

Name:					<u> </u>		ELA C	hecklist/Rubric
Reading								
2.2A - I car in multi-syl		rate and apply p s.	honetic	know	/ledge using a	a va	riety of sy	/llable types
			1st Nine	e Weeks	5			
Not Yet I	Evident	1-Developin	g		2- Approaching		3-	Meeting
The student do show evidence standard.		The student is inconsistently abl demonstrate maste multisyllabic words	ery of	able to	udent is usually o demonstrate ry of multisyllabic		The studer consistent demonstra multisyllabi	tly able to te mastery of
			2nd Nin					
Not Yet I		1-Developin	g		2- Approaching			Meeting
The student do show evidence 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	e Week	S			
Not Yet I		1-Developing			2- Approaching			Meeting
The student do show evidence standard.		The student is inconsistently able to demonstrate mastery of multisyllabic words.		The student usually is able to demonstrate mastery of multisyllabic words.			The studer consistent demonstration multisyllabi	tly able to te mastery of
			4th Nine	e Weeks	S			
Not Yet I			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 studer consistent demonstra multisyllabi	tly able to te mastery of	
	Closed syllable	es Open syllables	VCe syllables		Vowel Teams (digraphs and diphthongs)		-controlled syllables	Final stable syllables
1st NW								
2nd NW								
3rd NW								
4th NW								

Evidence:
-word work

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

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

Z.OI - I Call IIIOIIIIOI COII	2.01 - 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 does not yet show evidence of The student is inconsistently able to		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 does not yet show evidence of The student is inconsistently able to		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

$\bf 2.8C$ - I can describe and understand plot elements for texts read aloud and independently in fiction text.

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 explain one part and identify one component with assistance in text		The student is able to explain one part and identify one component independently in text read aloud.	The student is able to explain some parts and identify some components independently in text read aloud.	

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

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.	show evidence of explain one part and		The student is able to explain all parts and identify each component independently in		
	multiple genres.	multiple genres.	multiple genres.		

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

-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****

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	1st Nine Weeks						
I	Not Yet Evident	1-Developing	2- Approaching	3- Meeting			
	The student does not yet show evidence of standard.	The student is unable to identify the central idea with adult assistance.	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.			

2nd Nine Weeks					
Not Yet Evident	1-Developing	2- Approaching	3- Meeting		
The student does not yet show evidence of standard.	The student is unable to identify the central idea with adult assistance.	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.		

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		

- -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: <u>listening</u>, <u>speaking</u>, <u>reading</u>, <u>writing</u>, <u>and thinking</u> using multiple texts. The student responds to an increasingly challenging variety of sources that are <u>read</u>, <u>heard</u>, <u>or</u> 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 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.		

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?	
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1st NW			
2nd NV			
3rd NW			
4th NW			

-readers workshop conf.

-IRA/SR turn & talks

-RR notebooks

-Guided Reading groups

-anecdotal notes

-classroom observations

-seesaw recordings

-graphic organizer

2.13E-I can demonstrate understanding of information gathered through inquiry.

21102 1 can demonstrate and or can any or information gathered and eagh inquiry						
1st Nine Weeks						
Not Yet Evident	Not Yet Evident 1-Developing 2- Approaching					
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.			

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 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.			

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 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.		

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			

-Stations

-Turn & Talks

-Reading Response Journal

-Guided Reading

-Seesaw recordings

-Epic collections

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	The student is	The student is usually	The student is		
show evidence of	inconsistently able to	able to develop multiple	consistently able to		
standard.	develop multiple drafts into	drafts into a focused piece	develop multiple drafts into		
	a focused piece of writing.	of writing.	a focused piece of writing.		

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

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

4th Nine Weeks				
Not Yet Evident	2- Approaching	3- Meeting		
The student does not yet	The student is	The student is usually	The student is	
show evidence of	inconsistently able to	able to develop multiple	consistently able to	
standard.	develop multiple drafts into	drafts into a focused piece	develop multiple drafts into	
	a focused piece of writing.	of writing.	a focused piece of writing.	

	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					
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.		

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

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

3rd NW			
4th NW			

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