

## 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 <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> 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,</li> <li>• use return sweep,</li> <li>• identify and differentiate between letters, words, and sentences.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> 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 two or more lines of print,</li> <li>• use return sweep,</li> <li>• identify letters, words, and sentences.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, 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 two lines of print,</li> <li>• use return sweep,</li> <li>• identify letters.</li> </ul> <p>Student may still have some confusions with words and sentences.</p>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> 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 two lines of print,</li> <li>• use return sweep,</li> <li>• able to identify letters, words, and sentences.</li> </ul> <p>Student may:</p> <ul style="list-style-type: none"> <li>• run out of words before the end of text,</li> <li>• say all the words before coming to the end of the sentence.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> 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>

Rubric has not changed – continue to work towards proficiency.

Word Analysis, Fluency, and Systematic Vocabulary Development - First Grade, Third 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 <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently and <b>independently</b> demonstrates the ability to generate sounds and blend those sounds into words with:</p> <ul style="list-style-type: none"> <li>• long i and long a (CVCe),</li> <li>• long o (CV, CVCe), and long u (CVCe),</li> <li>• final clusters <i>ft, lk, nt</i>,</li> <li>• long e (CV, CVCe),</li> <li>• vowel pairs <i>ee, ea</i>,</li> <li>• vowel pairs <i>ai, ay</i>,</li> <li>• vowel pairs <i>oa</i> and <i>ow</i>,</li> <li>• <i>oo</i> sound (book),</li> <li>• <i>oo</i> sound (moon), <i>ew, ue, ou, u, u_e</i>,</li> <li>• long i (ie, igh),</li> <li>• endings <i>-s, -ed, -ing</i>,</li> <li>• vowel pairs <i>ow, ou</i> (mouse).</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to generate sounds and blend those sounds into words with:</p> <ul style="list-style-type: none"> <li>• long i and long a (CVCe),</li> <li>• long o (CV, CVCe), and long u (CVCe),</li> <li>• final clusters <i>ft, lk, nt</i>,</li> <li>• long e (CV, CVCe),</li> <li>• vowel pairs <i>ee, ea</i>,</li> <li>• vowel pairs <i>ai, ay</i>,</li> <li>• vowel pairs <i>oa</i> and <i>ow</i>,</li> <li>• <i>oo</i> sound (book),</li> <li>• <i>oo</i> sound (moon), <i>ew, ue, ou, u, u_e</i>,</li> <li>• long i (ie, igh),</li> <li>• endings <i>-s, -ed, -ing</i>,</li> <li>• vowel pairs <i>ow, ou</i> (mouse).</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to generate sounds and blend those sounds into some words with:</p> <ul style="list-style-type: none"> <li>• long i and long a (CVCe),</li> <li>• a triple cluster</li> <li>• long o (CV, CVCe), and long u (CVCe),</li> <li>• final clusters <i>ft, lk, nt</i>,</li> <li>• long e (CV, CVCe),</li> <li>• vowel pairs <i>ee, ea</i>,</li> <li>• vowel pairs <i>ai, ay</i>,</li> <li>• vowel pairs <i>oa</i> and <i>ow</i>,</li> <li>• <i>oo</i> sound (book),</li> <li>• <i>oo</i> sound (moon), <i>ew, ue, ou, u, u_e</i>,</li> <li>• long i (ie, igh),</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to generate sounds and blend those sounds into a few words words with:</p> <ul style="list-style-type: none"> <li>• long i and long a (CVCe),</li> <li>• a triple cluster,</li> <li>• long o (CV, CVCe), and long u (CVCe),</li> <li>• final clusters <i>ft, lk, nt</i>,</li> <li>• long e (CV, CVCe),</li> <li>• vowel pairs <i>ee, ea</i>,</li> <li>• vowel pairs <i>ai, ay</i>,</li> <li>• vowel pairs <i>oa</i> and <i>ow</i>,</li> <li>• <i>oo</i> sound (book),</li> <li>• <i>oo</i> sound (moon), <i>ew, ue, ou, u, u_e</i>,</li> <li>• long i (ie, igh),</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to generate sounds and blend those sounds into words with:</p> <ul style="list-style-type: none"> <li>• long i and long a (CVCe),</li> <li>• a triple cluster,</li> <li>• long o (CV, CVCe), and long u (CVCe),</li> <li>• final clusters <i>ft, lk, nt</i>,</li> <li>• long e (CV, CVCe),</li> <li>• vowel pairs <i>ee, ea</i>,</li> <li>• vowel pairs <i>ai, ay</i>,</li> <li>• vowel pairs <i>oa</i> and <i>ow</i>,</li> <li>• <i>oo</i> sound (book),</li> <li>• <i>oo</i> sound (moon), <i>ew, ue, ou, u, u_e</i>,</li> <li>• long i (ie, igh),</li> <li>• endings <i>-s, -ed, -ing</i>,</li> <li>• vowel pairs <i>ow, ou</i> (mouse).</li> </ul>

**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><b>May need more support</b> to blend and read base words with endings <i>-s, -ed, -ing</i>, and with vowel pairs <i>ow, ou</i> (mouse).</p>	<p><b>May be unable</b> to blend and read base words with endings <i>-s, -ed, -ing</i>, and with vowel pairs <i>ow, ou</i> (mouse).</p>	<p>Student <b>may be able</b> to generate sounds from:</p> <ul style="list-style-type: none"><li>• most consonants,</li><li>• consonant clusters or digraphs</li><li>• a few short vowel sounds,</li><li>• a few sounds and letter patterns, and blend them into recognizable words.</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 <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> 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 Word list,</li> <li>• each word on the First Grade High Frequency Word List,</li> <li>• 15-25 new words on the second grade high frequency word list.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> 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>• 75-100 words on First Grade High Frequency Word list.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> 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 Word list,</li> <li>• 50-74 words on First Grade High Frequency Word list.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> 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>• 36-49 words on the First Grade High Frequency Word list.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student may be unable to read fluently (<b>within 3 seconds</b>):</p> <ul style="list-style-type: none"> <li>• a minimum of 25 words on the Kindergarten High Frequency Sight Words list,</li> <li>• a minimum of 35 words on the First Grade High Frequency Word list.</li> </ul>

<b>Read aloud with fluency in a manner that sounds like natural speech.</b>				
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 <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read level HI or above with a fluency rate of 60 WCPM and an accuracy rate of 90-94% or higher,</li> <li>• read aloud with fluency in a manner that sounds like natural speech.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read level HI with a fluency rate of 45 WCPM and an accuracy rate of 90-94%,</li> <li>• read aloud with fluency in a manner that sounds like natural speech.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read level HI with a fluency rate less than 35 WCPM or an accuracy below 89%.</li> </ul> <p>Student may read choppy or have inappropriate phrasing.</p>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• read level EFG with a fluency rate less than 40 WCPM or an accuracy rate below 75%.</li> </ul> <p>Student may be:</p> <ul style="list-style-type: none"> <li>• word by word reading,</li> <li>• sounding out every word.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• read level EFG with an accuracy rate below 75%, or</li> <li>• read level CD with a fluency rate of 30 WCPM and the accuracy rate may be below 90-94%.</li> </ul> <p>Student may be:</p> <ul style="list-style-type: none"> <li>• reading word by word,</li> <li>• sounding out every word.</li> </ul>

## 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 <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read level HI or above,</li> <li>• use context clues, phonics decoding strategies, and reread for clarity to understand meaning of words and sentences in a story.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> 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 context, picture clues, phonics decoding strategies, and reread for clarity to understand meaning of words and sentences in a story.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• use context, picture clues, phonics decoding strategies, and reread for clarity to understand meaning of words and sentences in a story.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student demonstrates <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• use context, picture clues, phonics decoding strategies, and reread for clarity to understand meaning of words and sentences in a story.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• use context, picture clues, phonics decoding strategies, or reread for clarity to understand meaning of words and sentences in a story.</li> </ul>

<b>Retell the main idea of fiction and non-fiction stories.</b>				
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 <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read level HI or above,</li> <li>• retell the main idea of fiction and non-fiction stories.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> 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 <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> 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 <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student demonstrates <b>limited</b> 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 is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• read level EFG,</li> <li>• retell main idea of fiction and non-fiction stories.</li> </ul>

Rubric has not changed – continue to work towards proficiency.

## 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 <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read level HI 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 <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> 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 <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> 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 <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student demonstrates <b>limited</b> 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 aloud.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• read grade level text,</li> <li>• describe the plot, setting and character(s), story sequence during independent reading and read alouds.</li> </ul>

Rubric has not changed – continue to work towards proficiency.