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| Foundational Skills of Reading | 4 | 3 | 2 | 1 |
| Articulates personal connection with lesson, moral or message in Fairy Tales, Folktales, or Fables | Describe lesson, moral or message in Fairy Tales, Folktales, or Fables | Describes lesson, moral or message in a Fairy Tale, Folktale, or Fable | Attempts to describe lesson, moral or message in one genre |
| Creates own Fairy Tale, Folktale, and/or Fable including characters, setting, and plot | Retell Fairy Tales, Folktales, and Fables including characters, setting, and plot | Retell a Fairy Tale, Folktale, or Fable including characters, setting, and plot | Attempts to retell a Fairy Tale, Folktale, and Fable including characters, setting, and plot |
| Compare and Contrast two or more versions of the same story | Compare two or more versions of the same story | Retells two or more versions of same story | Attempts to retell  a version of a story |
| Creates unique presentation of their own characters, setting, or plot | Demonstrates understanding of its characters, setting, or plot | Demonstrates partial understanding of its characters, setting, or plot | Attempts to demonstrate an understanding of the character, or the setting, or the plot |
| Always uses context clues to make meaning of unknown words | Regularly uses context clues to make meaning of unknown words | Uses context clues to make meaning of an unknown word | Attempts to use context clues to make meaning of an unknown word |
| Always uses prefixes, compound, and root words to make meaning of unknown words | Routinely uses prefixes, compound, and root words to make meaning of unknown words | Most of the time is able to use prefixes, compound, and root words to make meaning of unknown words | Can occasionally use prefixes, compound, and root words to make meaning of unknown words. |
| Reads at a DRA level of 24 or higher lexile | Reads at a DRA level of 20 | Reads at a DRA level of 18 or 16 | Reads at a DRA level of 14 or lower |
| Reading for all purposes | Creates own Fairy Tale, Folktale, or Fable with a clear lesson, moral or message | Describe lesson, moral or message in Fairy Tales, Folktales, or Fables | Attempts to describe the correct lesson, moral or message in Fairy Tales, Folktales, or Fables | Attempts to describe the lesson, moral or message in Fairy Tales, Folktales, or Fables |
| Creates own Fairy Tale, Folktale, and/or Fable including characters, setting, and plot | Retell Fairy Tales, Folktales, and Fables including characters, setting, and plot | Retell a Fairy Tale, Folktale, or Fable including characters, setting, and plot | Attempts to retell a Fairy Tale, Folktale, and Fable including characters, setting, and plot |
| Reads at a DRA level of 24 or higher lexile | Read at a DRA level of 20 or higher | Reads at a DRA level of 18 or 16 | Reads at a DRA level of 14 or lower |
| Oral Expression and Listening | Creates own Fairy Tale, Folktale, or Fable with a clear lesson, moral or message | Describe lesson, moral or message in Fairy Tales, Folktales, or Fables | Attempts to describe the correct lesson, moral or message in Fairy Tales, Folktales, or Fables | Attempts to describe the lesson, moral or message in Fairy Tales, Folktales, or Fables |
| Creates and presents own Fairy Tale, Folktale, and/or Fable including characters, setting, and plot | Retell Fairy Tales, Folktales, and Fables including characters, setting, and plot | Retell a Fairy Tale, Folktale, or Fable including characters, setting, and plot | Attempts to retell a Fairy Tale, Folktale, and Fable including characters, setting, and plot |
| Reads at a DRA level of 24 or higher lexile | Read at a DRA level of 20 or higher | Reads at a DRA level of 18 or 16 | Reads at a DRA level of 14 or lower |
| Conventions | Consistently uses irregular plural nouns correctly | Use irregular plural nouns  correctly | Occasionally uses irregular plural nouns correctly | Attempts to use irregular plural nouns correctly |
| Uses capitalization of proper nouns within own writing | Capitalize proper nouns | Occasionally capitalizes proper nouns | Minimal use of capitalization of proper nouns |
| Composition | uses temporal words in a way that  creates a natural flow and enhances  the story | Uses temporal words to signify the order of an event | Occasionally uses temporal words to signify the order of an event | Able to recognize temporal words in others’ writing |
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|  | Provides a sense of closure that brings satisfaction to the reader | Provides a sense of closure | Partially provides a sense of closure | Attempts to provide a sense of closure |
| Uses simple, compound, and complex  sentences to create fluency | Vary sentence beginnings | Uses simple sentences with little variation in beginning | Minimal variation in sentence beginnings |