Current Grade Level: 3	Reading Literature 2	Name: Emily

*adaptation of BC Performance Standards: Reading Literature 2 *Building Student Success **PM Benchmark Levels** **Razkids Levels**	🧩 Curricular Competency: Comprehend and connect (reading, listening, viewing)					
	Emerging		**Beginning**		**Developed**		**Applying**
	17	18	19		20		21	22
		J	K	L	M	N	O	P

🧩 **read fluently at grade level:** reading with comprehension, phrasing, and attention to punctuation
   ♣ **reading strategies:** using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual.

Strategies	Emerging	Beginning	Developed	Applying
-Oral reading	-uncomfortable when reading orally; tends to read words rather than sentences; may lose place	-frequently self-corrects and looks for help when reading orally; tends to read slowly, with little expression	-approaches most oral reading activities confidently; reading tends to become more fluent as the story progresses (but may not be expressive)	-oral reading is confident expressive and fluent
-Comprehension strategies	-often needs intensive, sustained support to deal with new selections	-often hesitant to read new selections; looks for support; may rely on picture clues	-reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting)	-checks to make sure the selection is making sense; increasingly efficient at self-correcting, solving problems; rereads to confirm meaning
-Predictions	-predictions are often guesses and may not be logical	-if prompted, uses prior knowledge and picture clues to make simple, obvious predictions	-uses prior knowledge, picture clues, and knowledge about "story" to make obvious predictions and to confirm meaning	-uses prior knowledge, picture clues, and knowledge about "story" to make logical and sometimes insightful predictions and to confirm
-Word skills	-identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy; may not be able to use context clues (what makes sense, what sounds right)	-tends to rely on phonics to figure out new words; if given support, can use word structure (patterns and endings) and context	-combines phonics, word structure (patterns, endings) and context clues to figure out new words; usually successful with simple words; may need support (e.g. What would make sense/sound right) for more complex or irregular words (daughter/restaurant)	-combines phonics, word structure (patterns, endings) and context clues to figure out new words.
-Sight vocabulary	-recognizes some common sight words (e.g., the, at, want, they, little)	-recognizes an increasing number of common sight words	- recognizes an increasing number of sight words	-recognizes a wide range of sight words

🧩 **reading, listening, and viewing strategies:** examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others;
🧩 **prior knowledge:** personal stories and experiences

Comprehension:	Emerging	Beginning	Developed	Applying
-Accurate, complete	-often unable to attempt comprehension questions or tasks without help; work is often incomplete, and may be inaccurate or vague even with help (tends to rely on personal experiences rather than information in the selection)	-responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete; may need support to find relevant information (often relies on pictures)	-responses to comprehension questions or tasks are generally complete; may be vague or unclear in places	-responses to comprehension questions or tasks are accurate, clear and complete
-Characters	-may identify the main characters	-identifies the main character; may have difficulty with supporting characters	-accurately identifies the main characters and supporting characters	-accurately describes main and supporting characters
-Events	-needs support to retell the story; may invent material based on the illustrations	-when retelling, often focuses on one key event or lists some events as an unconnected series (may not understand the gist, or the "big picture".	-retells main event in correct sequence	-provides a detailed retelling; including all important events in the correct sequence
-Retell; explain relationships	-recalls few details	-provides a few accurate details in answers and explanations; may invent some material	-includes some details in answers and explanations	-uses relevant details in answers and explanations
-Inferences	-needs support to understand main events; may be unable to make inferences (sometimes because they don't understand the literal story)	-focuses on literal meaning; has difficulty making basic inferences about characters (how they feel, why they act as they do)	-makes basic inferences about characters (how they feel, why they act as they do) and events	-makes inferences about characters (e.g., their feelings and motivations) and events -may offer some insight into the author's purpose or message

🧩 **engage actively as listeners, viewers, and readers:** being open-minded to differences; connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking meaningful questions; using active listening; and asking and answering *what if, how,* and *why* questions in narrative text

Response:	Emerging	Beginning	Developed	Applying
-Personal Connections	-often unable to make connections because they do not understand the story (tend to have limited reading or listening experiences to draw on	-with teacher support, makes simple, concrete connections to own experiences or other stories	-makes concrete connections to own experiences, or other stories when asked (e.g., identifies obvious similarities with a character)	-may make several connections to own experiences and other selections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self)
-Opinions	-may express simple opinions, but these are unrelated to the story (because student has trouble understanding the story)	-expresses simple opinions about stories or characters (e.g., I liked it)	-expresses simple opinions about stories or characters and provides simplistic reasons, usually related to the topic (e.g., I liked it because I like dogs)	-expresses simple opinions or judgments, with some supporting reasons or examples