

## Reading

### Word Analysis, Fluency, and Systematic Vocabulary Development

**Concepts of Print** The behavior of the child should indicate that he/she understands that each spoken word is represented by a printed word, a longer spoken word is represented by a longer printed word.

<b>Match oral words to printed words and identify letters, words, and sentences.</b>				
1.1 Match oral words to printed words.				
1.3 Identify letters, words, and sentences.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• match 1-1 voice with printed text, single and multisyllable words,</li> <li>• track words left to right with at least two lines of print,</li> <li>• use return sweep,</li> <li>• identify and differentiate between letters, words, and sentences.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• match 1-1 voice with printed text with some multisyllable words,</li> <li>• track words left to right with one line of print,</li> <li>• use return sweep,</li> <li>• identify letters, words, and sentences.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• match 1-1 voice with printed text with one syllable words,</li> <li>• track words left to right with one line of print,</li> <li>• use return sweep,</li> <li>• identify letters.</li> </ul> <p>Student may:</p> <ul style="list-style-type: none"> <li>• have some confusions with words and sentences.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• match 1-1 voice with printed text,</li> <li>• track words left to right with one line of print:                             <ul style="list-style-type: none"> <li>- may run out of words before the end of text,</li> <li>- may say all the words before coming to the end of the sentence,</li> </ul> </li> <li>• use return sweep,</li> <li>• identify letters, words, and sentences.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• match 1-1 voice with printed text with one syllable words</li> <li>• track words left to right with one line of print</li> <li>• identify letters, words, and sentences.</li> </ul> <p>Student may:</p> <ul style="list-style-type: none"> <li>• have memorized text and become confused when asked to touch each word spoken,</li> <li>• mix letters with numbers.</li> </ul>
Word Analysis, Fluency, and Systematic Vocabulary Development - First Grade, First Quarter				

**Generate the sounds from all the letters and letter patterns, and blend those sounds into words.**

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns and blend those sounds into recognizable words.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>generate the sounds from all consonants and short-vowels and blend those sounds into recognizable words,</li> <li>generate the sounds from all letters and letter patterns including short-vowel patterns and blend those sounds into recognizable words.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>generate the sounds from all consonants and most short-vowels and blend those sounds into recognizable words,</li> <li>generate the sounds from all letters and letter patterns including most short-vowel patterns and blend those sounds into recognizable words.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>generate the sounds from most consonants and a few short-vowels and blend those sounds into recognizable words,</li> <li>generate the sounds from some letters and letter patterns including a few short-vowel patterns and blend those sounds into recognizable words.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>generate the sounds from a few consonants and short-vowels but may be unable to blend those sounds into recognizable words,</li> <li>generate the sounds from a few letters and letter patterns including a few short-vowel patterns, but may be unable to blend those sounds into recognizable words.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>generate the sounds of a few consonants,</li> <li>generate any short vowel sounds,</li> <li>blend sounds into recognizable words,</li> <li>generate any sounds from letter patterns.</li> </ul>

**Read common, irregular sight words.**

1.11 Read common, irregular sight words.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to read fluently <b>(within 3 seconds)</b>:</p> <ul style="list-style-type: none"> <li>• each word on the Kindergarten High Frequency Sight Words list,</li> <li>• 50 words or more on First Grade High Frequency Word List.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to read fluently <b>(within 3 seconds)</b>:</p> <ul style="list-style-type: none"> <li>• each word on the Kindergarten High Frequency Sight Words list,</li> <li>• 40-49 words on First Grade High Frequency Word List.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to read fluently <b>(within 3 seconds)</b>:</p> <ul style="list-style-type: none"> <li>• each word on the Kindergarten High Frequency Sight Words list,</li> <li>• 25-39 words on First Grade High Frequency Word.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to read fluently <b>(within 3 seconds)</b>:</p> <ul style="list-style-type: none"> <li>• 15-20 words on the Kindergarten High Frequency Sight Words list,</li> <li>• 15-24 words on the First Grade High Frequency Word List.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to read fluently <b>(within 3 seconds)</b>:</p> <ul style="list-style-type: none"> <li>• a minimum of 15 words on the Kindergarten High Frequency Sight Words list,</li> <li>• a minimum of 15 words on the First Grade High Frequency Sight Words list.</li> </ul>

**Read aloud with fluency in a manner that sounds like natural speech.**

**(This is optional practice. It will not be scored on the report card first quarter.)**

1.16 Read aloud with fluency in a manner that sounds like natural speech.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level EFG or above with a fluency rate of 30 WCPM and an accuracy rate of 95% or higher,</li> <li>• read aloud with fluency in a manner that sounds like natural speech.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level CD with a fluency rate of 30 WCPM and an accuracy rate of 95%,</li> <li>• read aloud with fluency in a manner that sounds like natural speech.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level AB with a fluency rate of 30 WCPM and a fluency rate of 95%, <b>or</b></li> <li>• read at level CD with a fluency rate below 30 WCPM or an accuracy rate below 95%.</li> </ul> <p>Student is unable to read at level CD with a fluency rate of 30 WCPM and an accuracy rate of 95%.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• read level AB.</li> </ul> <p>Student may:</p> <ul style="list-style-type: none"> <li>• sound out every word,</li> <li>• read word by word.</li> </ul> <p>Student is unable to read at level CD with a fluency rate of 30 WCPM and an accuracy rate of 95%.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• read level AB.</li> </ul> <p>Student is unable to read at level CD with a fluency rate of 30 WCPM and an accuracy rate of 95%.</p>

## Reading Comprehension

<b>Use context to understand meaning of words and sentences.</b>				
2.4 Use context to resolve ambiguities about word and sentence meanings.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level EFG or above,</li> <li>• use picture clues to understand meaning of words and sentences in a story during read alouds and independent student reading.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• use picture clues to understand meaning of words and sentences in a story during read alouds and independent student reading.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• use picture clues to help understand meaning of words and sentences in a story during read alouds and independent student reading.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• use picture clues to help understand meaning of words and sentences during read alouds and independent student reading.</li> </ul> <p>Student may be reading at level AB.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• use picture clues to help understand meaning of words and sentences during read alouds and independent student reading.</li> </ul> <p>Student may need support to read level AB.</p>

**Retell the main idea of fiction and non-fiction stories.**

2.7 Retell the central ideas of simple, expository or narrative passages.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level EFG or above,</li> <li>• retell the main idea of fiction and non-fiction stories.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• retell the main idea of fiction and non-fiction stories.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• retell main idea of fiction and non-fiction stories.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• retell main idea of fiction and non-fiction stories.</li> </ul> <p>Student may be reading at level AB.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• retell main idea of fiction and non-fiction stories.</li> </ul> <p>Student may need support to read level AB.</p>

## Literary Response and Analysis

<b>Describe the plot, setting, character(s), and story sequence.</b>				
3.1 Identify and describe the elements of plot, setting, and characters(s) in a story, as well as the story's beginning, middle and ending.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level EFG or above,</li> <li>• describe the plot, setting, character(s), and story sequence during independent reading and read alouds.</li> </ul>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• describe the plot, setting, character(s), and story sequence during independent reading and read alouds.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• describe the plot, setting, character(s), and story sequence during independent reading and read alouds.</li> </ul>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• describe the plot, setting, character(s), and story sequence during independent reading and read alouds.</li> </ul> <p>Student may be reading at level AB.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• describe the plot, setting, character(s), and story sequence during independent reading and read alouds.</li> </ul> <p>Student may need support to read level AB.</p>