

Language Arts Rubric - First Quarter

Reading Standard	Support Needed	Progressing	Meets
Reading/Literature			
Comprehends different genres of literature at grade level.	<ul style="list-style-type: none"> • Does not complete and/or requires full support and guidance with activities. • Inconsistently comprehends different genres of literature at grade level. 	<ul style="list-style-type: none"> • Partially completes and/or completes activities with support and guidance. • Sometimes comprehends different genres of literature at grade level. 	<ul style="list-style-type: none"> • Independently completes activities. • Consistently comprehends different genres of literature at grade level.
Identifies main ideas and supporting details of a given text.	<ul style="list-style-type: none"> • Does not complete and/or requires full support and guidance with activities. • Inconsistently identifies the main ideas and supporting details of given text. 	<ul style="list-style-type: none"> • Partially completes and/or completes activities with support and guidance. • Consistently identifies the main idea of a given text. 	<ul style="list-style-type: none"> • Independently completes activities. • Consistently identifies the main idea and the supporting details of a text.
Distinguishes their own point of view from that of the narrative or those of the characters.	Not assessed this quarter.		
Compares and contrasts different stories and their elements.	Not assessed this quarter.		
Reading/Informational Text			
Comprehends informational text at grade level.	<ul style="list-style-type: none"> • Does not complete and/or requires full support and guidance with activities. • Inconsistently comprehends informational text at grade level. 	<ul style="list-style-type: none"> • Partially completes and/or completes activities with support and guidance. • Sometimes comprehends informational text at grade level. 	<ul style="list-style-type: none"> • Independently completes activities. • Consistently comprehends informational text at grade level.

Identifies main idea and supporting details of informational text.	<ul style="list-style-type: none"> • Does not complete and/or requires full support and guidance with activities. • Inconsistently identifies the main ideas and supporting details of an informational text. 	<ul style="list-style-type: none"> • Partially completes and/or completes activities with support and guidance. • Consistently identifies the main idea of an informational text. 	<ul style="list-style-type: none"> • Independently completes activities. • Consistently identifies the main idea and the supporting details of an informational text.
Uses text features to locate information.	Not assessed this quarter		
Distinguish their own point of view from that of the author of a text.	Not assessed this quarter		
Compares and contrasts two texts on the same topic.	Not assessed this quarter		
Foundational Skills			
Reads with sufficient accuracy and fluency to support comprehension at grade level.	Not assessed this quarter.		
Knows and applies grade level phonics and word analysis skills in decoding and spelling words.	<ul style="list-style-type: none"> • Does not complete and/or requires full support and guidance with activities. • Inconsistently knows and applies grade level phonics and analysis skills in decoding and spelling words. 	<ul style="list-style-type: none"> • Partially completes and/or completes activities with support and guidance. • Consistently knows or applies grade level phonics and analysis skills in decoding and spelling words. 	<ul style="list-style-type: none"> • Independently completes activities. • Consistently knows and applies grade level phonics and analysis skills in decoding and spelling words.

Writing			
<p>Develops a piece of writing including opinion, informative, and narratives.</p>	<ul style="list-style-type: none"> • Does not complete and/or requires full support and guidance with activities. • Narrative Writing includes <u>2 of the 4</u>: <ul style="list-style-type: none"> ○ Topic and closing sentences ○ Contains a beginning, middle and end ○ Uses words such as I, me, my and we. ○ It uses time-order words 	<ul style="list-style-type: none"> • Partially completes and/or completes activities with support and guidance. • Narrative Writing includes <u>3 of the 4</u>: <ul style="list-style-type: none"> ○ Topic and closing sentences ○ Contains a beginning, middle and end ○ Uses words such as I, me, my and we. ○ It uses time-order words to tell events in orders. 	<ul style="list-style-type: none"> • Independently completes activities. • Narrative writing includes: <ul style="list-style-type: none"> ○ Topic and closing sentences ○ Contains a beginning, middle and end ○ Uses words such as I, me, my and we. ○ It uses time-order words to tell events in orders.
Speaking and Listening			
<p>Participates in collaborative conversations: main idea/details, ask and answer questions, follow agreed upon rules for discussion.</p>	<ul style="list-style-type: none"> • Does not complete and/or requires full support and guidance with activities. • Seldom participates in collaborative conversations about main idea/details, ask and answer questions, follow agreed upon rules for discussion. 	<ul style="list-style-type: none"> • Partially completes and/or completes activities with support and guidance. • Sometimes participates in collaborative conversations about main idea/details, ask and answer questions, follow agreed upon rules for discussion. 	<ul style="list-style-type: none"> • Independently completes activities. • Consistently participates in collaborative conversations about main idea/details, ask and answer questions, follow agreed upon rules for discussion.

Language			
Uses different strategies to determine the meaning of unknown words.	Not assessed this quarter		
Demonstrates conventions of English grammar and usages.	<ul style="list-style-type: none"> Does not complete and/or requires full support and guidance with activities. Demonstrates <u>1-2</u> of the grammar skills: <ul style="list-style-type: none"> Fragments Types of sentences Subjects Predicates Simple/compound 	<ul style="list-style-type: none"> Partially completes and/or completes activities with support and guidance. Demonstrates <u>3-4</u> of the grammar skills: <ul style="list-style-type: none"> Fragments Types of sentences Subjects Predicates Simple/compound 	<ul style="list-style-type: none"> Independently completes activities. Consistently demonstrates grammar skills: <ul style="list-style-type: none"> Fragments Types of sentences Subjects Predicates Simple/compound sentences.
Demonstrates conventions of English capitalization, punctuation, and everyday spelling. (all year)	<ul style="list-style-type: none"> Does not complete and/or requires full support and guidance with activities. Inconsistently demonstrates conventions of English capitalization, punctuation, and everyday spelling. 	<ul style="list-style-type: none"> Partially completes and/or completes activities with support and guidance. Consistently demonstrates <u>2 of the 3 areas</u>: conventions of English capitalization, punctuation or everyday spelling. 	<ul style="list-style-type: none"> Independently completes activities. Consistently demonstrates conventions of English capitalization, punctuation, and everyday spelling.