

Current Grade Level:

Reading Literature 1

Name:

<p>*adaptation of BC Performance Standards: Reading 1</p>  <p>*Building Student Success PM Benchmark levels RAZkids</p>		 Curricular Competency: Comprehend and connect (reading, listening, viewing)													
		Emerging			Beginning			Developed				Applying			
		3	4	5	6	7	8	9	10	11	12	13	14	15	16
aa	a	B	C	D	E	F	G	H	I	J					
 read fluently at grade level: reading with comprehension, phrasing, and attention to punctuation															
<ul style="list-style-type: none">  foundational concepts of print, oral, and visual texts: concepts include directionality of print, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship, understanding that pictures convey meaning, taking turns, expressing ideas and needs, role-playing, and phonological awareness  Phonemic awareness- segment spoken words into phonemes (e.g., c / a / t) and to blend phonemes into words  Phonological awareness- hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as “chunks” in spoken words. 															
Strategies															
-Phonics		-often seeks support, even when able to complete a task -may identify most letters; beginning to match initial consonant sounds and letters in familiar words			-often hesitant about new selections or tasks; needs support and encouragement -identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy			-approaches most reading activities confidently; reads for meaning -uses phonics to sound out new words				-increasingly confident, self-reliant, and purposeful -uses phonics and word families to identify new words			
-Predict and confirm meaning		-shows awareness of how books work (e.g. front to back sequence, left to right print)			-if prompted, uses illustrations and prior knowledge to predict and confirm meaning			-uses illustrations, context clues, and prior knowledge to predict and confirm meaning				-uses illustrations, meaning of text, context clues, and prior knowledge to predict and confirm meaning			
-Letter and word recognition		-beginning to match the printed word with the word read orally (one-to-one matching)			-recognizes some common sight words (e.g., in, on, the, at)			-recognizes many common sight words (e.g. family, they, have)				-recognizes an increasing number of sight words			
-Print Conventions		-recognizes that books tell stories; may memorize simple selections after repeated readings			-shows awareness of some basic print conventions (e.g., exclamation marks, commas, question marks)			-recognizes and uses basic print conventions to support meaning (e.g. exclamation marks, question marks)				-effectively uses punctuation and other print cues to support reading (e.g. exclamation marks, question marks, captions)			
 reading, listening, and viewing strategies: examples include making predictions, making connections, making simple inferences and asking questions															
Comprehension:															
-Predict		-if asked to predict, often guesses rather than makes reasonable predictions			-predicts events when prompted; predictions are generally reasonable			-predicts story events				-predicts story events; shows some insight			
-Retell		-may use picture clues to retell some story events -uses illustrations to identify the topic of an information selection			-retells some key events and identifies main characters in a story -recounts some simple, basic information from an information selection			-retells most key story events in sequence; identifies main characters -recounts main ideas and key information from an information selections; may include some details				-provides a complete and detailed retelling of the story -recounts detailed information from an information selection			
-Locate Details		-may use illustrations to provide details about a story or topic			-locates some specific details or facts in response to questions or tasks; may need some cues or support			-locates some specific, relevant details in response to questions or tasks; may need some cues or support				-independently locates specific, relevant details in response to questions or tasks			
-Make Inferences		-may identify main characters and events after repeated readings			-strongly focused on literal meaning; may have difficulty making inferences about characters' intentions or feelings			-makes inferences to describe characters' intentions or feelings				-makes inferences about characters' intentions or feelings; may be able to identify the message in a story			
 reading, listening, and viewing strategies: prior knowledge; personal stories and experiences, engaging in conversation with peers and adults, showing respect for the contribution of others															
Response:															
-Personal Connections		-has difficulty making personal connections to a story			-after teacher-led discussion, can tell one way story events are like own experience			-can tell how story events or characters are the same or different from their own experiences if given a simple pattern or frame to complete				-can tell how story events or characters relate to their own experiences or to other selections they have read; focuses on concrete, obvious features			
-Opinions		-tells whether or not she or he likes a selection (even if unable to read it), but does not give reasons			-tells whether he or she likes or dislikes a selection; may have difficulty explaining why			-tells whether he or she likes or dislikes a selection and can give a reason				-offers simple opinions about an information selection or story characters and events; can provide some supporting reasons			