

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Use phonics, syllabication, and word parts when reading.				
2.4 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.				
2.5 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 words with:</p> <ul style="list-style-type: none"> • -tion and -ture endings, • vowel +r sounds (ar, or, ore), • <i>nd, nt, mp, ng, nk</i> spellings, • -s, -es, -ies endings, • long o (oa, ow), • -er ending in two-syllable words, • -le ending in two-syllable words. • end with <i>y</i> (long e sound), • the prefix <i>un-</i>, • -ed, -ing endings, • doubled final consonant and an -ed or -ing ending. 	<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"> • -tion and -ture endings, • vowel +r sounds (ar, or, ore), • <i>nd, nt, mp, ng, nk</i> spellings, • -s, -es, -ies endings, • long o (oa, ow), • -er ending in two-syllable words, • -le ending in two-syllable 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 read some words with:</p> <ul style="list-style-type: none"> • -tion and -ture endings, • vowel +r sounds (ar, or, ore), • <i>nd, nt, mp, ng, nk</i> spellings, • -s, -es, -ies endings, • long o (oa, ow), • -er ending in two-syllable words, • -le ending in two-syllable 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 often demonstrates limited ability to read words with:</p> <ul style="list-style-type: none"> • -er and -est endings • the vowel pairs <i>ai</i> and <i>ay</i> • <i>ow</i> and <i>ou</i> • compound words • -ly and -ful endings • <i>ee</i> and <i>ea</i> • -tion and -ture endings, • vowel +r sounds (ar, or, ore), • <i>nd, nt, mp, ng, nk</i> spellings, • -s, -es, -ies endings, • long o (oa, ow), • -er ending in two-syllable words, • -le ending in two-syllable words. 	<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"> • -er and -est endings • the vowel pairs <i>ai</i> and <i>ay</i> • <i>ow</i> and <i>ou</i> • compound words • -ly and -ful endings • <i>ee</i> and <i>ea</i> • -tion and -ture endings, • vowel +r sounds (ar, or, ore), • <i>nd, nt, mp, ng, nk</i> spellings, • -s, -es, -ies endings, • long o (oa, ow), • -er ending in two-syllable words, • -le ending in two-syllable words.

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 independently demonstrates the ability to read words with:</p> <ul style="list-style-type: none"> • read at levels MN or above with a fluency rate of 80 WCPM and an accuracy rate of 90-94%, or • read at levels KL with a fluency rate of 94 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 read most words with:</p> <ul style="list-style-type: none"> • read at level KL 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 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"> • read at levels KL with a fluency rate less than 60 WCPM or an accuracy rate below 89%, • read at level J with a fluency rate of 78 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 often demonstrates limited ability to read words with:</p> <ul style="list-style-type: none"> • read fluently, may be word by word reading, • read at levels J with a fluency rate less than 78 WCPM and an accuracy rate below 75%, • read at levels HI with a fluency rate of 78 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 read words with:</p> <ul style="list-style-type: none"> • read fluently, (choppy, word by word reading, few known sight words), • read at levels HI with a fluency rate of 70 WCPM and an accuracy rate of 89%, or • read at levels EFG with a fluency rate of 78 WCPM and an accuracy rate below 89% . <p>Student may try to sound out every word.</p>

Demonstrate grade level vocabulary development.

- 1.7 Understand and explain common antonyms and synonyms.
 1.1 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 independently demonstrates the ability to read words with:</p> <ul style="list-style-type: none"> • understand, identify, and use synonyms, • understand and use a thesaurus to find more exact synonyms, • use context to identify and determine meaning of multi-meaning words, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning word, • determine the meaning of a word from context, • identify words that sound alike but have different spellings and meanings. 	<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"> • identify and use most common synonyms, • use a thesaurus to find more exact synonyms, • use context to identify and determine meaning of simple multi-meaning words, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning word, • determine the meaning of a word from context. 	<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"> • identify and use most common synonyms, • use a thesaurus to find more exact synonyms, • use context to identify and determine meaning of simple multi-meaning words, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning word, • determine the meaning of a word from context. 	<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"> • identify and use most common synonyms, • use a thesaurus to find synonyms, • use context to identify and determine meaning of simple multi-meaning words, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning word, • determine the meaning of a word 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 read words with:</p> <ul style="list-style-type: none"> • identify and use most common synonyms, • use a thesaurus to find synonyms, • use context to identify and determine meaning of simple multi-meaning words, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning word, • determine the meaning of a word from context.

Reading Comprehension

Read and comprehend grade level materials.					Page 1 of 2
1.1 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>). 1.2 Restate facts and details in the text to clarify and organize ideas. 1.3 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 independently demonstrates the ability to read words with:</p> <ul style="list-style-type: none"> • read at levels MN or above, • use illustrations and text to draw conclusions, • give information from the story and illustrations to support conclusions, • use photos, captions, and text to identify and retell the main idea and supporting details, • ask interesting questions about the important information learned from the 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 read most words with:</p> <ul style="list-style-type: none"> • read at levels KL, • use illustrations and text to draw conclusions, • give information from the story and illustrations to support conclusions, • use photos, captions, and text to identify and retell the main idea and supporting details, • ask questions about the important information learned from the 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 read some words with:</p> <ul style="list-style-type: none"> • read at levels KL, • use illustrations and text to draw conclusions, • give some information from the story and illustrations to support conclusions, • use photos, captions, and text to identify and retell the main idea and supporting details, • ask questions about the important information learned from the 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 often demonstrates limited ability to read words with:</p> <ul style="list-style-type: none"> • read at level J, • use illustrations and text to draw conclusions, • give information from the story and illustrations to support conclusions, • use photos, captions, and text to identify and retell the main idea and supporting details, 	<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"> • to read at levels HI, • use illustrations and text to draw conclusions, • give information from the story and from the illustrations to support conclusions, • use photos, captions, and text to identify and retell the main idea and supporting details, 	

Read and comprehend grade level materials.

- 1.1 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).
- 1.2 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 explain cause-and-effect relationships from the text, • use clues from the story to make reasonable inferences about characters and events, • use examples from the selection to support a generalization, • use order words to discuss the steps in a recipe. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify cause-and-effect relationships from the text, • use clues from the story to make reasonable inferences about characters, • use examples from the selection to support a generalization, • use order words to discuss the steps in a recipe. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • identify some cause-and-effect relationships from the text, • use clues from the story to make reasonable inferences about characters, • use examples from the selection to support a generalization, • use order words to discuss the steps in a recipe. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • identify some cause-and-effect relationships from the text, • use examples from the selection to support a generalization, • use order words to discuss the steps in a recipe. <p>Student may ask questions from the text, but may need more support identifying the important information from text.</p> <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 some cause-and-effect relationships from the text, • use examples from the selection to support a generalization, • use order words to discuss the steps in a recipe, • use clues from the story to make reasonable inferences about characters. <p>Student may ask questions from the text, but may need more support identifying the important information from text.</p>

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 independently demonstrates the ability to read words with:</p> <ul style="list-style-type: none"> • read at levels MN or above, • 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 read most words with:</p> <ul style="list-style-type: none"> • read at levels KL, • 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 read some words with:</p> <ul style="list-style-type: none"> • read at levels KL, • 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 often demonstrates limited ability to read words with:</p> <ul style="list-style-type: none"> • read at level J, • 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 read words with:</p> <ul style="list-style-type: none"> • to read at levels HI, • compare and contrast story elements presented by different authors, • compare and contrast story elements within fiction and non-fiction text.

Reading levels are the only changes to this rubric – continue to work towards proficiency.