

Grade 1
Unit 2: Oral Retell – Power of Being Kind

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Developing	1-Emerging
Student identifies and describes major characters from the text <i>RL.1.3</i>	Student identifies all major and relevant minor characters Student describes major characters with more than one detail	Student identifies all major characters Student describes all major character with one detail	Student identifies at least one of the major characters Student describes one major character with one detail	Student does not identify any of the major characters Student does not describe any of the major characters
Student identifies and describes at least one of the appropriate settings <i>RL.1.3</i>	Student identifies more than one appropriate settings Student describes appropriate settings with more than one detail	Student identifies at least one of the appropriate settings Student describes one appropriate setting with one detail	Student identifies a setting but does not pertain to this story Student attempts to describe the setting with one detail, but is not accurate	Student does not identify a setting Student does not describe setting
Student accurately describes an important event using key details that occurs at the beginning <i>RL.1.3, RL.1.2</i>	Student accurately describes more than one important event Student uses several key details to describe the events	Student accurately describes an important event Student uses one key detail to describe the event	Student has a partial response to an important event Student attempts to describe event with a key detail, but is not accurate	Student does not describe any event Student does not use any key details to describe the event
Student accurately describes an important event using key details that occurs in the middle <i>RL.1.3, RL.1.2</i>	Student accurately describes more than one important event that Student uses several key details to describe the events	Student accurately describes an important event Student uses one key detail to describe the event	Student has a partial response to an important event Student attempts to describe event with a key detail, but is not accurate	Student does not describe any event Student does not use any key details to describe the event
Student accurately describes an important event using key details that occurs at the end <i>RL.1.3, RL.1.2</i>	Student accurately describes more than one important event Student uses several key details to describe the events	Student accurately describes an important event Student uses one key detail to describe the event	Student has a partial response to an important event Student attempts to describe event with a key detail, but is not accurate	Student does not describe any event Student does not use any key details to describe the event