



Name: _____

ELA Checklist/Rubric

Reading

2.2A - I can demonstrate and apply phonetic knowledge using a variety of syllable types in multi-syllabic words.

1st Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate mastery of multisyllabic words.	The student is usually able to demonstrate mastery of multisyllabic words.	The student is consistently able to demonstrate mastery of multisyllabic words.

2nd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate mastery of multisyllabic words.	The student usually is able to demonstrate mastery of multisyllabic words.	The student is consistently able to demonstrate mastery of multisyllabic words.

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate mastery of multisyllabic words.	The student usually is able to demonstrate mastery of multisyllabic words.	The student is consistently able to demonstrate mastery of multisyllabic words.

4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate mastery of multisyllabic words.	The student usually is able to demonstrate mastery of multisyllabic words.	The student is consistently able to demonstrate mastery of multisyllabic words.

	Closed syllables	Open syllables	VCe syllables	Vowel Teams (digraphs)	R-controlled syllables	Final stable syllables	Vowel Teams (diphthongs)
1st NW							
2nd NW							
3rd NW							
4th NW							

Evidence:

-word work
-phonics time

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- anecdotal notes
- classroom observations
- word hunt
- marker/dry erase

2.6I - I can monitor comprehension and make adjustments when understanding breaks down.

1st Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to monitor comprehension and make adjustments.	The student is usually able to monitor comprehension and make adjustments.	The student is consistently able to monitor comprehension and make adjustments.

2nd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to monitor comprehension and make adjustments.	The student is usually able to monitor comprehension and make adjustments.	The student is consistently able to monitor comprehension and make adjustments.

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to monitor comprehension and make adjustments.	The student is usually able to monitor comprehension and make adjustments.	The student is consistently able to monitor comprehension and make adjustments.

4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to monitor comprehension and make adjustments.	The student is usually able to monitor comprehension and make adjustments.	The student is consistently able to monitor comprehension and make adjustments.

	Visualizing	Predictions	Generate Questions	Context Clues	Establish Purpose	Fluency
1st NW						
2nd NW						
3rd NW						
4th NW						

Evidence:

- running records
- readers workshop conf.
- IRA/SR turn & talks

- RR notebooks
- anecdotal notes
- classroom observations
- stations

2.8C - I can describe and understand plot elements for texts read aloud and independently in fiction text. **ON INSTRUCTIONAL TEXT******

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is able to explain one part and identify one component with assistance in multiple genres.	The student is able to explain one part and identify one component independently in multiple genres.	The student is able to explain some parts and identify some components independently in multiple genres.

4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is able to explain one part and identify one component independently in multiple genres.	The student is able to explain some parts and identify some components independently in multiple genres.	The student is able to explain all parts and identify each component independently in multiple genres.

	Main events	Conflict	Resolution	Read Aloud	Read Independently
1st NW					
2nd NW					
3rd NW					
4th NW					

Evidence:

- readers workshop conf.
- anecdotal notes
- classroom observations
- stations

- seesaw
- graphic organizer
- IRA/SR “turn and talks”
- RR notebooks

2.9Di- I can recognize the central idea in nonfiction text.

****ON INSTRUCTIONAL TEXT****

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student identifies the central idea but is unable to provide supporting evidence with adult assistance.	The student identifies the central idea but inconsistently provides supporting evidence with adult assistance.	The student identifies the central idea and provides supporting evidence with adult assistance

4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student identifies the central idea but is unable to provide supporting evidence with adult assistance.	The student identifies the central idea but inconsistently provides supporting evidence with adult assistance.	The student identifies the central idea and provides supporting evidence with adult assistance.

	Identifies Central Idea	Supporting Evidence
1st NW		
2nd NW		
3rd NW		
4th NW		

Evidence:

- readers workshop conf.
- IRA/SR turn & talks
- RR notebooks
- anecdotal notes
- classroom observations
- stations
- seesaw
- graphic organizer

2.7D- I can retell and paraphrase texts in ways that maintain meaning and logical order.

****ON INSTRUCTIONAL TEXT****

****Response skill: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed****

1st Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is able to retell a few key events from the texts.	The student is able to retell most key events with some detail in	The student is able to retell all key events in a story with multiple details

		chronological order using key vocabulary from the texts.	in chronological order using key vocabulary from the texts.
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2nd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is able to retell a few key events from the texts.	The student is able to retell most key events with some detail in chronological order using key vocabulary from the texts.	The student is able to retell all key events in a story with multiple details in chronological order using key vocabulary from the texts.

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is able to retell a few key events from the texts.	The student is able to retell most key events with some detail in chronological order using key vocabulary from the texts.	The student is able to retell all key events in a story with multiple details in chronological order using key vocabulary from the texts.

4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is able to retell a few key events from the texts.	The student is able to retell most key events with some detail in chronological order using key vocabulary from the texts.	The student is able to retell all key events in a story with multiple details in chronological order using key vocabulary from the texts.

	Event Recall	Chronological Order	Story Elements	Vocabulary	Prompting Needed?
1st NW					
2nd NW					
3rd NW					
4th NW					

<u>Evidence:</u> -readers workshop conf. -IRA/SR turn & talks -RR notebooks -Guided Reading groups	-anecdotal notes -classroom observations -seesaw recordings -graphic organizer
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2.13E- I can demonstrate understanding of information gathered through inquiry.

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate a deep understanding of	The student is usually able to demonstrate a deep understanding of	The student is consistently able to demonstrate a deep understanding of

	information gathered with adult assistance.	information gathered with adult assistance.	information gathered with adult assistance.
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4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate a deep understanding of information gathered with adult assistance.	The student is usually able to demonstrate a deep understanding of information gathered with adult assistance.	The student is consistently able to demonstrate a deep understanding of information gathered with adult assistance.

	Facts	Text Evidence	Vocabulary	Making Connections	Drawing Conclusions
1st NW					
2nd NW					
3rd NW					-
4th NW					

<u>Evidence:</u> -Stations -Turn & Talks -Reading Response Journal	-Guided Reading -Seesaw recordings -Epic collections
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2.11B- I can develop drafts into a focused piece of writing.

1st Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to develop multiple drafts into a focused piece of writing.	The student is usually able to develop multiple drafts into a focused piece of writing.	The student is consistently able to develop multiple drafts into a focused piece of writing.

2nd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to develop multiple drafts into a focused piece of writing.	The student is usually able to develop multiple drafts into a focused piece of writing.	The student is consistently able to develop multiple drafts into a focused piece of writing.

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to develop multiple drafts into a focused piece of writing.	The student is usually able to develop multiple drafts into a focused piece of writing.	The student is consistently able to develop multiple drafts into a focused piece of writing.

4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting

The student does not yet show evidence of standard.	The student is inconsistently able to develop multiple drafts into a focused piece of writing.	The student is usually able to develop multiple drafts into a focused piece of writing.	The student is consistently able to develop multiple drafts into a focused piece of writing.
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	Organize Drafts	Develop Ideas	Relevant details
1st NW			
2nd NW			
3rd NW			
4th NW			

Evidence:

- Writing portfolios
- Writing folders (drafts written for each unit)
- Writing conferences
- Writing small group

2.2C- I can demonstrate and apply spelling knowledge using a variety of syllable types in multi-syllabic words.

1st Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate mastery of spelling knowledge in multisyllabic words.	The student is usually able to demonstrate mastery of spelling knowledge in multisyllabic words.	The student is consistently able to demonstrate mastery of spelling knowledge in multisyllabic words.

2nd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate mastery of spelling knowledge in multisyllabic words.	The student is usually able to demonstrate mastery of spelling knowledge in multisyllabic words.	The student is consistently able to demonstrate mastery of spelling knowledge in multisyllabic words.

3rd Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
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4th Nine Weeks			
Not Yet Evident	1-Developing	2- Approaching	3- Meeting
The student does not yet show evidence of standard.	The student is inconsistently able to demonstrate mastery of spelling knowledge in multisyllabic words.	The student is usually able to demonstrate mastery of spelling knowledge in multisyllabic words.	The student is consistently able to demonstrate mastery of spelling knowledge in multisyllabic words.

	Closed syllables	Open syllables	VCe syllables	Vowel Teams (digraphs and diphthongs)	R-controlled syllables	Final stable syllables	Vowel Teams (digraphs and diphthongs)
1st NW							
2nd NW							
3rd NW							
4th NW							

Evidence:

- word work
- phonics time
- anecdotal notes
- classroom observations
- writing samples
- Reading response journal