

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 correspondence, and return sweep, with several two syllable words on two or more lines of text, • self correct using one to one correspondence, • locate print anywhere on the page(i.e. speech bubbles, captions), • track print using only their eyes. | <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 correspondence, and return sweep on two lines of text with one syllable, and some two syllable words, • self correct using one to one correspondence. | <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 correspondence 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 correspondence on one line of text, • demonstrate tracking and return sweep. | <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 correspondence 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 independently and consistently demonstrates the ability to read within 3 seconds:</p> <ul style="list-style-type: none"> • all of the upper case letters of the alphabet in random order with automaticity, • letters printed in different fonts. | <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"> • all of the 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 21-25 of the 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 15-20 of the upper case letters of the alphabet in random order. <p>Student 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 0-14 upper case letters of the alphabet in random order. <p>Student 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 read within 3 seconds:</p> <ul style="list-style-type: none"> all of the lower case letters of the alphabet in random order with automaticity. <p>Students can identify letters printed in different fonts.</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 within 3 seconds:</p> <ul style="list-style-type: none"> all lower case letters of the alphabet in random order. <p>Student may confuse some letters printed in a different font.</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"> name 21-25 lower case letters of the alphabet in random order. <p>Student may have some reversals (i.e. b/d, q/p).</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"> name 15-20 lower case letters of the alphabet in random order. <p>Student may have some reversals (i.e. b/d, q/p).</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 0-14 lower case letters of the alphabet in random order. <p>Student may have confusions with letters, numbers, or shapes.</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"> • 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 all sounds when shown lower case letters in random order, produce some consonant blends and digraphs. | <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 all sounds when shown lower case letters in random order. <p>Student may have some reversals (i.e. b/d, q/p).</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"> independently produce 15-20 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 10-14 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 0-9 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 all short vowel sounds when shown lower case letters in random order, demonstrate an understanding that vowels can have many sounds. | <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 all short vowel 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 3-4 short vowel 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 1-2 short vowel 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 short vowel 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 more than 10 CVC decodable words from the Emergent Literacy 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 8-10 CVC decodable words from the Emergent Literacy 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 5-7 CVC decodable words from the Emergent Literacy 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 2-4 CVC decodable word from the Emergent Literacy 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 0-1 word from the Emergent Literacy 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 31 simple high-frequency words from the Emergent Literacy Survey list, independently and fluently read some high-frequency words from the First Grade High Frequency 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 28-31 simple high-frequency words from the Emergent Literacy Survey 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 18-27 simple high-frequency words from the Emergent Literacy Survey 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 read 8-17 simple high-frequency words from the Emergent Literacy Survey 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 0-7 high-frequency words from the Emergent Literacy Survey list. |

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, • relate story to other text experiences. | <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 may relate story to other experiences.</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"> • 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 predictions 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 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 familiar stories. | <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. |

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. |

Rubric has not changed – continue to work towards proficiency.