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|  | **Standard** | **Exceeding Standard****(4)** | **At Standard** **(3)** | **Approaching Standard****(2)** | **Below Standard**  **(1)** |
| **Opening Sentence** | **W1.3** | Begins their writing using a complete sentence that opens the story.(May include information about the character and setting.) | Includes an opening sentence. | Includes an incomplete opening thought. | Opening sentence not included. |
| **Sequenced Events**  | **W1.3** | Sequentially elaborates on two or more events. | Sequentially recounts 2 or more events. | Recounts two or more events without sequence or recounted less than two events. | Includes unrelated events. |
| **Details** | **W.1.3** | Elaborates oh events by adding precise details. May describe what characters are saying, thinking, doing, and/or feeling. | Uses words that name character and setting and words that tell action and events.  | Adds some detail to describe events. | Provides incomplete or unclear details to describe events. |
| **Temporal Words** | **W1.3** | Includes temporal words or prepositional phrases to transition between events.  | Includes temporal words to order events. | Includes at least one temporal word. | Does not include temporal words to order events. |
| **Closure** | **W1.3** | Provides closure which signifies the end of the story. May offer a question for the reader, add feeling, or recap the story. | Provides closure which signifies the end of the story. | Attempts to provide closure. Closing sentence is unclear or incomplete. | No closure provided. Leaves the reader wondering what happened next. |
| **Revising and Editing** | **W1.5** | Student listens and responds to suggestions of others (peers and teachers) to strengthen the craft of his writing. I.E.: He rewrites an introduction adding more descriptive words.  | Student listens and responds to suggestions of others (peers and teachers) to strengthen his writing. I.E.: He makes changes to writing like adding to pictures, words, details, etc. | Student often listens and responds to some suggestions of others with support from the teacher. | Student listens to suggestions, but does not use suggestions to strengthen writing. |
| **Organization and****Conventions** |  | **Checked ALL boxes**  | **Checked 3-4 boxes** | **Checked 2 boxes** | **Checked 0-2** |
| **LK.2a****Capitalization**  | 🞏 Most capitals (beginning of sentence & names) | 🞏 Most capitals (beginning of sentence & names) | 🞏 Most capitals (beginning of sentence & names) | 🞏 Most capitals (beginning of sentence & names) |
| **L.1.2b****Punctuation**  | 🞏 Most periods | 🞏 Most periods | 🞏 Most periods | 🞏 Most periods |
| **FS.K.1.1c****Print Concepts** | 🞏 Appropriate spacing | 🞏 Appropriate spacing | 🞏 Appropriate spacing | 🞏 Appropriate spacing |
| **L.1.2d****Spelling**  | 🞏 Most sight words spelled correctly | 🞏 Most sight words spelled correctly | 🞏 Most sight words spelled correctly | 🞏 Most sight words spelled correctly |
| **L.1.2e****Spelling**  | 🞏 Most untaught words spelled phonetically | 🞏 Most untaught words spelled phonetically | 🞏 Most untaught words spelled phonetically | 🞏 Most untaught words spelled phonetically |
|  | **L.1.1a****Upper and Lower Case Letters** | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word “I” and at the beginning of sentences.) | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word “I” and at the beginning of sentences.) | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word “I” and at the beginning of sentences.) | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word “I” and at the beginning of sentences. |