

Standard 1: *Literary Elements*

I will identify and analyze a variety of genres.

Explain:

- Author's Craft

Interpret & Analyze:

- Visual Effects

Analyze:

- Narrative:
 - Structure
 - Elements
 - Style
 - Purpose
 - Author's Craft

Analyze:

- Informational:
 - Structure
 - Elements
 - Features
 - Style
 - Purpose

4.0	I will analyze the elements of a specific genre and apply them to my own writing.	
3.0	I will compare and contrast the different elements of a variety of genres.	
	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I will describe the key literary elements within a selected text from a grade level genre.	
	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I will identify the literary elements of a specific genre.	
	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I provided no evidence of identification or analysis.	

Standard 2: *Comprehension*

I will demonstrate understanding by reading, listening, and viewing grade level literature.

Identify: <ul style="list-style-type: none"> • Stereotypes • Character Tensions • Issues • Facts/Opinions 	Analyze: <ul style="list-style-type: none"> • Rising/Falling Action • Conflict & Themes • Main Idea & Details • Persuasion 	Self Monitor: <ul style="list-style-type: none"> • Abilities • Strategies • Processes
4.0	I will take information from grade level literature and apply it to my own life or other literature using specific examples from the text.	
3.0	I will infer, compare, or predict information from grade level literature.	
	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I will summarize, paraphrase, or depict information from grade level literature.	
	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I will recall information from grade level literature.	
	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I provide no proof of interpretation, identification, or analysis of grade level literature.	

Standard 3: *Word Recognition/Fluency*

I will accurately and independently read grade-level text.

4.0

I will independently read an above grade-level text and be able to:

- Read with an accuracy of 97% or higher.
- Read at a rate of or above 150 words per minute using expression and meaningful phrasing.
- Show an ability to decode unknown words using a variety of strategies.
- Demonstrate a good understanding of what has been read.

3.0

I will independently read grade-level text and be able to:

- Read with an accuracy of 97% or higher.
- Read at a rate of or above 140 words per minute using expression and meaningful phrasing.
- Show an ability to decode unknown words using a variety of strategies.
- Demonstrate a good understanding of what has been read.

2.0

I will independently read grade-level text and be able to:

- Read with 90-96% accuracy
- Read at a rate between 90-139 words per minute using some expression and meaningful phrasing.
- Show an ability to decode unknown words using a variety of strategies.
- Demonstrate some understanding of what has been read.

1.0

I will independently read grade-level text and be able to:

- Read with accuracy at or below 89%.
- Read at a rate at or below 89 words per minute using little to no expression or meaningful phrasing.
- Show an ability to decode some unknown words using a variety of strategies.

0.0

I will refuse to independently read or am below grade level.

Standard 4: *Vocabulary*

I will be able to define and use words in context at grade level.

Apply:

- Reading Strategies

Identify:

- Unknown Words

Determine:

- Meaning of words

4.0	I will generate a sentence with grade level vocabulary using clues that indicate the meaning of a word.
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3.0	I will explain the specific information from the text I used to define grade level vocabulary.
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2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
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2.0	I will demonstrate understanding of grade level vocabulary using context clues.
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1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
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1.0	I will identify the vocabulary words from grade level text.
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0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
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0.0	I cannot identify the meaning of words in the text using multiple strategies
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Standard 5: Narrative Organization

I will write a narrative in the correct format.

Apply:

- Plot Devices
- Pre-writing Strategies
- Appropriate Conventions
- Drafts

Apply:

- Appropriate Text Structure
- Literary Devices
- Editing Checklists

4.0	I will write and go beyond simply following the organizational pattern taught in class. Examples include: incorporating foreshadowing or flashbacks, creating a powerful lead or ending that goes above and beyond expectation, developing a particularly creative title.
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3.0	I will write a narrative that follows the organizational pattern taught in class.
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	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
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2.0	I will write a narrative that follows the basic organizational pattern, but something may be missing. For example: the story is sequential but may not lead up to a climax or resolution, the lead may not “grab the reader,” the ending may not resolve the conflict, or the title may be missing.
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	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
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1.0	I will write a narrative that is not sequential and has no apparent lead or ending.
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	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
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0.0	I will provide no evidence of organization within the writing.
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Standard 6: *Narrative Ideas*

I will write a narrative with detailed characters and setting.

Apply:

- Literary Elements
- Plot Devices

4.0	I will write a narrative with detailed characters and setting using indirect characterizations. Examples include: showing character traits instead of naming them, including more scenes than necessary, or making the setting an integral part of the story.	
3.0	I will write a narrative with detailed characters and setting.	
	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I will write a narrative with characters and setting.	
	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I will write a narrative with underdeveloped characters and setting.	
	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I will provide no evidence of ideas within the writing.	

Standard 7: Narrative Style

I will write a narrative that exhibits personal style and voice.

Apply:

- Personal Knowledge
- Personal Style
- Personal Voice
- Purpose

Analyze:

- Appropriateness of information
- Appropriate Audience

4.0 I will write a narrative that exhibits the author's personal style and voice by going beyond simply following provided examples. Examples include determining a personal purpose and audience, creating a unique, individual writing style, or interweaving literary devices seamlessly into the story.

3.0 I will write a narrative that exhibits the author's personal style and voice.

2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
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2.0 I will write a narrative that somewhat exhibits the author's personal style and voice. There may be no evidence of replicating another author's style.

1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
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1.0 I will write a narrative that does not exhibit the author's personal style or voice.

0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
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0.0 I will provide no evidence of style within the writing.

Standard 8: *Informational Organization*

I will write a coherent essay in the correct order and format.

Apply:

- Pre-writing Strategies
- Drafts
- Appropriate Text Features

Apply:

- Editing Checklists
- Appropriate Organizational Patterns

4.0	I will write a coherent essay in the correct order and format. The thesis directs the essay. In addition, transitions are used throughout the essay.	
3.0	I will write a coherent essay in the correct order and format. The thesis directs the essay.	
	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I will write an essay in the correct order and format. The thesis does not direct the essay.	
	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I will write an essay in the correct order and format, but it lacks distinction between paragraphs. The thesis does not direct the essay.	
	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I will write an essay in the incorrect order and format. The thesis does not direct the essay.	

Standard 9: *Informational Ideas*

I will write an essay that is supported with facts.

Apply:

- Outside Knowledge

Use:

- Specific facts

4.0 I will write an essay that is supported with well-developed and specific facts and information that leave the reader without questions or confusion. Meaningful examples are woven throughout the text.

3.0 I will write an essay that is supported with well-developed and specific facts and information that leave the reader without questions or confusion.

2.5 No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0

2.0 I will write an essay that is mostly supported with well-developed and specific facts and information that leave the reader without questions or confusion. There are some unclear and underdeveloped details.

1.5 Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0

1.0 I will write an essay that is somewhat supported with well-developed and specific facts and information that leave the reader without questions or confusion. There are multiple unclear and underdeveloped details.

0.5 With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0

0.0 I will write an essay that is not supported with well-developed and specific facts and information.

Standard 10: *Informational Style*

I will write an essay that exhibits personal style and voice.

Apply:

- Personal Knowledge
- Personal Style
- Personal Voice
- Purpose

Analyze:

- Appropriateness of information
- Appropriate Audience

4.0	I will write an essay that exhibits the author's personal style and voice by going beyond the provided examples. Examples include determining a personal purpose and audience or creating a unique, individual writing style	
3.0	I will write an essay that exhibits personal style and voice.	
	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I will write an essay that somewhat exhibits the author's personal style and voice. There may be no evidence of replicating another author's style.	
	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I will write an essay that does not exhibit the author's personal style or voice.	
	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I will provide no evidence of style within the writing.	

Standard 11: Conventions

I will clearly articulate my thoughts and ideas through the use of proper grammatical and stylistic conventions.

Apply:

- Correct Grammar
- Correct Spelling

Use:

- Legible handwriting

4.0	I will make no spelling, punctuation, or other grammatical mistakes.	
3.0	I will make a few spelling, punctuation, or other grammatical mistakes. In addition, none of the errors distract from the meaning.	
	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I will make multiple spelling, punctuation, or other grammatical mistakes. In addition, some of the errors distract from the meaning.	
	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I will make multiple spelling, punctuation, or other grammatical mistakes. In addition, many of the errors distract from the meaning.	
	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I will make numerous spelling, punctuation, or other grammatical mistakes. In addition, many of the errors distract from the meaning, and the essay is difficult to read.	

Standard 12: *Research*

I will use properly cited research to support my points.

Create:

- Research questions
- Solutions

Use:

- Reputable Sources
- Evidence

4.0	I will properly cite in MLA format all information from outside sources. Multiple sources of information are used effectively, and combine to paint a complete picture of the author's claims in fluid and well developed paragraphs. In addition, I will use a counter-argument
3.0	I will properly cite in MLA format all information from outside sources. Two different sources are used effectively to support the author's claims.
2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I will properly cite in MLA format all information in the works cited page, but no in-text citations are present. Two different sources are used effectively to support the author's claims.
1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I will improperly cite in MLA format all information in the works cited page, but no in-text citations are present. Fewer than two different sources are used effectively to support the author's claims.
0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I will provide no proof of research.

Standard 13: *Presenting*

I will speak effectively during formal and informal situations.

Apply:

- Personal Knowledge
- Outside Knowledge

Use:

- Appropriate Language
- Hand Gestures
- Eye Contact
- Facial Expressions

Deliver:

- Prepared Presentation

Engage in:

- Group Discussions

4.0	I am focused on the topic, prepared, make eye contact, and within time limits. Also, I use appropriate body language, vocabulary, volume, and rate. In addition, I was comfortable and engaging. I was able to make connections and speak in a conversational tone.	
3.0	I am focused on the topic, prepared, make eye contact, and within time limits. Also, I use appropriate body language, vocabulary, volume, and rate.	
	2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes of Level 3.0
2.0	I am focused on the topic, prepared, and within time limits. Also, I use appropriate vocabulary.	
	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes of Level 2.0
1.0	I am not focused on the topic and am unprepared.	
	0.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes of Level 1.0
0.0	I refused to present.	