

## Reading

### Word Analysis, Fluency, and Systematic Vocabulary Development

**Concepts of Print** The behavior of the child should indicate that he/she understands that each spoken word is represented by a printed word, a longer spoken word is represented by a longer printed word.

<b>Follow words from left to right, top to bottom.</b>				
1.2 Follow words from left to right and from top to bottom on the printed page.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>independently match words using one to one match, and return sweep, with several two syllable words on two or more lines of text.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>independently match words using one to one match on one line of text with one syllable words.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>match words using one to one match on one line of text.</li> <li>may need some teacher support and prompting to demonstrate tracking and return sweep.</li> <li>may make errors when tracking two syllable words.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>match words using one to one match on one line of text.</li> </ul> <p>Often needs teacher support and prompting to demonstrate tracking and return sweep.</p>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>match words using one to one match with one line of text.</li> <li>understand print contains message.</li> </ul>

## Distinguish letters from words.

### 1.5 Distinguish letters from 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"> <li>distinguish between a letter and a word.</li> </ul>	<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"> <li>distinguish between a letter and a word.</li> </ul> <p>Student may occasionally confuse one letter words, i.e.: A,a,I,i.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>distinguish between a letter and a word.</li> </ul> <p>Student may confuse the concept of letter and word, i.e. pointing to the "t" for the word "the", and pointing to the word "the" for the letter "t".</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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>point to print.</li> </ul> <p>Student may be unable to distinguish between a letter and a word.</p> <p>Student may confuse numbers, shapes, and letters.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>point to a letter and a word within a sentence.</li> </ul> <p>With direct instruction and teacher support, student may randomly point to any feature on the page.</p>

**Recognize and name uppercase letters in random order.**

1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

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 independently name <b>within 3 seconds</b>:</p> <ul style="list-style-type: none"> <li>• 21-26 of the uppercase letters of the alphabet in random order with automaticity.</li> </ul>	<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 name <b>within 3 seconds</b>:</p> <ul style="list-style-type: none"> <li>• 16-20 of the uppercase letters of the alphabet in random order.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• name 9-15 of the uppercase letters of the alphabet in random order.</li> </ul>	<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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• name 4-8 of the uppercase letters of the alphabet in random order.</li> </ul> <p>May have confusions with letters, numbers or shapes.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• name more than 3 uppercase letters of the alphabet in random order.</li> </ul> <p>Often makes no attempt to respond.</p>

<b>Recognize and name lowercase letters in random order.</b>				
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.				
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"> <li>independently name 21-26 or more of the lowercase letters of the alphabet in random order with automaticity.</li> </ul>	<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"> <li>name 16-20 lowercase letters of the alphabet in random order.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>name 9-15 lowercase letters of the alphabet in random order.</li> </ul>	<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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>name 4-8 lowercase letters of the alphabet in random order.</li> </ul> <p>May have confusions with letters, numbers or shapes.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>name more than 3 lowercase letters of the alphabet in random order.</li> </ul> <p>Often makes no attempt to respond.</p>

**Identify and produce rhyming words.**

1.10 Identify and produce rhyming words in response to an oral prompt.				
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"> <li>• identify and produce rhyming words from an oral prompt,</li> <li>• identify rhyming words from a poem or story.</li> </ul>	<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"> <li>• identify and produce rhyming words from an oral prompt,</li> <li>• identify rhyming words from a poem.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• identify some rhyming words from an oral prompt.</li> </ul> <p>Student may be able to produce rhyming words from an oral prompt.</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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• identify a few rhyming words from an oral prompt.</li> </ul> <p>Student may be able to produce one or two rhyming words from an oral prompt.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• identify or produce rhyming words from an oral prompt.</li> </ul>

**Match consonant sounds.**

1.14 Match all consonant and short-vowel sounds to appropriate letters.

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"> <li>independently and with automaticity produce 18-21 sounds when shown lower case letters in random order.</li> </ul>	<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"> <li>independently and with automaticity, produce 12-17 sounds when shown lower case letters in random order.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>independently produce 6-11 sounds when shown lower case letters in random order.</li> </ul>	<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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>produce 1-5 sounds when shown lower case letters in random order.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>produce any sounds when shown lower case letters in random order.</li> </ul>

**Match short vowel sounds.**

1.14 Match all consonant and short-vowel sounds to appropriate letters.

Standard not taught this grading period

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**Read simple one syllable words.**

1.15 Read simple one-syllable and high-frequency words.

Standard not taught this grading period.

**Read simple high-frequency words.**

1.15 Read simple one-syllable and high-frequency 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"> <li>independently and fluently read 11 or more simple high-frequency words.</li> </ul>	<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"> <li>independently and fluently read 10 simple high-frequency words.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>independently and fluently read 4-9 simple high-frequency words.</li> </ul>	<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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>independently and fluently read 1-3 simple high-frequency words.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>read any high-frequency words.</li> </ul>

## Reading Comprehension

<b>Use pictures and context to make predictions about story content.</b>				
2.2 Use pictures and context to make predictions about story content.				
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"> <li>independently make logical predictions about text from pictures and context.</li> <li>may relate story to other text experiences.</li> </ul>	<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> <p>independently make logical predictions about text from pictures and context.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>with direct instruction, makes predictions using pictures and context.</li> </ul>	<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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>with direct instruction and teacher support gives a limited prediction of story when prompted.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>make predictions that are related to picture or context.</li> </ul>

**Retell familiar stories.**

## 2.4 Retell familiar stories.

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"> <li>retell familiar stories providing details.</li> </ul>	<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"> <li>retell familiar stories.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>retell most familiar stories.</li> </ul>	<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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>retell a familiar story.</li> </ul>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>retell familiar stories.</li> </ul>

## Literary Response and Analysis

<b>Identify characters, setting, and important events of a story.</b>				
3.3 Identify characters, setting, and important events of a story.				
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"> <li>identify characters, setting, and important events of a story.</li> </ul>	<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"> <li>identify characters and setting of a story,</li> <li>identify some important events of a story.</li> </ul>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>identify most characters of a story,</li> <li>identify a few important events of a story.</li> </ul> <p>Student may be able to identify the setting of a story.</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><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>identify one or two characters from a story,</li> <li>identify one or two important events of a story.</li> </ul> <p>Student may be able to identify the setting of a story.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>identify one or two characters from a story,</li> <li>identify one or two important events of a story,</li> <li>identify the setting of a story.</li> </ul>