

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Use phonics, syllabication, and word parts when reading.					Page 1 of 2
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 exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student independently demonstrates the ability to read and write words with:</p> <ul style="list-style-type: none"> • final and medial double consonants, • consonant digraphs, • <i>-er</i> and <i>-est</i> endings, • the vowel pairs <i>ai</i> and <i>ay</i>, • <i>ow</i> and <i>ou</i>, • compound words, • <i>-ly</i> and <i>-ful</i> endings, • <i>ee</i> and <i>ea</i>. <p>Student is able to read and write most words that end in <i>-tion</i> and <i>-ture</i>.</p>	<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 most words with:</p> <ul style="list-style-type: none"> • final and medial double consonants, • consonant digraphs, • <i>-er</i> and <i>-est</i> endings, • the vowel pairs <i>ai</i> and <i>ay</i>, • <i>ow</i> and <i>ou</i>, • compound words, • <i>-ly</i> and <i>-ful</i> endings, • <i>ee</i> and <i>ea</i>. <p>Student is able to decode most words that end in <i>-tion</i> and <i>-ture</i>.</p>	<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 some words with:</p> <ul style="list-style-type: none"> • final and medial double consonants, • consonant digraphs, • <i>-er</i> and <i>-est</i> endings, • the vowel pairs <i>ai</i> and <i>ay</i>, • <i>ow</i> and <i>ou</i>, • compound words, • <i>-ly</i> and <i>-ful</i> endings, • <i>ee</i> and <i>ea</i>. <p>Student is able to decode some words that end in <i>-tion</i> and <i>-ture</i>.</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 often demonstrates limited ability to read words with:</p> <ul style="list-style-type: none"> • final and medial double consonants, • consonant digraphs, • <i>-er</i> and <i>-est</i> endings, • the vowel pairs <i>ai</i> and <i>ay</i>, • <i>ow</i> and <i>ou</i>, • compound words, • <i>-ly</i> and <i>-ful</i> endings, • <i>ee</i> and <i>ea</i>. <p>Student is able to decode some words that end in <i>-tion</i> and <i>-ture</i>.</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 read words with:</p> <ul style="list-style-type: none"> • final and medial double consonants, • consonant digraphs, • <i>-er</i> and <i>-est</i> endings, • the vowel pairs <i>ai</i> and <i>ay</i>, • <i>ow</i> and <i>ou</i>, • compound words, • <i>-ly</i> and <i>-ful</i> endings, • <i>ee</i> and <i>ea</i>. <p>Student is unable to decode most words that end in <i>-tion</i> and <i>-ture</i>.</p>	

Use phonics, syllabication, and word parts when reading.

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 demonstrates the ability to identify and use:</p> <ul style="list-style-type: none"> the endings <i>-er</i> and <i>-est</i>, spelling changes to some base words when <i>-er</i> and <i>-est</i> are added, the two words that make up a compound word, the suffixes <i>-ly</i> and <i>-ful</i>. 	<p>Student demonstrates the ability to identify:</p> <ul style="list-style-type: none"> the endings <i>-er</i> and <i>-est</i>, spelling changes to some base words when <i>-er</i> and <i>-est</i> are added, the two words that make up a compound word, the suffixes <i>-ly</i> and <i>-ful</i>. 	<p>With direct instruction and teacher support, student demonstrates the ability to identify:</p> <ul style="list-style-type: none"> some words with the endings <i>-er</i> and <i>-est</i>, some spelling changes to some base words when <i>-er</i> and <i>-est</i> are added, some of the two words that make up a compound word, some suffixes <i>-ly</i> and <i>-ful</i>. 	<p>With direct instruction and teacher support, student demonstrates limited ability to identify:</p> <ul style="list-style-type: none"> words with the endings <i>-er</i> and <i>-est</i>, spelling changes to some base words when <i>-er</i> and <i>-est</i> are added, the two words that make up a compound word, suffixes <i>-ly</i> and <i>-ful</i>. 	<p>With direct instruction and teacher support, student may be unable to identify:</p> <ul style="list-style-type: none"> words with the endings <i>-er</i> and <i>-est</i>, spelling changes to some base words when <i>-er</i> and <i>-est</i> are added, the two words that make up a compound word, suffixes <i>-ly</i> and <i>-ful</i>.

Read fluently and accurately with expression.				
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 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 KL or above with a fluency rate of 70 CWPM above and an accuracy rate of 90-94%, or • read at level J with a fluency rate of 78 WCPM and an accuracy rate of 90-94%, • 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 level J with a fluency rate of 70 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 level J with a fluency rate less than 70 WCPM or an accuracy rate below 89%, • read at level HI with a fluency rate of 70 WCPM and an accuracy rate of 90-94%. <p>Student may be unable to consistently read in a manner that sounds like natural speech.</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 fluently, may be word by word reading, • read at levels HI with a fluency rate less than 70 WCPM and an accuracy rate below 75%, • read at levels EFG with a fluency rate of 70 WCPM and an accuracy rate of 90-94%. <p>Student may need to sound out most words.</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"> • read fluently (choppy, word by word reading, few known sight words), • read at levels EFG with a fluency rate of 70 WCPM and an accuracy rate of 75%. <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.

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"> • understand and use synonyms, • identify and determine meaning of multi-meaning words, • identify and use compound words, • predict the meaning of unknown compounds by using knowledge of the two smaller words, • determine the meaning of a word from context, • understand and use antonyms. 	<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"> • identify and use most common synonyms, • identify and determine meaning of simple multi-meaning words, • identify compound words, • predict the meaning of most unknown compounds by using knowledge of the two smaller words, • determine the meaning of a word from context, • identify an antonym for most 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify and use some common synonyms, • identify simple multi-meaning words, • determine the intended meaning of some multiple-meaning words from context, • identify compound words, • predict the meaning of most unknown compounds by using knowledge of the two smaller words, • determine the meaning of a word from context, • identify an antonym for most words. 	<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"> • identify and use synonyms, • identify simple multi-meaning words, • determine the intended meaning of a common multiple-meaning word from context, • identify and predict meaning of a few common compound words, • identify and use a few antonyms, • determine the meaning of words from context. 	<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"> • identify and/or use synonyms, • determine the intended meaning of a common multiple-meaning word from context, • identify most common compound words or the parts, • determine the meaning of words from context. <p>Student may be able to identify an antonym, but may be unable to identify a common antonym for some words.</p>

Reading Comprehension

Read and comprehend grade level materials.

2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).

2.5 Restate facts and details in the text to clarify and organize ideas.

2.6 Recognize cause-and-effect relationships in a text.

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"> • ask clarifying questions about essential elements from text, • restate facts and details in text to clarify and organize ideas, • identify and differentiate between fact and opinion, • identify similarities and differences in text in order to categorize and classify information, • make judgments about the characters, setting, and events 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"> • ask some clarifying questions about essential elements from text, • restate most facts and details in text to clarify and organize ideas, • recognize difference between fact and opinion, • categorize and classify information from text, • make judgments about the setting of 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"> • ask a few questions to clarify text, • restate a few facts and details from text to clarify meaning, • recognize difference between fact and opinion, • categorize and classify some information from text, • make some judgments about the setting of a story, 	<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"> • ask questions to clarify text, • restate some facts and details from text to clarify meaning, • recognize difference between fact and opinion, • categorize and classify some information from text, • make judgments about the setting of 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"> • ask questions to clarify text, • restate facts and details from text to clarify meaning, • recognize difference between fact and opinion, • categorize and classify some information from text, • make judgments about the setting of a story, • use clues from the story to make reasonable inferences about characters,

Read and comprehend grade level materials.

- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.

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"> identify and evaluate a character's attempts to solve problems, use clues from the story to make reasonable inferences about characters and events. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> identify main idea and supporting details identify problem and solutions in text, use clues from the story to make reasonable inferences about characters. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> identify main idea and a few supporting details, identify problem and some solutions in text. <p>Student may be unable to use clues from the story to make reasonable inferences about characters.</p>	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> identify main idea and some supporting details, identify problem and some solutions in text. <p>Student may be unable to use clues from the story to make reasonable inferences about characters.</p>	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> identify main idea and some supporting details, identify problem and some solutions in text.

Literary Response and Analysis

Compare and contrast story elements.				
3.1 Compare and contrast plots, settings, and characters presented by different authors.				
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"> compare and contrast plots, settings, and characters presented by different authors, compare and contrast elements within fiction and non-fiction text. 	<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"> compare and contrast most plots, settings, and characters presented by different authors, compare and contrast elements within fiction and non-fiction text. 	<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"> compare and contrast some story elements presented by different authors, compare and contrast some story elements within fiction and non-fiction text. 	<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"> compare and contrast some story elements presented by different authors, compare and contrast some story elements within fiction and non-fiction text. 	<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"> compare and contrast story elements presented by different authors, compare and contrast story elements within fiction and non-fiction text.