

The <i>Standards</i>	4	3	2	1
<p>Reading Text complexity has 3 factors: 1) Levels of meaning, structure, language conventionality and clarity, and knowledge demand 2) Readability measures 3) Readers knowledge, motivation, and interests, task assigned, and questions posed 70/30 Informational/Fiction</p>	<p>Students are selecting text within the appropriate grade level band and content that adds to the classroom learning. They are steadily increasing in their ability to comprehend and evaluate the text and are engaged.</p>	<p>Teachers are using appropriate grade level bands, content and student interest to select text. Students are steadily increasing in their ability to comprehend and evaluate text and are engaged. (p.5 p.14)</p>	<p>Teachers are using appropriate grade level bands to select text. Students are not steadily increasing in their ability to comprehend and evaluate text.</p>	<p>Teachers are not using appropriate grade level bands to select text. Students are not steadily increasing in their ability to comprehend and evaluate text.</p>
<p>Writing Students are expected to produce numerous pieces over short and long time frames through out the year. Their ability to master craft and structure of arguments, informative/explanatory and narratives should develop over time. They should be able to adapt to audience and communicate a clear message.</p>	<p>Teachers share expertise. Students communicate clearly to external audiences adapting the form, content, and style of their writing for publication.</p>	<p>Teachers create opportunity. Students communicate clearly to external unfamiliar audiences adapting the form, content, and style of their writing to accomplish tasks with purpose. (p.15)</p>	<p>Teachers create opportunity. Students communicate to audiences using appropriate form, content, and style to accomplish a task.</p>	<p>Teachers create opportunity. Students write using different form, content, and style, to accomplish a task.</p>
<p>Speaking and Listening “Students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner. Being a productive member of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said and synthesize a (p. 19) multitude of ideas in various domains.”</p>	<p>Teachers are structuring their classrooms to enhance peer-to-peer learning. Students are communicating with one another using their knowledge of content, constructing new meaning, and applying learning to new domains.</p>	<p>Teachers are structuring their classrooms to enhance peer-to-peer learning. Students are communicating with one another using their knowledge of content and constructing new meaning. (p.19)</p>	<p>Teachers are structuring their classrooms to enhance peer-to-peer learning. Students are communicating with one another but lack the knowledge of the content to extend meaning.</p>	<p>Teachers are facilitating classroom conversations. Students are communicating their knowledge of content to the teacher in order to confirm their understanding.</p>
<p>Language The language strand includes essential “rules” but approaches language as a matter of craft and informed choice among alternatives. Vocabulary standards focus on understanding words and their nuances and acquiring new words through conversation, reading, and direct-instruction. (p.5)</p>	<p>Teachers are connecting the “rules” to the notion of craft and informed choice. Vocabulary is acquired through conversation, reading, and direct-instruction. Students are critiquing the use of the “rules” as they relate to effective communication.</p>	<p>Teachers are connecting the “rules” to the notion of craft and informed choice. Vocabulary is acquired through conversation, reading and direct-instruction. Students are using the “rules” intentionally. (p.5)</p>	<p>Teachers are beginning to connect the “rules” to the notion of craft and informed choice. Vocabulary is acquired through conversation, reading, and direct-instruction. Students are using the “rules.”</p>	<p>Teachers are providing the “rules” of the English language and providing direct-instruction for vocabulary acquisition.</p>