

## Reading

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

<b>Use phonics, syllabication, and word parts when reading.</b>				
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.				
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ).				
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 <b>independently</b> demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read long and short vowel words,</li> <li>• identify closed syllable in 2-syllable words,</li> <li>• independently read and write words with short vowel sounds.</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 most long and short vowel words,</li> <li>• identify most closed syllable in 2-syllable words,</li> <li>• read and write words with short vowel sounds.</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 some long and short vowel words,</li> <li>• identify some closed syllable in 2-syllable words,</li> <li>• read and write some words with short vowel sounds.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• read a few long and short vowel words,</li> <li>• identify a few closed syllable in 2-syllable words,</li> <li>• read and write a few words with short vowel sounds.</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 long and short vowel words,</li> <li>• identify closed syllable in 2-syllable words,</li> <li>• read and write words with short vowel sounds.</li> </ul>

<b>Read fluently and accurately with expression.</b>				
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.				
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 at level KL or above with a fluency rate of 65 CWP or above with an accuracy rate of 95%.</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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level J with a fluency rate of 65 CWP 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 <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 at levels HI with a fluency rate of 65 CWPM and an accuracy rate of 95%.</li> <li>• read at level J with a fluency rate of 65 CWPM and an accuracy rate of 90%.</li> </ul> <p>Student may be unable to consistently read in a manner that sounds like natural speech.</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• read at levels EFG with a fluency rate of 65 CWPM and an accuracy rate of 95%.</li> <li>• read fluently, may be word by word reading</li> </ul> <p>Student may need to sound out most words.</p>	<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 at level EFG with a fluency rate of 65 CWPM and an accuracy rate of 95%.</li> <li>• read fluently, (choppy, word by word reading, few known sight words)</li> </ul> <p>Student may try to sound out every word.</p>

**Demonstrate grade level vocabulary development.**

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.10 Identify simple multiple-meaning words.

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<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>• understand and explain the term "synonym",</li> <li>• identify and explain common synonyms,</li> <li>• replace a word with a synonym,</li> <li>• identify multi-meaning words,</li> <li>• determine the intended meaning of a multiple-meaning word from context,</li> <li>• understand and explain the term "compound word",</li> <li>• identify compound words,</li> <li>• identify the smaller words that make up the compound,</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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• understand the term of synonym,</li> <li>• identify and explain most common synonyms,</li> <li>• replace a word with a common synonym,</li> <li>• identify simple multi-meaning words,</li> <li>• determine the intended meaning of most multiple-meaning words from context,</li> <li>• identify compound words</li> <li>• identify the smaller, words that make up the compound,</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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify and explain some synonyms,</li> <li>• replace a word with a common synonym,</li> <li>• identify some simple multi-meaning words,</li> <li>• determine the intended meaning of a common multiple-meaning word from context,</li> <li>• identify common compound words,</li> <li>• usually identify the smaller words that make up the compound,</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify some synonyms,</li> <li>• replace a word with a common synonym,</li> <li>• identify some simple multi-meaning words,</li> <li>• determine the intended meaning of a common multiple-meaning word from context,</li> <li>• identify some common compound words,</li> <li>• identify the smaller words that make up the compound,</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>• identify a few synonyms,</li> <li>• replace a word with a common synonym,</li> <li>• identify a few simple multi-meaning words,</li> <li>• determine the intended meaning of a common multiple-meaning word from context,</li> <li>• identify a few common compound words,</li> <li>• identify the smaller words that make up the compound,</li> </ul>

**Demonstrate grade level vocabulary development.**

- 1.7 Understand and explain common antonyms and synonyms.  
 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.  
 1.10 Identify simple multiple-meaning words.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>understand that the meaning usually comes from the meaning of the two smaller words,</li> <li>predict the meaning of unknown compounds by using knowledge of the two smaller words,</li> <li>explain the term "antonym",</li> <li>determine the meaning of a word from context, then identify an antonym for that word.</li> </ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>predict the meaning of most unknown compounds by using knowledge of the two smaller words,</li> <li>explain the term "antonym",</li> <li>determine the meaning of a word from context,</li> <li>identify an antonym for most words.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>predict the meaning of a few unknown compounds by using knowledge of the two smaller words,</li> <li>understand the term "antonym",</li> <li>determine the meaning of some words from context,</li> <li>identify a common antonym for some words.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>understand the term "antonym",</li> <li>determine the meaning of some words from context,</li> <li>identify a common antonym for a few words.</li> </ul>	<p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>understand the term "antonym",</li> <li>determine the meaning of words from context,</li> <li>identify a common antonym for a few words.</li> </ul>

## Reading Comprehension

<b>Read and comprehend grade level materials.</b>				
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i> ).				
2.5 Restate facts and details in the text to clarify and organize ideas.				
2.6 Recognize cause-and-effect relationships in a text.				
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<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 at level K or above</li> <li>• ask clarifying questions about essential elements from text</li> <li>• restate facts and details in text to clarify and organize ideas</li> <li>• identify cause and effect relationship in text</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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level J</li> <li>• ask most clarifying questions about essential elements from text</li> <li>• restate most facts and details in text to clarify and organize ideas</li> <li>• identify cause and effect relationship in text</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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at levels H-I</li> <li>• ask some questions to clarify text</li> <li>• restate some facts and details from text</li> <li>• identify cause and effect relationship in text</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• read at levels E, F, G</li> <li>• ask a few questions to clarify text</li> <li>• restate some facts and details from text</li> <li>• identify cause and effect relationship in text</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:</p> <ul style="list-style-type: none"> <li>• read at level E</li> <li>• ask questions to clarify text</li> <li>• restate facts and details from text</li> <li>• identify cause and effect relationship in text</li> </ul>

## Literary Response and Analysis

<b>Compare and contrast story elements.</b>				
3.1 Compare and contrast plots, settings, and characters presented by different authors.				
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<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 at level K or above</li> <li>• compare and contrast plots, settings, and characters presented by different authors</li> <li>• compare and contrast elements within fiction and non-fiction text</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 regularly demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at level J</li> <li>• compare and contrast most plots, settings, and characters presented by different authors</li> <li>• compare and contrast elements within fiction and non-fiction text</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 demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• read at levels H-I</li> <li>• compare and contrast some story elements presented by different authors</li> <li>• compare and contrast some story elements within fiction and non-fiction text</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 may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• read at levels E, F, G</li> <li>• compare and contrast a few story elements presented by different authors</li> <li>• compare and contrast a few story elements within fiction and non-fiction text</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:</p> <ul style="list-style-type: none"> <li>• to read at level E</li> <li>• compare and contrast some story elements presented by different authors</li> <li>• compare and contrast some story elements within fiction and non-fiction text</li> </ul>