

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Read aloud fluently and accurately at grade level.				
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy 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 TUV from the Leveled Reading Passages, with a fluency rate of 107 WCPM and an accuracy rate of 90-94% or higher, or • read at level QRS from the Leveled Reading Passages with a fluency rate of 130 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 QRS from the Leveled Reading Passages with a fluency rate of 115 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>Student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • read at level QRS from the Leveled Reading Passages with a fluency rate of 112 WCPM and an accuracy rate 90-94%. <p>Student may have inappropriate pacing or expression.</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>Student often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • read at level OP from the Leveled Reading Passages with a fluency rate of 112 WCPM and an accuracy rate of 90-94%, or • read at level QRS from the Leveled Reading Passages with a fluency rate of 95 WCPM and an accuracy rate of 90-94% <p>Student reading may be choppy and lack appropriate intonation or expression.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>Student is unable to:</p> <ul style="list-style-type: none"> • read at level OP from the Leveled Reading Passages with a fluency rate of 95 WCPM and an accuracy rate of 90-94%, or • read at level QRS from the Leveled Reading Passages with a fluency rate of 90 WCPM and an accuracy rate of 90-95%. <p>Student reading may be choppy and lack appropriate intonation or expression.</p>

Use word origins and word relationships to find meanings.

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.
 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).

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 and use words with the suffixes <i>-ible, -ful, -less, and -ly,</i> • <i>read and use words with the prefixes re-, mis-, ex-, pre-, con-, com-, re-, un-, and dis-,</i> • use dictionary definitions of prefixes and suffixes along with sentence context to define new words, • decode words with the /k/, /ng/, /kw/ sounds • read words in which the final "y" has been changed to "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:</p> <ul style="list-style-type: none"> • read words with the suffixes <i>-ible, -ful, -less, and -ly,</i> • <i>read words with the prefixes re-, mis-, ex-, pre-, con-, com-, re-, un-, and dis-,</i> • use dictionary definitions of prefixes and suffixes along with sentence context to define new words, • decode words with the /k/, /ng/, /kw/ sounds • read words in which the final "y" has been changed to "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:</p> <ul style="list-style-type: none"> • read and use words with the suffixes <i>-ible, -ful, -less, and -ly,</i> • <i>read and use words with the prefixes re-, mis-, ex-, pre-, con-, com-, re-, un-, and dis-,</i> • use dictionary definitions of prefixes and suffixes along with sentence context to define new words, • decode words with the /k/, /ng/, /kw/ sounds • read words in which the final "y" has been changed to "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 the limited ability to:</p> <ul style="list-style-type: none"> • read and use words with the suffixes <i>-ible, -ful, -less, and -ly,</i> • <i>read and use words with the prefixes re-, mis-, ex-, pre-, con-, com-, re-, un-, and dis-,</i> • use dictionary definitions of prefixes and suffixes along with sentence context to define new words, • decode words with the /k/, /ng/, /kw/ sounds • read words in which the final "y" has been changed to "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:</p> <ul style="list-style-type: none"> • read and use words with the suffixes <i>-ible, -ful, -less, and -ly,</i> • <i>read and use words with the prefixes re-, mis-, ex-, pre-, con-, com-, re-, un-, and dis-,</i> • use dictionary definitions of prefixes and suffixes along with sentence context to define new words, • decode words with the /k/, /ng/, /kw/ sounds • read words in which the final "y" has been changed to "i",

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Distinguish and interpret words with multiple meanings.

1.6 Distinguish and interpret words with multiple meanings.

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 understand multiple meanings in a dictionary entry, • identify words that have multiple meanings, • use sentence context to choose the correct dictionary entry for a multiple meaning 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"> • identify and understand multiple meanings in a dictionary entry, • identify words that have multiple meanings, • use sentence context to choose the correct dictionary entry for 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:</p> <ul style="list-style-type: none"> • identify and understand multiple meanings in a dictionary entry, • identify words that have multiple meanings, • use sentence context to choose the correct dictionary entry for 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 often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • identify and understand multiple meanings in a dictionary entry, • identify words that have multiple meanings, • use sentence context to choose the correct dictionary entry for 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:</p> <ul style="list-style-type: none"> • identify and understand multiple meanings in a dictionary entry, • identify words that have multiple meanings, • use sentence context to choose the correct dictionary entry for a multiple meaning word.

Reading Comprehension

Apply skills and strategies to read and understand grade level text.

- 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- 2.5 Compare and contrast information on the same topic after reading several passages or articles.
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

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<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 relationship between cause and effect, • understand how one cause can lead to multiple effects, • identify words and phrases that signal causes and effects, • compare and contrast details within a selection, • identify structural patterns within informational 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"> • identify the relationship between cause and effect, • understand how one cause can lead to multiple effects, • identify words and phrases that signal causes and effects, • compare and contrast details within a selection, • identify structural patterns within informational 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"> • identify the relationship between cause and effect, • understand how one cause can lead to multiple effects, • identify words and phrases that signal causes and effects, • compare and contrast details within a selection, • identify structural patterns within informational 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 the limited ability to:</p> <ul style="list-style-type: none"> • identify the relationship between cause and effect, • understand how one cause can lead to multiple effect, • identify words and phrases that signal causes and effects, • compare and contrast details within a selection, • identify structural patterns within informational 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"> • identify the relationship between cause and effect, • understand how one cause can lead to multiple effects, • identify words and phrases that signal causes and effects, • compare and contrast details within a selection, • identify structural patterns within informational text.

Make and confirm predictions about text.

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

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<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 knowledge about the characters in the story, personal knowledge, and some reflection to predict an outcome, • confirm predictions about text, • makes inferences from story details, • draw conclusions from story details, • combine story details with personal knowledge and experience to understand what characters are like. 	<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 knowledge about the characters in the story, personal knowledge, and some reflection to predict an outcome, • confirm predictions about text, • makes inferences from story details, • draw conclusions from story details, • combine story details with personal knowledge and experience to understand what characters are like. 	<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 knowledge about the characters in the story, personal knowledge, and some reflection to predict an outcome, • confirm predictions about text, • makes inferences from story details, • draw conclusions from story details, • combine story details with personal knowledge and experience to understand what characters are like. 	<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 knowledge about the characters in the story, personal knowledge, and some reflection to predict an outcome, • confirm predictions about text, • makes inferences from story details, • draw conclusions from story details, • combine story details with personal knowledge and experience to understand what characters are like. 	<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 knowledge about the characters in the story, personal knowledge, and some reflection to predict an outcome, • confirm predictions about text, • makes inferences from story details, • draw conclusions from story details, • combine story details with personal knowledge and experience to understand what characters are like.

Rubric has not changed – continue to work towards proficiency.

Literary Response and Analysis

Identify and analyze characteristics of various imaginative forms of literature.				
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.				
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<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 elements of fantasy in a selection, • identify elements of fairy tales in a selection, • identify elements of tall tales in a selection. 	<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 elements of fantasy in a selection, • identify elements of fairy tales in a selection, • identify elements of tall tales 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"> • identify elements of fantasy in a selection, • identify elements of fairy tales in a selection, • identify elements of tall tales 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 often demonstrates the limited ability to:</p> <ul style="list-style-type: none"> • identify elements of fairy tales in a selection, • identify elements of tall tales in a selection. <p>Student may be able to identify elements of fantasy in a selection.</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:</p> <ul style="list-style-type: none"> • identify elements of fairy tales in a selection, • identify elements of tall tales in a selection. <p>Student may be able to identify some elements of fantasy in a selection.</p>

Rubric has not changed – continue to work towards proficiency.

Identify and analyze themes, plots, settings, and characters.

3.2 Identify the main events of the plot, their causes, and the influences of each event on future actions.

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

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<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 elements (e.g. plot, character, and setting), • use setting to determine the effect of a character's actions, • identify character traits to determine reasons for that character's actions, • understand how a change in story structure can alter 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"> • identify story elements (e.g. plot, character, and setting), • use setting to determine the effect of a character's actions, • identify character traits to determine reasons for that character's actions, • understand how a change in story structure can alter 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"> • identify story elements (e.g. plot, character, and setting), • use setting to determine the effect of a character's actions, • identify character traits to determine reasons for that character's actions, • understand how a change in story structure can alter 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"> • identify story elements (e.g. plot, character, and setting), • use setting to determine the effect of a character's actions, • identify character traits to determine reasons for that character's actions, • understand how a change in story structure can alter 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"> • identify story elements (e.g. plot, character, and setting), • use setting to determine the effect of a character's actions, • identify character traits to determine reasons for that character's actions, • understand how a change in story structure can alter a story.

Define and identify figurative language.

3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

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