

Tip The Cat

Tip is a little cat.

He is black with white spots.

He is soft.

He likes to eat mice.

He likes to run and jump.

He plays in the grass.

He climbs a tree.

He has lots of fun.

Retell Memories: Tip	little cat	black	white spots	soft	eats mice
runs	jumps	plays in grass	climbs trees	has fun	

Comprehension Have students read silently and draw a picture with as many details as possible. Pull back individual students to ask the questions.

1. Who is this story about? (Tip the cat) (Knowledge)
2. What does Tip like to eat? (mice) (Knowledge)
3. What does Tip like to do? (run, jump, play in the grass, climb trees) (Knowledge)
4. How do you think Tip feels? (happy, having fun, *any reasonable answer*)(Thinking)
5. Do you think Tip is a lazy cat? How do you know? (No, likes to run and jump and play, if lazy would like to sleep, lay around) (Thinking)
6. What type of letter is on the first of Tip=s name? Why? (Communication)
7. What is the mark at the end of each line? Why? (Communication)
8. Can you find two words that rhyme in the story? (fun, run) (Communication)
9. Why do all the words in the first line have capitals? (Title) (Communication)
10. Do you think you would like a pet like Tip? Why? (Application)
11. Do you know anything else about cats? Where did you learn that? (Application)

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	very limited retell, (2 or 3 main details) responses to questions are very limited (1) Picture includes one or two details(i.e. black cat)	hesitant, slow retell, (4 or 5 details) responses to questions are limited in detail (2/3) Picture includes some key details	fairly smooth retell, (6 -8 details) responses to questions are generally complete (4/5) Picture includes most key details	fluid retell, (all details) responses to questions are thorough (all 6 points) Picture includes all or almost all key details
Thinking	limited effectiveness in making a reasonable interpretation, no clear support	somewhat effective in supporting interpretation	considerably effective in supporting interpretation	highly effective explaining and supporting interpretation
Communication	correctly responds to 1	correctly responds to 2	correctly responds to 3	correctly responds to all 4
Application	makes very simplistic or limited connections, with ideas in text and their own knowledge, experience , other familiar text	makes some simple connections, with the ideas in text and their own knowledge, personal experience , other familiar text	makes appropriate connections, with the ideas in text and their own knowledge, personal experience , other familiar text	makes insightful connections, with the ideas in text and their own knowledge, personal experience , other familiar

Rubric Writing Directions 2/3

Categories	Level 1	Level 2	Level 3	Level 4
<p>Reasoning</p> <p>\$ understanding of the purpose by stating the goal, identifying and including relevant information to follow the procedure</p> <p>\$ supporting details</p>	<p>- unclearly states the goal and includes very little relevant information for following the procedure</p> <p>- includes very few details of materials and on how, where, when, each step is to be completed</p>	<p>- simply and/or incompletely states the goal and includes some basic, relevant information for following the procedure</p> <p>- includes some details of materials and some key information on how, where, when, each step is to be completed</p>	<p>- states the goal generally and includes most relevant information for following the procedure</p> <p>- includes most details of materials and on how, where, when, each step is to be completed</p>	<p>- clearly states the goal and includes all relevant information for following the procedure</p> <p>- includes detailed information on materials and how, where, when, each step is to be completed</p>
<p>Thinking</p> <p>\$ word use and vocabulary</p> <p>\$ sentence types/structure</p>	<p>- needs prompts to complete planning form and to edit</p> <p>- uses very few or no adjectives and adverbs to guide the reader</p> <p>- uses very short, some incomplete sentences</p>	<p>- simplistically completes planning form limited editing</p> <p>- uses one or two simple adjectives and/or adverbs to guide the reader in limited ways</p> <p>- uses short simple sentences</p>	<p>- appropriately completes the planning form, edits for capitals, periods, some spelling</p> <p>- revises for word choice</p> <p>- uses appropriate adjectives and adverbs to generally guide the reader</p> <p>- uses good simple sentences</p>	<p>- highly effectively completes planning form, edits for punctuation and spelling</p> <p>-revises for order, sentences and word choice</p> <p>- uses a number of adjectives and adverbs (carefully set) to accurately guide the reader</p> <p>- uses simple and compound sentences</p>
<p>Communication</p> <p>\$ Sequence</p> <p>\$ Grammar</p> <p>\$ Spelling</p> <p>\$ Punctuation</p> <p>\$ Visual Presentation</p>	<p>- procedure is poorly sequenced using very few or no linking words to do with time</p> <p>several major errors or omissions in application of: grammar, spelling, punctuation</p> <p>- work is decipherable but difficult to read due to inappropriate letter formation, spacing and margin use</p>	<p>- procedure is somewhat sequenced using few simple or repetitive linking words to do with time</p> <p>several minor errors or omissions in application of: grammar, spelling, punctuation</p> <p>- letter formation, spacing and margin use is sometimes inappropriate but does not interfere with communication</p>	<p>- procedure is generally sequenced using some linking words to do with time</p> <p>few minor errors or omissions in application of: grammar, spelling, punctuation</p> <p>- work is generally legible spacing, letter formation and margins are usually used appropriately</p>	<p>- procedure is clearly and sequenced using a wide variety of specific linking words to do with time</p> <p>rarely any errors or omissions in application of: grammar, spelling, punctuation</p> <p>- work is highly legible, with consistent, appropriate use of spacing, letter formation and margin use</p>



Good Job On:



Next Time Try: