

Midlothian ISD 3rd Grade SLAR Rubric - SPANISH - 2020-2021 - 1st 9-Weeks								
Learning Targets		1 Not making appropriate progress towards target. Teacher assistance is required for success.	2 Demonstrates partial understanding or can perform portions of the target.	3 Meets expectations for target.	***Needs to be translated			
<b>Developing and Sustaining Foundational Language Skills</b>								
3.1 Listening and Speaking- Develops oral language through listening, speaking, and discussion.		Rarely listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Occasionally listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Consistently listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.				
3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Aii & 3.2Bviii & 3.2Bxii. decoding and spelling words with multiple sound spelling patterns such as c, k and q and s, z, soft c, and x; spelling plural form of words ending in z by replacing with c before -es	Requires teacher prompting and support to apply sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x, and spells plural form of words ending in z by replacing with c before -es	Independently applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x; and spells plural form of words ending in z by replacing with c before -es with occasional teacher support.	Independently and consistently applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and spells plural form of words ending in z by replacing with c before -es				
	3.2Aiii & 3.2Bvii decoding and spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	Requires teacher prompting and support to decode and spell words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	Independently decodes and spells words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; with occasional teacher support.	Independently and consistently decodes and spells words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;				
	3.2B.x spelling words using n before v; m before b; and m before p	Requires teacher prompting and support to spell words using n before v; m before b; and m before p	Independently spells words using n before v; m before b; and m before p with occasional teacher support	Independently and consistently spells words using n before v; m before b; and m before p				
3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Requires teacher prompting and support use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Independently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words occasional teacher support.	Independently and consistently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words				
	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Requires teacher prompting and support in order to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Independently can identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text, with occasional teacher support.	Independently and consistently identifies, uses, and explains the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.				
3.4 Reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 1st: 83, 2nd: 97, 3rd: 112, 4th: 112-160. DRA: 1st: N 2nd: O 3rd: O 4th: P	Fluency DRA							
<b>Comprehension Skills</b>								
3.6 Uses skills to help deepen understanding of increasingly complex texts	3.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	Requires teacher prompting and support in order to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Independently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down, with occasional teacher support .	Independently and consistently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.				
	3.6F make inferences and use evidence to support understanding	Requires teacher prompting and support to make inferences and use evidence to support understanding.	Independently can make inferences and use evidence to support understanding with occasional teacher support.	Independently and consistently make inferences and use evidence to support understanding.				
<b>Response Skills</b>								
3.7A/B Make and describe personal connections with the text and write responses to texts that demonstrate understanding.	3.7A Make and describe personal connections to a variety of sources, including self-selected texts.	Requires teacher prompting and support in order to make and describe personal connections to a variety of sources, including self-selected texts.	Independently makes and describes personal connections to a variety of sources, including self-selected texts, with occasional teacher support	Independently and consistently makes and describes personal connections to a variety of sources, including self-selected texts.				

	3.7B write a response to a literary or informational text that demonstrates an understanding of a text.	<b>Requires teacher prompting and support</b> in order to write a response to a literary or informational text that demonstrates an understanding of a text.	<b>Independently</b> write a response to a literary or informational text that demonstrates an understanding of a text <b>with occasional teacher support</b> .	<b>Independently and consistently</b> write a response to a literary or informational text that demonstrates an understanding of a text.				
3.7D Retell and paraphrase multiple texts.		<b>Requires teacher prompting and support</b> in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	<b>Independently</b> describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, with <b>occasional teacher support</b> .	<b>Independently and consistently</b> describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.				
<b>Author's Purpose and Craft</b>								
3.10 Infer and explain the author's message or purpose.		<b>Requires teacher prompting and support</b> in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	<b>Independently</b> identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), with <b>occasional teacher support</b> .	<b>Independently and consistently</b> identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).				
<b>Composition</b>								
3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		<b>Requires teacher prompting and support</b> in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>Independently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping <b>with occasional teacher support</b> .	<b>Independently and consistently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.				
3.11B Develop drafts into a focused, structured, and coherent piece of writing.		<b>Requires teacher prompting and support in order to</b> develop drafts into a focused, structured, and coherent piece of writing.	<b>Independently</b> develop drafts into a focused, structured, and coherent piece of writing <b>with occasional teacher support</b> .	<b>Independently and consistently</b> develop drafts into a focused, structured, and coherent piece of writing.				
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		<b>Requires teacher prompting and support in order to</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>Independently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity <b>with occasional teacher support</b> .	<b>Independently and consistently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.				
3.11D Edit drafts using standard Spanish conventions.		<b>Requires teacher prompting and support</b> in order to edit drafts using standard Spanish conventions.	<b>Independently</b> edits drafts using standard Spanish conventions, with <b>occasional teacher support</b> .	<b>Independently and consistently</b> edits drafts using standard Spanish conventions.				
<b>Midlothian ISD 3rd Grade SLAR Rubric - SPANISH - 2020-2021 - 2nd 9-Weeks</b>								
Learning Targets		1 Not making appropriate progress towards target. Teacher assistance is required for success.	2 Demonstrates partial understanding or can perform portions of the target.	3 Meets expectations for target.				
<b>Developing and Sustaining Foundational Language Skills</b>								
3.1 Listening and Speaking- Develops oral language through listening, speaking, and discussion.		<b>Rarely</b> listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	<b>Occasionally</b> listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	<b>Consistently</b> listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.				

3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Aii & 3.2Bvii decoding and spelling words with multiple sound spelling patterns such as c, k and q and s, z, soft c, and x; and ll and y and soft g, j, and x	<b>Requires teacher prompting and support to apply</b> sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x	<b>Independently</b> applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x <b>with occasional teacher support.</b>	<b>Independently and consistently</b> applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x					
	3.2Aiii & 3.2Bvii decoding and spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	<b>Requires teacher prompting and support to decode and spell words</b> with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;	<b>Independently</b> decodes and spells words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; <b>with occasional teacher support.</b>	<b>Independently and consistently</b> decodes and spells words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;					
	3.2B.x spelling words using n before v; m before b; and m before p	<b>Requires teacher prompting and support to spell words using</b> n before v; m before b; and m before p	<b>Independently</b> spells words using n before v; m before b; and m before p <b>with occasional teacher support</b>	<b>Independently and consistently</b> spells words using n before v; m before b; and m before p					
3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	<b>Requires teacher prompting and support</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	<b>Independently</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words <b>occasional teacher support.</b>	<b>Independently and consistently</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words					
	3.3C identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word	<b>Requires teacher prompting and support to identify and use the</b> meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and knows how the affix changes the meaning of the word	<b>Independently</b> identifies and uses the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and knows how the affix changes the meaning of the word <b>with occasional teacher support.</b>	<b>Independently and consistently</b> identifies and uses the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and knows how the affix changes the meaning of the word					
	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>Requires teacher prompting and support</b> in order to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>Independently</b> can identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text, <b>with occasional teacher support.</b>	<b>Independently and consistently</b> identifies, uses, and explains the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.					
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	3.6F make inferences and use evidence to support understanding	<b>Requires teacher prompting and support to make inferences and use</b> evidence to support understanding.	<b>Independently</b> can make inferences and use evidence to support understanding <b>with occasional teacher support.</b>	<b>Independently and consistently</b> make inferences and use evidence to support understanding.					
<b>Response Skills</b>									
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	3.7B write a response to a literary or informational text that demonstrates an understanding of a text	<b>Requires teacher prompting and support</b> in order to write a response to a literary or informational text that demonstrates an understanding of a text	<b>Independently</b> write a response to a literary or informational text that demonstrates an understanding of a text <b>with occasional teacher support.</b>	<b>Independently and consistently</b> write a response to a literary or informational text that demonstrates an understanding of a text					

3.7D Retell and paraphrase multiple texts.		<b>Requires teacher prompting and support</b> in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	<b>Independently</b> describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, with <b>occasional teacher support</b> .	<b>Independently and consistently</b> describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.				
<b>Multiple Genres</b>								
3.8A Infer the theme of a work.		<b>Requires teacher prompting and support</b> to infer the theme of a work.	<b>Independently</b> infer the theme of a work with <b>occasional teacher support</b> .	<b>Independently and consistently</b> infer the theme of a work.				
3.8 B/C Explain the relationships and influences that characters, plot, and setting have on the meaning of texts.	3.8B -Explain the relationships among the major and minor characters	<b>Requires teacher prompting and support</b> in order to explain the relationships among the major and minor characters.	<b>Independently</b> explain the relationships among the major and minor characters, with <b>occasional teacher support</b> .	<b>Independently and consistently</b> explain the relationships among the major and minor characters.				
	3.8C-Analyze plot elements, including the sequence of events, the conflict, and the resolution.	<b>Requires teacher prompting and support</b> in order to analyze plot elements, including the sequence of events, the conflict, and the resolution.	<b>Independently</b> analyze plot elements, including the sequence of events, the conflict, and the resolution, with <b>occasional teacher support</b> .	<b>Independently and consistently</b> analyze plot elements, including the sequence of events, the conflict, and the resolution.				
<b>Author's Purpose and Craft</b>								
3.10 Infer and explain the author's message or purpose.		<b>Requires teacher prompting and support</b> in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	<b>Independently</b> identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), with <b>occasional teacher support</b> .	<b>Independently and consistently</b> identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).				
3.10B/C Explain how authors use structure and graphics to communicate meaning.	3.10B explain how the use of text structure contributes to the author's purpose. May include: cause/effect, problem/solution, sequence, and description	<b>Requires teacher prompting and support</b> to explain how the author's use of text structure contributes to the purpose.	<b>Independently</b> explains how the author's use of text structure contributes to the purpose with <b>occasionally teacher support</b> .	<b>Independently</b> explains how the author's use of text structure contributes to the purpose.				
	3.10C recognize and explain the author's use of print and graphic features to achieve specific purposes. May include: headings, glossaries, tables, maps, photographs, graphs, timelines, bullets, and bold and italicized font.	<b>Requires teacher prompting and support</b> in order to identify and explain the author's use of print and graphic features	<b>Independently</b> identifies and explains the author's use of print and graphic features with <b>occasional teacher support</b> .	<b>Independently and consistently</b> identifies and explains the author's use of print and graphic features.				
3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;		<b>Requires teacher prompting and support</b> to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	<b>Independently</b> describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes, with <b>occasional teacher support</b> .	<b>Independently and consistently</b> describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.				
<b>Composition</b>								
3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		<b>Requires teacher prompting and support</b> in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>Independently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping <b>with occasional teacher support</b> .	<b>Independently and consistently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.				
3.11B Develop drafts into a focused, structured, and coherent piece of writing.		<b>Requires teacher prompting and support in order to</b> develop drafts into a focused, structured, and coherent piece of writing.	<b>Independently</b> develop drafts into a focused, structured, and coherent piece of writing <b>with occasional teacher support</b> .	<b>Independently and consistently</b> develop drafts into a focused, structured, and coherent piece of writing.				
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		<b>Requires teacher prompting and support in order to</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>Independently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity <b>with occasional teacher support</b> .	<b>Independently and consistently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.				

3.11D Edit drafts using standard Spanish conventions.		<b>Requires teacher prompting and support</b> in order to edit drafts using standard Spanish conventions.	<b>Independently</b> edits drafts using standard Spanish conventions, with <b>occasional teacher support</b> .	<b>Independently and consistently</b> edits drafts using standard Spanish conventions.				
<b>Midlothian ISD 3rd Grade SLAR Rubric - SPANISH - 2020-2021 - 3rd 9-Weeks</b>								
<b>Learning Targets</b>		<b>1</b> <b>Not making appropriate progress towards target. Teacher assistance is required for success.</b>	<b>2</b> <b>Demonstrates partial understanding or can perform portions of the target.</b>	<b>3</b> <b>Meets expectations for target.</b>				
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3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Aii & 3.2Bviii & 3.2Avi decoding and spelling words with multiple sound spelling patterns such as c, k and q and s, z, soft c, and x; and ll and y and soft g, j, and x and decoding words with prefixes and suffixes	<b>Requires teacher prompting and support</b> to apply sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x	<b>Independently</b> applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x <b>with occasional teacher support.</b>	<b>Independently and consistently</b> applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x				
	3.2Ai, 3.2Aiv, and 3.2Biii. decoding and spelling words with prosodic or orthographic accent, hiatus and diphthongs	<b>Requires teacher prompting and support to decode and spell words with prosodic or orthographic accent, hiatus and diphthongs</b>	<b>Independently</b> decodes and spells words with prosodic or orthographic accent, hiatus and diphthongs <b>with occasional teacher support.</b>	<b>Independently and consistently</b> decodes and spells words with prosodic or orthographic accent, hiatus and diphthongs				
	3.2Aiii & 3.2Bvii decoding and spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	<b>Requires teacher prompting and support to decode and spell words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</b>	<b>Independently</b> decodes and spells words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; <b>with occasional teacher support.</b>	<b>Independently and consistently</b> decodes and spells words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;				
3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	<b>Requires teacher prompting and support</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	<b>Independently</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words <b>occasional teacher support.</b>	<b>Independently and consistently</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words				
	3.3C identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word	<b>Requires teacher prompting and support</b> identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word	<b>Independently</b> identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word <b>with occasional teacher support.</b>	<b>Independently and consistently</b> identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word				
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3.4 Reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 1st: 83, 2nd: 97, 3rd: 112, 4th: 112-160- DRA: 1st: N 2nd: O 3rd: O 4th: P	Fluency DRA							
<b>Comprehension Skills</b>								
3.6 Uses skills to help deepen understanding of increasingly complex texts	3.6f monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	<b>Requires teacher prompting and support</b> in order to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>Independently</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down, <b>with occasional teacher support</b> .	<b>Independently and consistently</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.				
	3.6F make inferences and use evidence to support understanding	<b>Requires teacher prompting and support</b> to make inferences and use evidence to support understanding.	<b>Independently</b> can make inferences and use evidence to support understanding <b>with occasional teacher support.</b>	<b>Independently and consistently</b> make inferences and use evidence to support understanding.				

Response Skills					
3.7A/B Make and describe personal connections with the text and write responses to texts that demonstrate understanding.	3.7A Make and describe personal connections to a variety of sources, including self-selected texts.	Requires teacher prompting and support in order to make and describe personal connections to a variety of sources, including self-selected texts.	Independently makes and describes personal connections to a variety of sources, including self-selected texts, with occasional teacher support	Independently and consistently makes and describes personal connections to a variety of sources, including self-selected texts.	
	3.7B write a response to a literary or informational text that demonstrates an understanding of a text	Requires teacher prompting and support in order to write a response to a literary or informational text that demonstrates an understanding of a text	Independently write a response to a literary or informational text that demonstrates an understanding of a text with occasional teacher support.	Independently and consistently write a response to a literary or informational text that demonstrates an understanding of a text	
3.7D Retell and paraphrase multiple texts.		Requires teacher prompting and support in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	Independently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, with occasional teacher support.	Independently and consistently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	
Multiple Genres					
3.8A Infer the theme of a work.		Requires teacher prompting and support to infer the theme of a work.	Independently infer the theme of a work with occasional teacher support.	Independently and consistently infer the theme of a work.	
3.8 B/C Explain the relationships and influences that characters, plot, and setting have on the meaning of texts.	3.8B-Explain the relationships among the major and minor characters	Requires teacher prompting and support in order to explain the relationships among the major and minor characters.	Independently explain the relationships among the major and minor characters, with occasional teacher support.	Independently and consistently explain the relationships among the major and minor characters.	
	3.8C-Analyze plot elements, including the sequence of events, the conflict, and the resolution.	Requires teacher prompting and support in order to analyze plot elements, including the sequence of events, the conflict, and the resolution.	Independently analyze plot elements, including the sequence of events, the conflict, and the resolution, with occasional teacher support.	Independently and consistently analyze plot elements, including the sequence of events, the conflict, and the resolution.	
3.9 Recognize organizational patterns in informational texts.		Requires teacher prompting and support to recognize organizational patterns in informational texts.	Independently recognize organizational patterns in informational texts with occasional teacher support .	Independently and consistently recognize organizational patterns in informational texts.	
Author's Purpose and Craft					
3.10 Infer and explain the author's message or purpose.		Requires teacher prompting and support in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	Independently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), with occasional teacher support.	Independently and consistently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	
3.10B/C Explain how authors use structure and graphics to communicate meaning.	3.10B explain how the use of text structure contributes to the author's purpose. May include: cause/effect, problem/solution, sequence, and description	Requires teacher prompting and support to explain how the author's use of text structure contributes to the purpose.	Independently explains how the author's use of text structure contributes to the purpose with occasionally teacher support.	Independently explains how the author's use of text structure contributes to the purpose.	
	3.10C recognize and explain the author's use of print and graphic features to achieve specific purposes. May include: headings, glossaries, tables, maps, photographs, graphs, timelines, bullets, and bold and italicized font.	Requires teacher prompting and support in order to identify and explain the author's use of print and graphic features	Independently identifies and explains the author's use of print and graphic features with occasional teacher support.	Independently and consistently identifies and explains the author's use of print and graphic features.	
3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;		Requires teacher prompting and support to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	Independently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes, with occasional teacher support.	Independently and consistently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	
Composition					

3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		<b>Requires teacher prompting and support</b> in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>Independently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping <b>with occasional teacher support</b> .	<b>Independently and consistently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.				
3.11B Develop drafts into a focused, structured, and coherent piece of writing.		<b>Requires teacher prompting and support</b> in order to develop drafts into a focused, structured, and coherent piece of writing.	<b>Independently</b> develop drafts into a focused, structured, and coherent piece of writing <b>with occasional teacher support</b> .	<b>Independently and consistently</b> develop drafts into a focused, structured, and coherent piece of writing.				
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		<b>Requires teacher prompting and support</b> in order to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>Independently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity <b>with occasional teacher support</b> .	<b>Independently and consistently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.				
3.11D Edit drafts using standard Spanish conventions.		<b>Requires teacher prompting and support</b> in order to edit drafts using standard Spanish conventions.	<b>Independently</b> edits drafts using standard Spanish conventions, <b>with occasional teacher support</b> .	<b>Independently and consistently</b> edits drafts using standard Spanish conventions.				
3.2 Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.		<b>Requires teacher prompting and support</b> in order to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.	<b>Independently</b> write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words, <b>with occasional teacher support</b> .	<b>Independently and consistently</b> write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.				
<b>Inquiry and Research</b>								
3.13 Use research skills to plan and present information in multiple ways.		<b>Requires teacher prompting and support</b> when using research skills to plan and present information in multiple ways.	<b>Independently</b> uses research skills to plan and present information in multiple ways, <b>occasional teacher support</b> .	<b>Independently and consistently</b> use research skills to plan and present information in multiple ways.				
<b>Midlothian ISD 3rd Grade SLAR Rubric - SPANISH - 2020-2021 - 4th 9-Weeks</b>								
<b>Learning Targets</b>		<b>1</b> Not making appropriate progress towards target. Teacher assistance is required for success.	<b>2</b> Demonstrates partial understanding or can perform portions of the target.	<b>3</b> Meets expectations for target.				
<b>Developing and Sustaining Foundational Language Skills</b>								
3.1 Listening and Speaking- Develops oral language through listening, speaking, and discussion.		Rarely listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Occasionally listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Consistently listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.				
3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Avi & 3.2Ai & 3.2Bi & 3.2Bii, 3.2Biii decoding and spelling words with prefixes and suffixes and words with a prosodic or orthographic accent	<b>Requires teacher prompting and support</b> to apply sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x	<b>Independently</b> applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x <b>with occasional teacher support</b> .	<b>Independently and consistently</b> applies sound letter knowledge to decode and spell multisyllabic and unfamiliar words: such as c, k, and q and s, z, soft c, and x; g and x and ll and y and soft g, j, and x				
	3.2Av & 3.2Bv & 3.2Biv & 3.2Bvi decoding, spelling, and differentiating meaning of a word based on a diacritical accent such as se/sé, el/él, and mas/más; using accents on words commonly used in questions and exclamations	<b>Requires teacher prompting and support to decode, spell, and differentiate meaning of a word based on a diacritical accent such as se/sé, el/él, and mas/más; using accents on words commonly used in questions and exclamations</b>	<b>Independently</b> decodes, spells, and differentiates meaning of a word based on a diacritical accent such as se/sé, el/él, and mas/más; uses accents on words commonly used in questions and exclamations <b>with occasional teacher support</b> .	<b>Independently and consistently</b> decodes, spells, and differentiates meaning of a word based on a diacritical accent such as se/sé, el/él, and mas/más; uses accents on words commonly used in questions and exclamations				
	3.2Bxi & 3.2Bix spell words with hard and soft r and with locked syllables	<b>Requires teacher prompting and support</b> to spell words with hard and soft r and with locked syllables	<b>Independently</b> spell words with hard and soft r and with locked syllables	<b>Independently and consistently</b> spell words with hard and soft r and with locked syllables				
3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	<b>Requires teacher prompting and support</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	<b>Independently</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words <b>occasional teacher support</b> .	<b>Independently and consistently</b> use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words				

	3.3C identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word	<b>Requires teacher prompting and support</b> identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word	<b>Independently</b> identify and use the meaning of words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -esa, and -ura and know how the affix changes the meaning of the word <b>with occasional teacher support.</b>	<b>Independently and consistently</b> identify and use the meaning of words with prefixes such as in-, des-, ex- and suffixes such as -mente, -dad, -oso, -eza, and -ura					
	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>Requires teacher prompting and support</b> in order to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>Independently</b> can identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text, <b>with occasional teacher support.</b>	<b>Independently and consistently identifies, uses, and explains the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</b>					
3.4 Reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 1st: 83, 2nd: 97, 3rd: 112, 4th: 112-160- DRA: 1st: N 2nd: O 3rd: O 4th: P	Fluency DRA								
<b>Comprehension Skills</b>									
3.6 Uses skills to help deepen understanding of increasingly complex texts	3.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	<b>Requires teacher prompting and support</b> in order to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>Independently</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down, <b>with occasional teacher support .</b>	<b>Independently and consistently</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.					
	3.6F make inferences and use evidence to support understanding	<b>Requires teacher prompting and support</b> to make inferences and use evidence to support understanding.	<b>Independently</b> can make inferences and use evidence to support understanding <b>with occasional teacher support.</b>	<b>Independently and consistently</b> make inferences and use evidence to support understanding.					
<b>Response Skills</b>									
3.7A/B Make and describe personal connections with the text and write responses to texts that demonstrate understanding.	3.7A Make and describe personal connections to a variety of sources, including self-selected texts.	<b>Requires teacher prompting and support</b> in order to make and describe personal connections to a variety of sources, including self-selected texts.	<b>Independently</b> makes and describes personal connections to a variety of sources, including self-selected texts, <b>with occasional teacher support</b>	<b>Independently and consistently</b> makes and describes personal connections to a variety of sources, including self-selected texts.					
	3.7B write a response to a literary or informational text that demonstrates an understanding of a text	<b>Requires teacher prompting and support</b> in order to write a response to a literary or informational text that demonstrates an understanding of a text	<b>Independently</b> write a response to a literary or informational text that demonstrates an understanding of a text <b>with occasional teacher support.</b>	<b>Independently and consistently</b> write a response to a literary or informational text that demonstrates an understanding of a text					
3.7D Retell and paraphrase multiple texts.		<b>Requires teacher prompting and support</b> in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	<b>Independently</b> describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, <b>with occasional teacher support.</b>	<b>Independently and consistently</b> describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.					
<b>Multiple Genres</b>									
3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts - literary elements.	3.8A Infer the theme of a work.	<b>Requires teacher prompting and support</b> to infer the theme of a work.	<b>Independently</b> infer the theme of a work <b>with occasional teacher support.</b>	<b>Independently and consistently</b> infer the theme of a work.					
	3.8B -Explain the relationships among the major and minor characters	<b>Requires teacher prompting and support</b> in order to explain the relationships among the major and minor characters.	<b>Independently</b> explain the relationships among the major and minor characters, <b>with occasional teacher support.</b>	<b>Independently and consistently</b> explain the relationships among the major and minor characters.					
	3.8C -Analyze plot elements, including the sequence of events, the conflict, and the resolution.	<b>Requires teacher prompting and support</b> in order to analyze plot elements, including the sequence of events, the conflict, and the resolution.	<b>Independently</b> analyze plot elements, including the sequence of events, the conflict, and the resolution, <b>with occasional teacher support.</b>	<b>Independently and consistently</b> analyze plot elements, including the sequence of events, the conflict, and the resolution.					

3.9 Recognize organizational patterns in informational texts.		<b>Requires teacher prompting and support</b> to recognize organizational patterns in informational texts.	<b>Independently</b> recognize organizational patterns in informational texts <b>with occasional teacher support</b> .	<b>Independently and consistently</b> recognize organizational patterns in informational texts.				
<b>Author's Purpose and Craft</b>								
3.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.	3.10 Infer and explain the author's message.	<b>Requires teacher prompting and support</b> in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	<b>Independently</b> identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), <b>with occasional teacher support</b> .	<b>Independently and consistently</b> identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).				
	3.10B explain how the use of text structure contributes to the author's purpose. May include: cause/effect, problem/solution, sequence, and description	<b>Requires teacher prompting and support</b> to explain how the author's use of text structure contributes to the purpose.	<b>Independently</b> explains how the author's use of text structure contributes to the purpose <b>with occasional teacher support</b> .	<b>Independently</b> explains how the author's use of text structure contributes to the purpose.				
	3.10C recognize and explain the author's use of print and graphic features to achieve specific purposes. May include: headings, glossaries, tables, maps, photographs, graphs, timelines, bullets, and bold and italicized font.	<b>Requires teacher prompting and support</b> in order to identify and explain the author's use of print and graphic features	<b>Independently</b> identifies and explains the author's use of print and graphic features <b>with occasional teacher support</b> .	<b>Independently and consistently</b> identifies and explains the author's use of print and graphic features.				
	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	<b>Requires teacher prompting and support</b> to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	<b>Independently</b> describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes, <b>with occasional teacher support</b> .	<b>Independently and consistently</b> describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.				
<b>Composition</b>								
3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.	3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>Requires teacher prompting and support</b> in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>Independently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping <b>with occasional teacher support</b> .	<b>Independently and consistently</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.				
	3.11B Develop drafts into a focused, structured, and coherent piece of writing.	<b>Requires teacher prompting and support</b> in order to develop drafts into a focused, structured, and coherent piece of writing.	<b>Independently</b> develop drafts into a focused, structured, and coherent piece of writing <b>with occasional teacher support</b> .	<b>Independently and consistently</b> develop drafts into a focused, structured, and coherent piece of writing.				
	3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>Requires teacher prompting and support</b> in order to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>Independently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity <b>with occasional teacher support</b> .	<b>Independently and consistently</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.				
	3.11D Edit drafts using standard Spanish conventions.	<b>Requires teacher prompting and support</b> in order to edit drafts using standard Spanish conventions.	<b>Independently</b> edits drafts using standard Spanish conventions, <b>with occasional teacher support</b> .	<b>Independently and consistently</b> edits drafts using standard Spanish conventions.				
3.2 Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.		<b>Requires teacher prompting and support</b> in order to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.	<b>Independently</b> write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words, <b>with occasional teacher support</b> .	<b>Independently and consistently</b> write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.				
<b>Inquiry and Research</b>								
3.13 Use research skills to plan and present information in multiple ways.		<b>Requires teacher prompting and support</b> when using research skills to plan and present information in multiple ways.	<b>Independently</b> uses research skills to plan and present information in multiple ways, <b>occasional teacher support</b> .	<b>Independently and consistently</b> use research skills to plan and present information in multiple ways.				