

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Use a variety of strategies to decode words and determine meaning.					Page 1 of 2
1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.					
1.2 Decode regular multisyllabic words.					
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.					
1.8 Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of 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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • base words, • syllabication, including compound words and contractions, • inflected endings, • short vowels, • long vowel and long vowel patterns, • word families, • various vowel/consonant patterns, 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates an adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to decode longer words using knowledge of:</p> <ul style="list-style-type: none"> • base word, • syllabication, including compound words and contractions, • inflected endings, • short vowels, • long vowel and long vowel patterns, • word families, • various vowel/consonant patterns, 	<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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • most base words, • most syllabication rules, including compound words and contractions, • most inflected endings, • short vowels, • most long vowel and long vowel patterns, • most word families, 	<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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • some base words, • most compound words and contractions, • a few rules of syllabications, • some inflected endings, • most short vowels, • some long vowel and long vowel patterns, • some word families, 	<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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • a few base words, • some compound words and contractions, • syllabication, • a few inflected ending, • some short vowels, • a few long vowel and long vowel patterns, • a few word families, • vowel/consonant patterns, 	

Use a variety of strategies to decode words and determine meaning.

- 1.1 Know and use complex word families when reading (e.g., *-ight*) to decode unfamiliar words.
- 1.2 Decode regular multisyllabic words.
- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- 1.8 Use knowledge of prefixes (e.g., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) to determine the meaning of words.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student consistently demonstrates the ability to decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • multiple meanings from context, • homophones from context, • suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, and <i>-ly</i>, • prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i> and <i>non-</i>. 	<p>Student demonstrates the ability to decode longer words using knowledge of:</p> <ul style="list-style-type: none"> • multiple meanings from context, • homophones from context, • most suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, and <i>-ly</i>, • most prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, and <i>non-</i>. 	<p>With direct instruction and teacher support, student often demonstrates the ability to decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • some various vowel/consonant patterns, • some multiple meanings from context, • most homophones from context some suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, and <i>-ly</i>, • some prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, and <i>non-</i>. 	<p>With direct instruction and teacher support, student often demonstrates limited ability to decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • some vowel/consonant patterns, • some multiple meanings from context, • some homophones from context a few suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, and <i>-ly</i>, • a few prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, and <i>non-</i>. 	<p>With direct instruction and teacher support, student may be unable to decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • multiple meanings from context, • a few homophones from context, • suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, and <i>-ly</i>, • prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, and <i>non-</i>.

Demonstrate knowledge of grade level vocabulary.

1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*).

1.6 Use sentence and word context to find the meaning of unknown 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"> • use context and phonics decoding strategies and reread for clarity to understand meaning of words and sentence in a story, • use the dictionary to clarify the meanings of words, • use knowledge of a topic word to explain the relationship and it's meaning (ie: word web), • use a thesaurus to find the meaning of an unknown word. 	<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 context and phonics decoding strategies and reread for clarity to understand meaning of words and sentence in a story, • use the dictionary to clarify the meanings of words, • use knowledge of a topic word to explain the relationship and it's meaning (ie: word web), • use a thesaurus to find the meaning of an unknown word. 	<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 context, phonics decoding strategies and rereading for clarity to understand meaning of words and sentence in a story, • use the dictionary to clarify the meanings of words, • use knowledge of a topic word to explain the relationship and it's meaning (ie: word web), • use a thesaurus to find the meaning of an unknown word. 	<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"> • use context, phonics decoding strategies and reread for clarity to understand meaning of words and sentence in a story, • use the dictionary to clarify the meanings of words, • use knowledge of a topic word to explain the relationship and it's meaning (ie: word web), • use a thesaurus to find the meaning of an unknown word. 	<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 context, phonics decoding strategies and reread for clarity to understand meaning of words and sentence in a story, • use the dictionary to clarify the meanings of words, • use knowledge of a topic word to explain the relationship and it's meaning (ie: word web), • use a thesaurus to find the meaning of an unknown word.

Read aloud fluently and accurately with expression.				
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, 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 OP or above with a fluency rate of 93 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 MN with a fluency rate of 90 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 demonstrates the ability to:</p> <ul style="list-style-type: none"> • read at level MN with a fluency rate less than 90 WCPM and/or an accuracy rate below 89%, • read aloud with fluency in a manner that sounds like natural speech. 	<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 at level KL with a fluency rate less than 90 WCPM and/or an accuracy rate below 75%, or • read at level J with a fluency rate of 90 WCPM and an accuracy rate of 90-94%, • read aloud with fluency in a manner that sounds like natural speech. 	<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 at level KL with a fluency rate of 70 WCPM and an accuracy rate of 75%, • read aloud with fluency in a manner that sounds like natural speech

Reading Comprehension

Demonstrate comprehension of grade level materials using a variety of strategies.				
2.2 Ask questions and support answers by connecting prior knowledge with information found and inferred from the text				
2.3 Demonstrate comprehension by identify the answers in the text				
2.6 Extract appropriate and significant information from the text, including problems and solutions				
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"> • infer about a character's feelings/behavior, • identify story characters and settings, • identify cause and effect relationships in a story, • identify the three main components that make up story structure: characters, setting, and plot, • draw conclusions from story details. 	<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 life experiences to infer about a character's feelings/behavior, • identify story characters and settings, • identify cause and effect relationships in a story, • identify the three main components that make up story structure: characters, setting, and plot, • draw conclusions from story details. 	<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 life experiences to infer about a character's feelings/behavior, • identify story characters and settings, • identify cause and effect relationships in a story, • identify the three main components that make up story structure: characters, setting, and plot, • draw conclusions from story 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 may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • use life experiences to infer about a character's feelings/behavior, • identify story characters and settings, • identify cause and effect relationships in a story, • identify the three main components that make up story structure: characters, setting, and plot, • draw conclusions from story 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 life experiences to infer about a character's feelings/behavior, • identify story characters and settings, • identify cause and effect relationships in a story, • identify the three main components that make up story structure: characters, setting, and plot, • draw conclusions from story details.

Distinguish main idea and supporting details in text.

2.5 Distinguish main idea and supporting details in expository 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"> • identify the overall topic of a selection, • identify the main ideas or most important information about a topic, • identify the details that support each main idea. 	<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 the overall topic of a selection, • identify the main ideas or most important information about a topic, • identify the details that support each main idea. 	<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 the overall topic of a selection, • identify the main ideas or most important information about a topic, • identify the details that support each main idea. 	<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 the overall topic of a selection, • identify the main ideas or most important information about a topic, • identify the details that support each main idea. 	<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 the overall topic of a selection, • identify the main ideas or most important information about a topic, • identify the details that support each main idea.

Predict and retell major points of text.				
2.4 Recall major points in the text and make and modify predictions about forthcoming information.				
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"> sequence major events in correct order, use personal knowledge to predict what will happen in a story as well as modify their predictions. 	<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"> sequence major events in correct order, use personal knowledge to predict what will happen in a story as well as modify their predictions. 	<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"> sequence major events in correct order, use personal knowledge to predict what will happen in a story as well as modify their predictions. 	<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"> sequence major events in correct order, use personal knowledge to predict what will happen in a story as well as modify their predictions. 	<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"> sequence major events in correct order, use personal knowledge to predict what will happen in a story as well as modify their predictions.

Literary Response and Analysis

Read and respond to a variety of literature				
3.1 Distinguish common forms of literature				
3.2 Comprehend basic plots of fairy tale, myths, folk tales, legends, and fables from around the world				
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"> identify the elements/features of different genres in a selection, identify the details of plot, setting, and characters in different genres. 	<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 the elements/features of different genres in a selection, identify the details of plot, setting, and characters in different genres. 	<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 most of the elements/features of different genres in a selection, identify most of the details of plot, setting, and characters in different genres. 	<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 a few of the elements/features of different genres in a selection, identify a few of the details of plot, setting, and characters in different genres. 	<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 the elements/features of different genres in a selection identify the details of plot, setting, and characters in different genres.

Determine the theme and or author's message in text

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them

3.4 Determine the underlying theme or author's message in fiction and non-fiction

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"> • identify a story character's traits and point of view based on information from the text and illustrations, • use story details to identify the author's viewpoint. 	<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 a story character's traits and point of view based on information from the text and illustrations, • use story details to identify the author's viewpoint. 	<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 a story character's traits and point of view based on information from the text and illustrations, • use story details to identify the author's viewpoint. 	<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 a story character's traits and point of view based on information from the text and illustrations, • use story details to identify the author's viewpoint. 	<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 a story character's traits and point of view based on information from the text and illustrations, • use story details to identify the author's viewpoint.