

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, • inflected endings, • short vowels, • long vowel and long vowel patterns, • word families, • various vowel/consonant patterns, • multiple meanings from context, 	<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, • inflected endings, • short vowels, • long vowel and long vowel patterns, • word families, • various vowel/consonant patterns, • multiple meanings 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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • most base words, • most syllabication rules, • most inflected endings, • short vowels, • most long vowel and long vowel patterns, • most word families, • some various vowel/consonant patterns, • most multiple meanings 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 decode longer words and determine meaning using knowledge of:</p> <ul style="list-style-type: none"> • some base words, • some syllabication rules, • some inflected endings, • most short vowels, • some long vowel and long vowel patterns, • some word families, • some vowel/consonant patterns, • some multiple meanings 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, • a few syllabication rules, • a few inflected endings, • some short vowels, • a few long vowel and long vowel patterns, • a few word families, • vowel/consonant patterns, • a few multiple meanings from context, 	
Word Analysis, Fluency, and Systematic Vocabulary Development - Third Grade, Fourth 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*, *-fu*) 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>-less</i>, and <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>, • words with <i>VCCCV</i>, <i>VCV</i>, <i>VCCV</i> patterns, • spelling patterns <i>-er</i>, <i>-le</i>, • words beginning with <i>a-</i> and <i>be-</i>. <p>Student is consistently able to read and identify contractions and their meanings.</p>	<p>Student demonstrates the ability to decode longer words 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>-less</i>, and <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>, • spelling patterns <i>-er</i>, <i>-le</i>, • words beginning with <i>a-</i> and <i>be-</i>. <p>Student is able to decode most words using <i>VCCCV</i>, <i>VCV</i>, and <i>VCCV</i> patterns.</p> <p>Student is able to read and identify most contractions and their meanings.</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 suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, <i>-ly</i>, <i>-less</i>, and <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>, • most words using spelling patterns <i>-er</i> and <i>-le</i>, • words beginning with <i>a-</i> and <i>be-</i>. <p>Student is able to decode some words using <i>VCCCV</i>, <i>VCV</i>, and <i>VCCV</i> patterns.</p> <p>Student may be able to read and identify some contractions and their meanings.</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"> • suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, <i>-ly</i>, <i>-less</i>, and <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>, • words with <i>VCCCV</i>, <i>VCV</i>, <i>VCCV</i> patterns, • spelling patterns <i>-er</i>, <i>-le</i>, • words beginning with <i>a-</i> and <i>be-</i>. <p>Student may be able to read and identify a few contractions and their meanings.</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 suffixes: <i>-er</i>, <i>-est</i>, <i>-y</i>, <i>-ful</i>, and <i>-ly</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>, • words with <i>VCCCV</i>, <i>VCV</i>, <i>VCCV</i> patterns, • spelling patterns <i>-er</i>, <i>-le</i>, • words beginning with <i>a-</i> and <i>be-</i>. <p>Student is unable to read and identify most contractions and their meanings.</p>

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, 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 parts of speech and sentence context to clarify the meanings of words, 	<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, 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 parts of speech and sentence context to clarify the meanings of 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:</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 parts of speech and sentence context to clarify the meanings of 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 the limited 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 of the dictionary to clarify the meanings of words • use parts of speech and sentence context to clarify the meanings of 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:</p> <ul style="list-style-type: none"> • use context, phonics decoding strategies, or rereading for clarity to understand meaning of words and sentence in a story, • use the dictionary to clarify the meanings of words, • use parts of speech and sentence context to clarify the meanings of words,

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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • use own knowledge of a topic word to explain the relationship and it's meaning (i.e.: word web), • use a thesaurus to find the meaning of an unknown word, • identify and select synonyms and antonyms for words. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • use own knowledge of a topic word to explain the relationship and it's meaning (i.e.: word web), • use a thesaurus to find the meaning of an unknown word, • identify and select synonyms and antonyms for most words, 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use own knowledge of a topic word to explain the relationship and it's meaning (i.e.: word web), • use a thesaurus to find the meaning of an unknown word, • identify and select synonyms and antonyms for words. 	<p>With direct instruction and teacher support, student often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • identify and select synonyms and antonyms for a few words. <p>Student may be unable to:</p> <ul style="list-style-type: none"> • use own knowledge of a topic word to explain the relationship and it's meaning (i.e.: word web), • use a thesaurus to find the meaning of an unknown word, 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • use own knowledge of a topic word to explain the relationship and it's meaning (i.e.: word web), • use a thesaurus to find the meaning of an unknown word, • identify and select synonyms and antonyms for 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 QRS or above with a fluency rate above 100 WCPM and an accuracy rate of 90-94%, or • read at level OP with a fluency rate above 142 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 OP 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 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 of 87 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 often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • read at level OP with a fluency rate of 60 WCPM and an accuracy rate of 75%, • 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 OP with a fluency rate of 60 WCPM and an accuracy rate of 70%, • 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 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"> • 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, • make judgments about character's actions, 	<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 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, • make judgments about character's actions, 	<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 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, 	<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 the limited ability to:</p> <ul style="list-style-type: none"> • 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, 	<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 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, 	

Demonstrate comprehension of grade level materials using a variety of strategies. continued from the previous page

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 consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • make generalizations based on the details of a selection, • compare and contrast characters and events, • identify a problem in the story and come up with possible solutions. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • make generalizations based on the details of a selection, • compare and contrast characters and events, • identify a problem in the story and come up with possible solutions. 	<p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • draw conclusions from story details, • make judgments about character's actions, • make generalizations based on the details of a selection, • compare and contrast characters and events, • identify a problem in the story and come up with possible solutions. 	<p>With direct instruction and teacher support, student often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • draw conclusions from story details, • make judgments about character's actions, • make generalizations based on the details of a selection, • compare and contrast characters and events, • identify a problem in the story and come up with possible solutions. 	<p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • judgments about character's actions, • generalizations based on the details of a selection, • compare and contrast characters and events, • identify a problem in the story and come up with possible solutions.

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 most important information about a topic, • identify the details that support the 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 idea or most important information about a topic, • identify the details that support the 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 idea or most important information about a topic, • identify most details that support the 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 often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • identify the overall topic of a selection, • identify the main idea or most important information about a topic, • identify some 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 idea or most important information about a topic, • identify a few 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 using signal words, • 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, • briefly retell the main points of 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"> • 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, • briefly retell the main points 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"> • 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, • briefly retell the main points 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 often demonstrates the limited 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, • briefly retell the main points 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"> • sequence major events in correct order using signal words, • 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, • briefly retell the main points of a story.

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 types of 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 types of 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 the elements/features of different genres in a selection, • identify the details of plot, setting, and characters in different types of 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 often demonstrates limited 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 types of 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 types of 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"> • 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, • compare and contrast characters on how they are alike and different. 	<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, • compare and contrast characters on how they are alike and different. 	<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, • compare and contrast characters on how they are alike and different. 	<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 the 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, • compare and contrast characters on how they are alike and different. 	<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, • compare and contrast characters on how they are alike and different.