

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:</p> <ul style="list-style-type: none"> • two- syllable words ending in <i>-er</i>, and <i>-le</i>, • longer words that end with <i>y</i> (long <i>e</i> sound), • words with the prefix <i>un-</i>, • words with a doubled final consonant and an <i>-ed</i> or <i>-ing</i> ending, • words with silent consonants <i>gh</i>, <i>k(n)</i>, <i>b</i>, • read words with vowel pairs <i>oo</i>, <i>ew</i>, <i>ue</i>, and <i>ou</i>, • words with long <i>i</i> spelled <i>igh</i> and <i>ie</i>, 	<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:</p> <ul style="list-style-type: none"> • two- syllable words ending in <i>-er</i>, and <i>-le</i>, • longer words that end with <i>y</i> (long <i>e</i> sound), • words with the prefix <i>un-</i>, • words with a doubled final consonant and an <i>-ed</i> or <i>-ing</i> ending, • words with silent consonants <i>gh</i>, <i>k(n)</i>, <i>b</i>, • read words with vowel pairs <i>oo</i>, <i>ew</i>, <i>ue</i>, and <i>ou</i>, • words with long <i>i</i> spelled <i>igh</i> and <i>ie</i>, 	<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:</p> <ul style="list-style-type: none"> • two- syllable words ending in <i>-er</i>, and <i>-le</i>, • longer words that end with <i>y</i> (long <i>e</i> sound), • words with the prefix <i>un-</i>, • words with a doubled final consonant and an <i>-ed</i> or <i>-ing</i> ending, • words with silent consonants <i>gh</i>, <i>k(n)</i>, <i>b</i>, • words with vowel pairs <i>oo</i>, <i>ew</i>, <i>ue</i>, and <i>ou</i>, • words with long <i>i</i> spelled <i>igh</i> and <i>ie</i>, 	<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:</p> <ul style="list-style-type: none"> • two- syllable words ending in <i>-er</i>, and <i>-le</i>, • longer words that end with <i>y</i> (long <i>e</i> sound), • words with the prefix <i>un-</i>, • words with a doubled final consonant and an <i>-ed</i> or <i>-ing</i> ending, • words with silent consonants <i>gh</i>, <i>k(n)</i>, <i>b</i>, • words with vowel pairs <i>oo</i>, <i>ew</i>, <i>ue</i>, and <i>ou</i>, • words with long <i>i</i> spelled <i>igh</i> and <i>ie</i>, 	<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:</p> <ul style="list-style-type: none"> • two- syllable words ending in <i>-er</i>, and <i>-le</i>, • most longer words that end with <i>y</i> (long <i>e</i> sound), • most words with the prefix <i>un-</i>, • most words with a doubled final consonant and an <i>-ed</i> or <i>-ing</i> ending, • words with silent consonants <i>gh</i>, <i>k(n)</i>, <i>b</i>, • most words with vowel pairs <i>oo</i>, <i>ew</i>, <i>ue</i>, and <i>ou</i>, • most words with long <i>i</i> spelled <i>igh</i> and <i>ie</i>, 	

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 = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student independently demonstrates the ability to read:</p> <ul style="list-style-type: none"> words that drop the final <i>e</i> when <i>-ed</i> and <i>-ing</i> is added. <p>Student is able to identify and read contractions.</p>	<p>Student demonstrates the ability to read most:</p> <ul style="list-style-type: none"> words that drop the final <i>e</i> when <i>-ed</i> and <i>-ing</i> is added. <p>Student is able to identify and read most common contractions.</p>	<p>With direct instruction and teacher support, student often demonstrates the ability to read some:</p> <ul style="list-style-type: none"> read words that drop the final <i>e</i> when <i>-ed</i> and <i>-ing</i> is added. <p>Student is able to identify and read some common contractions.</p>	<p>With direct instruction and teacher support, student often demonstrates limited ability to read:</p> <ul style="list-style-type: none"> words that drop the final <i>e</i> when <i>-ed</i> and <i>-ing</i> is added. <p>Student may be able to read a few common contractions.</p>	<p>With direct instruction and teacher support, student may be unable to read:</p> <ul style="list-style-type: none"> words that drop the final <i>e</i> when <i>-ed</i> and <i>-ing</i> is added. <p>Student may be able to read a few common contractions.</p>

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:</p> <ul style="list-style-type: none"> • read at level MN or above with a fluency rate of 86 WCPM and an accuracy rate of 90-94% or • read at level KL with a fluency rate of 124 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 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 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 KL with a fluency rate of 65 WCPM or accuracy rate may be below 89%. <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:</p> <ul style="list-style-type: none"> • read fluently, may be word by word reading, • read at level KL with a fluency rate of 60 WCPM or an accuracy rate 75% or lower. <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:</p> <ul style="list-style-type: none"> • read fluently, (choppy, word by word reading, few known sight words) • read at level KL with a fluency rate of 60 WCPM. <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 independently demonstrates the ability to:</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:</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:</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:</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:</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.

Rubric has not changed – continue to work towards proficiency.

Reading Comprehension

Read and comprehend grade level materials.					Page 1 of 2
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.					
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:</p> <ul style="list-style-type: none"> • 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, • use examples from the selection to support a generalization, 	<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"> • 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, • use examples from the selection to support a generalization, 	<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"> • 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, 	<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:</p> <ul style="list-style-type: none"> • use illustrations and 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:</p> <ul style="list-style-type: none"> • 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, 	

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.

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<p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> ask interesting questions about the important information learned from the text, identify and explain cause-and-effect relationships from the text, form an opinion about a character's behavior, note important details about a character, identify sequence of events, identify a problem and ideas for a solution. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> ask questions about the important information learned from the text, identify cause-and-effect relationships from the text, form an opinion about a character's behavior, note important details about a character, identify sequence of events, identify a problem and ideas for a solution. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> ask questions about the important information learned from the text, identify some cause-and-effect relationships from the text, form an opinion about a character's behavior, note some important details about a character, identify sequence of events, identify a problem and a few ideas for a solution. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> ask a few questions about the information learned from the text, identify some cause-and-effect relationships from the text, form an opinion about a character's behavior, note some details about a character, identify sequence of events, identify a problem and a few ideas for a solution. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> ask questions about the information learned from the text, identify cause-and-effect relationships from the text, identify sequence of events, identify a problem and ideas for a solution. <p>Student may be able to form an opinion about a character based on their behavior.</p> <p>Student may be able to note a few details about a character.</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:</p> <ul style="list-style-type: none"> • read at level 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:</p> <ul style="list-style-type: none"> • read grade level text, • 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"> • read grade level text, • 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:</p> <ul style="list-style-type: none"> • read grade level text, • 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"> • read grade level text, • compare and contrast story elements presented by different authors, • compare and contrast story elements within fiction and non-fiction text.

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