Standard:	Evidence/Inference: draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, I can perform expectations at a level two or three	Distinguish between explicit and implicit.	Draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly.	Draw conclusions by citing textual evidence to support analysis of what a complex text says explicitly.	
		Recognize text-based clues; attend to relevant information	Make inferences by citing textual evidence that most storngly supports an analysis of what the text says explicitly.		
		Cite evidence from a text to support ar inference.	Analyze the text by citing textual evidence that most strongly supports analysis of what a complex text says explicitly.		
		Interpret visual elements of a text.		Make inferences by citing textual evidence to support analysis of what a complex text says explicitly.	
		Draw conclusions from visual elements of a text.		Cite several pieces of textual evidence when analyzing what a complex text says explicitly as well as inferences frawn from the text.	
		Make connections and begin to draw conclusions based on multiple inferences.		Use complex/above grade level text to interpret visual elements of a text.	
		Reference textual evidence to support a conclusion.			
		Understand how various text features impact the meaning of the text.			

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Word Meanings:determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, I can perform expectations at a level two or three	Define and identify figurative language.	Determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials	Use complex/above grade level text to determine meaning of words and context.
		Understand the difference between literal and non-literal language	Determine the figurative meanings of words and phrases, using context, affixes, or reference materials.	Use complex/above grade level text to determine figurative and connotative meanings.
		Use context clues to gain understanding.	Determine the connotative meanings of words and phrases, using context, affixes, or reference materials.	
		Recognize affixes and their meanings, and understand how their use will change the meaning of a word.		
		Understand the purpose for the author's use of figurative and connotative language.		
		Understand the various reference materials which may be used to identify word meaning and how to use these reference materials.		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Theme: determine the theme(s)/central idea of a text and analyze the development over the course of the text			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, I can perform expectations at a level two or three	Determine the importance of a text.	Determine the theme(s) of a text.	Determine the theme(s) of a complex text and analyze its development. Provide an objective summary of a complex text
		Understand which information is irrelevant or unnecessary.	Analyze theme development over the course of a text.	
		Identify the difference between main idea and theme.	Provide an objective summary of a text.	
		Determine the theme(s) of a text.		
		Understand that most pieces of literature have several possible themes.		
		Analyze multiple pieces of evidence/events to determine a theme.		
		Explain the relationship between the themes and the supporting evidence of a text.		
		Identify implicit recurring patterns, characters, or events in a story to try and determine the theme.		
		Identify explicit patterns of characters, conflicts or events in a story to try and determine the theme.		
		Use schema to determine the author's message.		
		Summarize a text distinct from personal opinions.		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Point of View: analyze how differences in the points of view of the characters and the audience or reader create dramatic irony in a literary text and analyze how the author acknowledges and responds to conflicting evidence or points of view in an informational text				
0	1		2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced -	With help, I can perform expectations at a level two or three		Identify the character's point of view (perspective).	Analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text.	Use complex/above grade level text to analyze differences in the points of view of characters and audience.
			Explain how an author develops the narrator's or speaker's point of view (perspective) in a text.		
			Identify the elements of a story.		
			Understand the difference between a character and a narrator (and that they might be the same).		
			Describe how a narrator's or speaker's point of view (perspective) influences events.		
			Identify the difference between when a narrator is narrating and when a character is speaking through dialogue.		
			Understand the differences among the various points of view (first, second, third omniscient, third limited.		
			Explain how a story might be different if told from a different point of view or from a different character's perspective.		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Word Meaning: analyze how specific word choices and sentence structures contribute to meaning and tone			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, I can perform expectations at a level two or three	Analyze how the text's overall organization (sturcture) helps the reader understand the meaning of the text.	Analyze how specific word choices contribute to meaning in a text.	Analyze how word choice contributes to meaning and tone in a complex text
		Identify the importance of the author's word choice and how this word choice impacts the meaning of the passage.	Analyze how specific word choices contribute to tone in a text.	Analyze how sentence structures contribute to meaning and tone in a complex text
		Identify the importance of the author & word choice and how this word choice impacts the tone of the passage.	Analyze how sentence structures contribute to meaning in a text.	
		Understand the concept of tone and give examples	Analyze how sentence structures contribute to tone in a text.	
		Understand the purpose of figurative language.		
		Recognize exaggerated statements by inferring and drawing conclusions in nonfiction text.		
		Recognize contradictory statements by inferring and drawing conclusions in nonfiction text.		
		Recognize misleading statements by inferring and drawing conclusions in nonfiction text.		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Craft and Meaning:analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning Argument and Evidence: evaluate an author's argument, assessing whether reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	I can perform 2.0 and 3.0 expectations with help.	Compare and contrast two or more characters' actions and reactions	Analyze how literary devices are used to devleop settings in a text.	Use complex/above grade level text to analyze how literacy devices are used to develop setting, reveal character, advance the plot, and contribute to meanting in a text.
		Identify a character's role in the development of a story.	Analyze how literary devices are used to reveal character in a text.	
		Analyze how characters respond or change as the plot moves toward's resolution in the text	Analyze how literary devices are used to advance the plot in a text	
		Identify reasons a character changes.	Analyze how literary devices are used to contribute to meaning in a text.	
		Identify words authors use to describe these changesRecognize that a literary piece can be divided into episodes/scenes; Identify the various episodes (scenes) in a piece of writing.		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Relationships in Texts: analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	I can perform 2.0 and 3.0 expectations with help.			Use complex/above grade level text to anaylze two or more texts that have conflicitng information
				Use complex/above grade level text to identify where the texts disagree
				Use complex/above grade level text to compare and contrast different mediums.
		Identify the benefits of reading more than one informational source on a given topic.	Analyze two or more texts that pro conflicting information on the same	
		Recognize and identify the genre of each text being used	Identify where two or more texts disagree on a matter of fact or interpretation	
		Identify various informational text structures; recognize similarities and differences between the structures of two or more texts (how the texts are organized).	Compare and contrast information presented in dfferent mediums	
		Identify the central ideas in each text.		
		Identify the meaning of the words compare and contrast		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Research: Conduct research to answer a question			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	I can perform 2.0 and 3.0 expectations with help.	Define and describe the following terms: quote, paraphrase, plagiarize.		
		Write an effective research question.		
		Narrow the focus of their research if the subject is too broad.		
		Gather relevant information from multiple print and digital sources.		
		Assess the credibility of each source (Timeliness, Relevancy, Author, Accuracy, Purpose).		
		Recognize that there are certain aspects of a source that must be identified (cited) when the source is used for research.	Conduct research to answer questions, including self-generated questions.	Evaluate sources for credibility and accuracy.
			Gather relevant and credible print and digital sources.	Narrow the focus of the research.
			Use search terms effectively in ord gather relevant information.	Cite sources to avoid plagiarism.
			Integrate information using a standard citation system	
			Quote or paraphrase the data and conclusions of others while avoidin plagiarism.	
			Follow a standard format for citation.	

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Research: integrate information, gather relevant, credible sources, information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	Controlling idea may beconfusing or ambiguous;response may be too brief or thefocus may drift from thepurpose and/or audience•Few or no transitional strategiesare evident•Introduction and/or conclusionmay be missing•Frequent extraneous ideas maybe evident; ideas may berandomly ordered or have anunclear progression	Controlling idea of a topic maybe somewhat unclear, or thefocus may be insufficientlysustained for the purposeand/or audience•Inconsistent use of transitionalstrategies and/or little variety•Introduction or conclusion, ifpresent, may be weak•Uneven progression of ideasfrom beginning to end; and/orformulaic; inconsistent orunclear connections betweenand among ideas	Controlling idea of a topic isclear, and the focus is mostlymaintained for the purpose andaudience•Adequate use of transitionalstrategies with some variety toclarify the relationships betweenand among ideas•Adequate introduction andconclusion•Adequate progression of ideasfrom beginning to end;adequate connections betweenand among ideas	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Development: Follow a writing process to produce: Narrative writing, including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	There is little or no discernibleplot or there may just be a seriesof events•May be brief or there is little tono attempt to establish asetting, narrator and/orcharacters•Few or no appropriatetransitional strategies may beevident•Little or no organization of anevent sequence; frequentextraneous ideas and/or a majordrift may be evident•	There may be an inconsistentplot, and/or flaws may beevident•Unevenly or minimallyestablishes a setting, developsnarrator and/or characters•Uneven use of appropriatetransitional strategies and/orlittle variety•Weak or uneven sequence ofevents•Opening and closure, if present,are weak	An evident plot helps to create ase	An effective plot helps to createa sense of unity andcompleteness•Effectively establishes andmaintains setting, developsnarrator/characters•Consistent use of a variety oftransitional strategies to clarifythe relationships between andamong ideas•Natural, logical sequence ofevents from beginning to end•Effective opening and closure foraudience and purpose

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Development: Follow a writing process to produce:Expository (informative/explanatory)writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	Controlling idea may beconfusing or ambiguous;response may be too brief or thefocus may drift from thepurpose and/or audience•Few or no transitional strategiesare evident•Introduction and/or conclusionmay be missing•Frequent extraneous ideas maybe evident; ideas may berandomly ordered or have anunclear progression	Controlling idea of a topic maybe somewhat unclear, or thefocus may be insufficientlysustained for the purposeand/or audience•Inconsistent use of transitionalstrategies and/or little variety•Introduction or conclusion, ifpresent, may be weak•Uneven progression of ideasfrom beginning to end; and/orformulaic; inconsistent orunclear connections betweenand among ideas	Controlling idea of a topic isclear, and the focus is mostlymaintained for the purpose andaudience•Adequate use of transitionalstrategies with some variety toclarify the relationships betweenand among ideas•Adequate introduction andconclusion•Adequate progression of ideasfrom beginning to end; adequate connections betweenand among ideas	Controlling idea of a topic isclearly communicated, and thefocus is strongly maintained forthe purpose and audience•Consistent use of a variety oftransitional strategies to clarifythe relationships between andamong ideas•Effective introduction andconclusion•Logical progression of ideas frombeginning to end; strongconnections between andamong ideas with somesyntactic variety

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Development Follow a writing process to produce writings in Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment		Opinion may be somewhat unclear and offers limited or incomplete support; somereasons may be unclear orunrelated to issue	Opinion is clear and supportedwith some specific reasonsand/or examples	Opinion is introduced, clearlycommunicated, supported withreasons and provides evidence
		Inconsistent use of transitionalstrategies and/or little variety	Adequate use of transitionalstrategies with some variety toclarify relationship between andamong ideas	Consistent use of a variety oftransitional strategies to clarifythe relationships between andamong ideas
		Introduction or conclusion, if present, may be weak	Adequate introduction andconclusion	Effective introduction and conclusion
		Uneven progression of ideasfrom beginning to end; and/orformulaic, inconsistent orunclear connections betweenand among ideas	Adequate progression of ideasfrom beginning to end;adequate connections betweenand among ideas	Logical progression of ideas frombeginning to end; strongconnections between andamong ideas with somesyntactic variety
	Opinion may be confusing orambiguous; minimal support; response may be too brief or thefocus may drift			
	Few or no transitional strategies are eviden			
	Introduction and/or conclusionmay be missing			
	Frequent extraneous ideas maybe evident; ideas mayberandomly ordered or have anunclear progression			

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows the text. Add or delete content and change organization to achieve writer's purpose				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, the student can perform	Introduce the topic (organization).	Organize content by introducing the topic (organization).	Demonstrate an effective and thorough ability to organzie and develop writing Use complex language and vocabulary appropriate for purpose and audience.	
		Maintain a clear focus throughout the text (ideas)	Maintain a clear focus (ideas).		
		Provide a conclusion that follows the text (organziation)	Provide a conclusion that follows the text (organization)		
		Add or delete content to clarify me (Ideas).	Add or delete content to achieve th purpose (ideas).		
		Use the substitute-keep-delete strategy to improve writing (ideas)	Change organization of the text to fit the text's purpose (organzation)		
			Choose precise language (word choice).		
			Make appropriate choices for style, task and audience (voice)		
			Use transitions to clarify, connect a time shifts (organization).		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	choose precise language and make syntactical choices appropriate for the style, task, and audience			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Define and describe the following terms: quote, paraphrase, plagiarize.	Choose precise language (word choice). Change organization of the text to fit the text's purpose (organization). Provide a conclusion that follows the text (ideas) Add or delete content to achieve the text's purpose (ideas)	Demonstrate an effective and thorough ability to organzie and develop writing Use complex language and vocabulary appropriate for purpose and audience.

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Understand that a sentence is a complete thought that contains both a noun (subject) and a verb.	Demonstrate an adequate command of the conventions of standard English grammar.	Exhibit an extensive command of the conventions of standard English.
		Demonstrate a basiccommand of the conventions of standard English grammar.	Demonstrate an adequate command of the conventions of standard English usage.	Edit other authors' writing for language conventions.
		Demonstrate a basic command of the conventions of standard English usage.	Demonstrate an adequate command of spelling.	
		Demonstrate a basic command of spelling.	Demonstrate an adequate command of punctuation.	
		Demonstrate a basic command of punctuation (end of sentence punctuation, commas, apostrophes, quotation marks, parentheses…).		
		Use reference materials such as the dictionary, anchor charts, and rubrics to edit writing.		

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Arrange phrases and transitions to maintain a consistent style of writing	Use effective transitions to clarify relationships, connect ideas and signal time shifts	Demonstrate an effective and thorough ability to organzie and develop writing Use complex language and vocabulary appropriate for purpose and audience

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Questioning ● delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment			Delineate the speaker's argument and claims..	Delineate the speaker's argument and claims in complex texts.	
			Evaluate the reasoning of the speaker	Evaluate the reasoning of the speaker in complex texts.	
			Pose and respond to specific questions with elaboration and detail.	Pose and respond to specific questions with elaboration and detail.	
			Make comments that contribute to the. topic, text, or issue under discussion.	Make thought-provoking comments that contribute to a topic, text, or issue under discussion.	
				Acknowledge new information expressed by others in complex texts	
				Qualify or justify his/her own views in light of evidence presented from others' viewpoints in complex texts.	
	With help, a student can perform 2.0 and 3.0.	Understand collaborative conversations.			
		Uses accountable talk strategies.			
		Use a graphic organizer of key points to listen for main ideas and to summarize, etc.			
		Recall key details from texts read aloud or from information presented orally or through other media.			
		Answer basic comprehension questions about the presentation.			
		Ask questions about what is stated in the presentation to gain additional information and clarification.			
		Identify the speaker's point of view/perspective.			

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Viewpoints of Others ● Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2	Show respect and listen to others who are participating in discussions. Be respectful of those who have differing opinions. Follow rules for discussion.	Acknowledge new information expressed by others. Qualify or justify his/her own views in light of evidence presented from others' viewpoints.	Acknowledge new information expressed by others in complex texts. Qualify or justify his/her own views in light of evidence presented from others' viewpoints in complex texts.

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0