

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.

Follow words from left to right, top to bottom.				
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 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"> independently match words using one to one match, and return sweep, with several two syllable words on two or more lines of text, self correct using one to one correspondence. 	<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"> independently match words using one to one match and return sweep on two lines of text with one syllable, and some two syllable, 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"> match words using one to one match on one line of text. <p>Student may need some teacher support and prompting to demonstrate return sweep.</p> <p>Student may make errors when tracking two syllable words.</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>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> match words using one to one match on one line of text. <p>Student often needs teacher support and prompting to demonstrate tracking and return sweep.</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"> match words using one to one match with one line of text, understand print contains message.

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"> distinguish between a letter and a 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"> distinguish between a letter and a word. <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>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> distinguish between a letter and a word. <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>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> point to print. <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>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> point to a letter and a word within a sentence. <p>With direct instruction and teacher support may randomly point to any feature on the page.</p>

Rubric has not changed – continue to work towards proficiency.

Recognize and name upper case 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:</p> <ul style="list-style-type: none"> independently name all 26 upper case letters of the alphabet in random order with automaticity. 	<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"> name 21-25 upper case letters of the alphabet in random order. 	<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"> name 15-20 upper case letters of the alphabet in random order. 	<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"> name 4-14 upper case letters of the alphabet in random order. <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>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> name more than 3 upper case letters of the alphabet in random order. <p>Often makes no attempt to respond.</p>

Recognize and name lower case 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:</p> <ul style="list-style-type: none"> independently and consistently name 26 or more of the lower case letters of the alphabet in random order with automaticity. <p>Examples of the extra letters may be - "a", "a", "g", "g".</p>	<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"> names 20-25 lower case letters of the alphabet in random order. 	<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"> name 15-19 lower case letters of the alphabet in random order. 	<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"> name 4-14 lower case letters of the alphabet in random order. may have confusions with letters, numbers or shapes. 	<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"> name more than 3 lower case letters of the alphabet in random order. often makes no attempt to respond.

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"> • identify and produce rhyming words from an oral prompt, • identify rhyming words from a poem or 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 and produce rhyming words from an oral prompt, • identify rhyming words from a poem. 	<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 some rhyming words from an oral prompt. <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>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • identify a few rhyming words from an oral prompt. <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>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • identify or produce rhyming words from an oral prompt.

Rubric has not changed – continue to work towards proficiency.

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"> independently and with automaticity produce 21 sounds when shown lower case letters in random order. 	<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"> independently and with automaticity produce 15-20 sounds when shown lower case letters in random order. 	<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"> produce 10-14 sounds when shown lower case letters in random order. 	<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"> produce 1-9 sounds when shown lower case letters in random order. 	<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"> produce any sounds when shown lower case letters in random order.

Match short vowel 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"> independently and with automaticity produce 4-5 sounds when shown lower case letters in random order. 	<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"> independently and with automaticity produce 3 sounds when shown lower case letters in random order. 	<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"> independently produce 2 sounds when shown lower case letters in random order. 	<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"> produce at least 1 sound when shown lower case letters in random order. 	<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"> produce any sounds when shown lower case letters in random order.

Read simple one syllable 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"> independently and fluently decode 7-10 CVC decodable words from the Emergent Literacy Word List. (See Teacher Resource pages in the back for the word list) 	<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"> independently and fluently decode 5-6 CVC decodable words from the Emergent Literacy Word List. (See Teacher Resource pages in the back for the word list) 	<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"> independently and fluently decode 2-4 CVC decodable words from the Emergent Literacy Word List. (See Teacher Resource pages in the back for the word list) 	<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"> independently and fluently decode 1 CVC decodable word from the Emergent Literacy Word List. (See Teacher Resource pages in the back for the word list) 	<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"> independently and fluently decode any word from the Emergent Literacy Word List. (See Teacher Resource pages in the back for the word list)

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"> independently and fluently read 24 or more simple high-frequency words from the Emergent Literacy Survey list. (See Teacher Resource pages in the back for the word list) 	<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"> independently and fluently read at least 15-23 simple high-frequency words from the Emergent Literacy Survey list. (See Teacher Resource pages in the back for the word list) 	<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"> independently and fluently read 8-14 simple high-frequency words from the Emergent Literacy Survey list. (See Teacher Resource pages in the back for the word list) 	<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"> independently and fluently 3-7 read simple high-frequency words from the Emergent Literacy Survey list. (See Teacher Resource pages in the back for the word list) 	<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 0-2 high frequency words from the Emergent Literacy Survey list. (See Teacher Resource pages in the back for the word list)

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Reading Comprehension

Use pictures and context to make predictions about story content.				
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"> independently make logical predictions about text from pictures and context. <p>Student may relate story to other text experiences.</p>	<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"> independently make logical predictions about text from pictures and 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:</p> <ul style="list-style-type: none"> make predictions using pictures and 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:</p> <ul style="list-style-type: none"> make a prediction of story when prompted. 	<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"> make predictions that are related to picture or context.

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"> retell familiar stories providing details. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> retell familiar stories. 	<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"> retell most familiar stories, 	<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"> retell a familiar 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"> retell familiar stories.

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Literary Response and Analysis

Identify characters, setting, and important events of a story.				
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"> identify characters, setting, and important events 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"> identify characters and setting of a story, identify some important events 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"> identify most characters of a story, identify a few important events of a story. <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>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> identify one or two characters from a story, identify one or two important events of a story. <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>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> identify one or two characters from a story, identify one or two important events of a story, identify the setting of a story.

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