

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.

Match oral words to printed words and identify letters				
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"> • match 1-1 voice with printed text, single and multisyllable words, • track words left to right with at least two lines of print, • use return sweep, • identify and differentiate between letters, words, and sentences. 	<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"> • match 1-1 voice with printed text with some multisyllable words, • track words left to right with one line of print, • use return sweep, • identify letters, words, and sentences. 	<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"> • match 1-1 voice with printed text with one syllable words, • track words left to right with one line of print, • use return sweep, • identify letters. <p>Student may still have some confusion with words and sentences.</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 demonstrates limited ability to:</p> <ul style="list-style-type: none"> • match 1-1 voice with printed text, • track words left to right with one line of print, • use return sweep, • identify letters, words, and sentences. <p>Student may:</p> <ul style="list-style-type: none"> • run out of words before the end of text, • say all the words before coming to the end of the sentence, 	<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"> • match 1-1 voice with printed text with one syllable words, • track words left to right with one line of print, • identify letters, words, and sentences. <p>Student may:</p> <ul style="list-style-type: none"> • have memorized text and become confused when asked to touch each word spoken, • mix letters with numbers.

Rubric has not changed – continue to work towards proficiency.

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 generate the sounds from all the:</p> <ul style="list-style-type: none"> • letters and letter patterns, • consonant clusters, • triple clusters, • digraphs, • long- and short-vowel patterns and blend those sounds into recognizable words. 	<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 generate the sounds from all the:</p> <ul style="list-style-type: none"> • letters and letter patterns, • <i>r, l, s</i> consonant clusters, • triple clusters, • <i>sh, th, wh, ch, tch</i> digraphs, • long- (a) and short-vowel patterns and blend those sounds into recognizable words. 	<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 generate the sounds from:</p> <ul style="list-style-type: none"> • all letters and letter patterns, • some <i>r, l, s</i> consonant clusters, • some <i>sh, th, wh, ch, tch</i> digraphs, • some short-vowel patterns and blend those sounds into recognizable words. <p>May be able to generate a few sounds from a triple cluster.</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 demonstrates limited ability to generate the sounds from:</p> <ul style="list-style-type: none"> • most letters and letter patterns, • a few <i>r, l, s</i> consonant clusters, • a few <i>sh, th, wh, ch, tch</i> digraphs, • a few short-vowel patterns, and blend those sounds into recognizable words. <p>May be unable to generate the sounds from a triple cluster.</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 generate the sounds from:</p> <ul style="list-style-type: none"> • most consonants, • consonant clusters or digraphs. <p>Student may be able to:</p> <ul style="list-style-type: none"> • generate a few short vowel sounds, • generate a few sounds and letter patterns, and blend them into recognizable words. <p>May be unable to generate the sounds from a triple cluster.</p>

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 (within 3 seconds):</p> <ul style="list-style-type: none"> • each word on the Kindergarten High Frequency Sight Word list, • 75 words or more on the First Grade High Frequency Word List. 	<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 (within 3 seconds):</p> <ul style="list-style-type: none"> • each word on the Kindergarten High Frequency Sight Words list, • 50-74 words on First Grade High Frequency Word list. 	<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 (within 3 seconds):</p> <ul style="list-style-type: none"> • each word on the Kindergarten High Frequency Sight Word list, • 36-49 words on First Grade High Frequency Word list. 	<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 often demonstrates the ability to read fluently (within 3 seconds):</p> <ul style="list-style-type: none"> • 25-31 words on the Kindergarten High Frequency Sight Words list, • 25-35 words on the First Grade High Frequency Word list. 	<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 (within 3 seconds):</p> <ul style="list-style-type: none"> • a minimum of 25 words on the Kindergarten High Frequency Sight Words list, • a minimum of 25 words on the First Grade High Frequency Word list.

Read aloud with fluency in a manner that sounds like natural speech.				
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"> • read at levels HI or above with a fluency rate of 45 WCPM and an accuracy rate of 90-94% or higher, • read aloud with fluency in a manner that sounds like natural speech. 	<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"> • read at levels EFG with a fluency rate of 35 WCPM and an accuracy rate of 90-94%, • read aloud with fluency in a manner that sounds like natural speech. 	<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"> • read at levels EFG with a fluency rate less than 35 WCPM or an accuracy rate below 89%, <p>Student may read choppy or have inappropriate phrasing.</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"> • read at levels EFG with a fluency rate less than 30 WCPM or an accuracy rate below 75%, • read levels CD with a fluency rate of 30 WCPM and an accuracy rate of 90-94%. <p>Student may be:</p> <ul style="list-style-type: none"> • word by word reading, • sounding out every word. 	<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"> • read levels CD with an accuracy rate of 90-94%. <p>Student may be:</p> <ul style="list-style-type: none"> • reading word by word, • sounding out every word.

Reading Comprehension

Use context to understand meaning of words and sentences.				
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"> • read at level HI or above, • uses picture clues, phonics decoding strategies, and rereads for clarity to understand meaning of words and sentences in a story. 	<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"> • read grade level text, • use picture clues, phonics decoding strategies, and rereads for clarity to understand meaning of words and sentences in a story. 	<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"> • read grade level text, • use picture clues to understand meaning of words and sentences in story. <p>Student may need added support to use phonics decoding strategies, and to reread for clarity to understand meaning of words and sentences in a story.</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"> • read grade level text, • use picture clues, phonics decoding strategies, and to reread for clarity to understand meaning of words and sentences in a story. 	<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"> • read grade level text, • use picture clues, phonics decoding strategies, or reread for clarity to understand meaning of words and sentences in a story.

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"> • read at level HI or above, • retell the main idea of fiction and non-fiction stories. 	<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"> • read grade level text, • retell the main idea of fiction and non-fiction stories. 	<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"> • read grade level text, • retell main idea of fiction and non-fiction stories. 	<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"> • read grade level text, • retell main idea of fiction and non-fiction stories. 	<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"> • read grade level text, • retell main idea of fiction and non-fiction stories.

Literary Response and Analysis

Describe the plot, setting, character(s), and story sequence.				
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"> • read at level HI or above, • describe the plot, setting character(s), and story sequence during independent reading and read alouds. 	<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"> • read grade level text, • describe the plot, setting character(s), and story sequence during independent reading and read alouds. 	<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 ability to:</p> <ul style="list-style-type: none"> • read grade level text, • describe the plot, setting, character(s), and story sequence during independent reading and read alouds. 	<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"> • read grade level text, • describe the plot, setting, character(s), and story sequence during independent reading and read alouds. 	<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"> • read grade level text, • describe the plot, setting and character(s), story sequence during independent reading and read alouds.