

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 rules, including compound words and contractions, • various vowel/consonant patterns, • multiple meanings from context, • homophones from context, • changing final <i>y</i> to <i>i</i>, • consonant clusters, • vowel +r sound in hair, 	<p>Student regularly demonstrates proficient performance of grade level standards and produces work that demonstrates 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 words, • syllabication rules, including compound words and contractions, • various vowel/consonant patterns, • multiple meanings from context, • homophones from context, • changing final <i>y</i> to <i>i</i>, • consonant clusters, • vowel +r sound in hair, 	<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 various vowel/consonant patterns, • most multiple meanings from context, • most homophones 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 may demonstrate limited ability to decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • some base words, • some syllabication rules, including compound words and contractions, • some various vowel/consonant patterns, • multiple meanings from context, • some homophones 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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • a few base words, • syllabication rules, including compound words and contractions, • various vowel/consonant patterns, • multiple meanings from context, • a few homophones from context, • changing final <i>y</i> to <i>i</i>, • consonant clusters, 	
Word Analysis, Fluency, and Systematic Vocabulary Development - Third Grade, Third Quarter <i>continued on the next page</i>					

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"> • suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, <i>-ly</i>, <i>ed</i>, <i>-ing</i>, <i>-less</i>, <i>-ness</i>, • prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, <i>pre-</i>, <i>re-</i>, and <i>non-</i>, • consonant digraphs: <i>ch</i>, <i>sh</i>, <i>th</i>, <i>tch</i>, <i>wh</i>, <i>wr</i>, • vowel sounds in <i>tooth/cook</i>, • vowel sound in <i>bought</i>, • VCCV patterns, • possessives. 	<p>Student demonstrates the ability to decode longer words using knowledge of:</p> <ul style="list-style-type: none"> • most suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, <i>-ly</i>, <i>ed</i>, <i>-ing</i>, <i>-less</i>, <i>-ness</i>, • most prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, <i>pre-</i>, <i>re-</i>, and <i>non-</i>, • consonant digraphs: <i>ch</i>, <i>sh</i>, <i>th</i>, <i>tch</i>, <i>wh</i>, <i>wr</i>, • vowel sounds in <i>tooth/cook</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"> • changing final <i>y</i> to <i>i</i>, • most consonant clusters, • vowel +r sound in <i>hair</i>, • some suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, <i>-ly</i>, <i>ed</i>, <i>-ing</i>, <i>-less</i>, <i>-ness</i>, • some prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, <i>pre-</i>, <i>re-</i>, and <i>non-</i>, • most consonant digraphs: <i>ch</i>, <i>sh</i>, <i>th</i>, <i>tch</i>, <i>wh</i>, <i>wr</i>, • vowel sounds in <i>tooth/cook</i>. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • changing final <i>y</i> to <i>i</i>, • consonant clusters, • some vowel +r sound in <i>hair</i>, • a few suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, <i>-ly</i>, <i>ed</i>, <i>-ing</i>, <i>-less</i>, <i>-ness</i>, • a few prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, <i>pre-</i>, <i>re-</i>, and <i>non-</i>, • some consonant digraphs: <i>ch</i>, <i>sh</i>, <i>th</i>, <i>tch</i>, <i>wh</i>, <i>wr</i>, • vowel sounds in <i>tooth/cook</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"> • vowel +r sound in <i>hair</i>, • suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, <i>-ly</i>, <i>ed</i>, <i>-ing</i>, <i>-less</i>, <i>-ness</i>, • prefixes: <i>un-</i>, <i>bi-</i>, <i>dis-</i>, <i>mis-</i>, <i>pre-</i>, <i>re-</i>, and <i>non-</i>, • some consonant digraphs: <i>ch</i>, <i>sh</i>, <i>th</i>, <i>tch</i>, <i>wh</i>, <i>wr</i>, • vowel sounds in <i>tooth/cook</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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • use the dictionary to clarify the meaning of most words, • use sentence context to find the correct dictionary definition of a word, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning word, 	<p>Student regularly demonstrates proficient performance of grade level standards and produces work that demonstrates 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"> • use the dictionary to clarify the meaning of most words, • use sentence context to find the correct dictionary definition of a word, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning 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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • use the dictionary to clarify the meaning of some words, • use sentence context to find the correct dictionary definition of a word, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning 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 demonstrates limited ability to decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • use the dictionary to clarify the meaning of some words, • use sentence context to find the correct dictionary definition of a word, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning 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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • use the dictionary to clarify the meaning of some words, • use sentence context to find the correct dictionary definition of a word, • use sentence context to identify the appropriate dictionary definition of a multiple-meaning word,

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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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • use knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations, • use knowledge of suffixes to clarify the meaning of words, • use knowledge of possessives to clarify the meaning of words. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • use knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations, • use knowledge of suffixes to clarify the meaning of words. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations, • use knowledge of some suffixes to clarify the meaning of words. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • use knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations, • use knowledge of a few suffixes to clarify the meaning of words. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • use knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations, • use knowledge of suffixes to clarify the meaning of words.

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 114 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 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 OP 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 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 OP with a fluency rate less than 80 WCPM and/or an accuracy rate below 89%, or • 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 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 demonstrates limited ability to:</p> <ul style="list-style-type: none"> • read at level MN with a fluency rate of less than 80 WCPM and/or an accuracy rate below 75%, or • read at level KL 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 MN with a fluency rate of 70 WCPM and an accuracy rate below 89%, or • read at level KL with a fluency rate of 78 WCPM and an accuracy rate that may be below 89%, • 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.					Page 1 of 2
2.2 Ask questions and support answers by connecting prior knowledge with information found and inferred from the text					
2.3 Demonstrate comprehension by identifying 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"> • identify and explain facts and opinions about selection details, • compare and contrast details by identifying ways they are alike and different, • make judgments about characters' actions, • monitor understanding of story, • reread to clarify meaning, 	<p>Student regularly demonstrates proficient performance of 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 facts and opinions about selection details, • compare and contrast details by identifying ways they are alike and different, • make judgments about characters' actions, • monitor understanding of story, • reread to clarify meaning, 	<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 facts and opinions about selection details, • compare and contrast most details by identifying ways they are alike and different, • make judgments about characters' actions, • monitor understanding of story, • reread to clarify meaning, 	<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 demonstrates limited ability to:</p> <ul style="list-style-type: none"> • identify some facts and opinions about selection details, • compare and contrast some details by identifying ways they are alike and different, • make some judgments about characters' actions, • monitor understanding of story, • reread to clarify meaning, 	<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 facts and most opinions about selection details, • compare and contrast details by identifying ways they are alike and different, • make judgments about characters' actions, • monitor understanding of story, • reread to clarify meaning, 	

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- 2.3 Demonstrate comprehension by identifying 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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • use story details and life experiences to make inferences about story characters and events, • identify and discuss story details and personal knowledge to predict and infer what story characters might do in new situations. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations. 	<p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations.

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 idea or the most important information about a topic, • identify the details that support each main idea. 	<p>Student regularly demonstrates proficient performance of 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 topic of a selection, • identify the main idea or the 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 topic of a selection, • identify the main idea 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 topic of a selection, • identify the main idea 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 topic of a selection, • identify the main idea or most important information about a topic, • identify the details that support each main idea.

Rubric has not changed – continue to work towards proficiency.

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 using words that signal sequence, • use personal knowledge to predict what will happen in a story as well as modify their predictions, • identify and use clues to predict outcomes in a selection. 	<p>Student regularly demonstrates proficient performance of 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 most major events in correct order using words that signal sequence, • use personal knowledge to predict what will happen in a story as well as modify their predictions, • identify and use clues to predict outcomes in a selection. 	<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 some major events in correct order using words that signal sequence, • use personal knowledge to predict what will happen in a story and make a modification to their predictions, • identify and use clues to predict outcomes in a selection. 	<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 a few major events in correct order using words that signal sequence, • use personal knowledge to predict what will happen in a story as well as modify their predictions, • identify and use clues to predict outcomes in a selection. 	<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 using words that signal sequence, • use personal knowledge to predict what will happen in a story as well as modify their predictions, • identify and use clues to predict outcomes in a selection.

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 tales, 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 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 elements/features of different genres in a selection, • identify most 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 elements/features of different genres in a selection, • identify a few 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.

Rubric has not changed – continue to work towards proficiency

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"> • compare and contrast details by identifying ways they are alike and different, • use story details and life experiences to make inferences about story characters and events, • identify and discuss story details and personal knowledge to predict and infer what story characters might do in new situations. 	<p>Student regularly demonstrates proficient performance of 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 details by identifying ways they are alike and different, • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations. 	<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 most details by identifying ways they are alike and different, • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations. 	<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 demonstrates limited ability to:</p> <ul style="list-style-type: none"> • compare and contrast some details by identifying ways they are alike and different, • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations. 	<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 details by identifying ways they are alike and different, • use story details and life experiences to make inferences about story characters and events, • use story details and personal knowledge to predict what story characters might do in new situations.