidence a speaker provides to support particular points.
* Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
* Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 | * Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
* Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
* Summarize the main points written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 | * Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.
* Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
* Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
 | * Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
* Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
* Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 |
| ***Presentation of Ideas*** | * Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
 | * Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
 | * Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task ; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
 | * Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 |
| ***Integration of Knowledge, Multimedia and ideas*** | * Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
 | * Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
 | * Include multimedia components and visual displays in presentations to clarify information.
 | * Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
 |
| ***Integration of Knowledge and Ideas*** | * Differentiate between contexts that require formal English versus informal situations.
 | * Adapt speech to a variety of contexts and tasks.
 | * Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
 | * N/A
 |
| ***Conventions of Standard English*** | * Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.
 | * Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.
 | * Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.
 | * Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.
 |