

Current Grade Level:

Reading Literature 3

Name:

<p>*adaptation of BC Performance Standards: Reading Literature 3</p>  <p>*Building Student Success *PM Benchmark Levels *Raz kids levels</p>	 Curricular Competency: Comprehend and connect (reading, listening, viewing)								
	Emerging		Beginning		Developed		Applying		
	22	23	24		25		26	27	
	P	Q	R	S	T		U	V	
<p> read fluently at grade level: reading with comprehension, phrasing, and attention to punctuation</p> <p> reading, listening, and viewing strategies: examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions</p> <p> word knowledge: morphology, including roots, affixes, and suffixes</p>									
Strategies									
-adjust for purpose		-is sometimes able to identify reading problems when asked -may not be able to use context clues (what makes sense and what sounds right)		-identifies reading problems when asked -uses context clues with support		-checks to make sure the selection is making sense; able to identify problems -uses context clues successfully; may need prompting (e.g., what would make sense and sound right?)		-checks to make sure the selection is making sense; evaluates understanding -oral reading is confident expressive and fluent --uses context clues effectively	
-word skills		-tends to rely on sounding-out (phonics) and picture clues to figure out words		-uses phonics, and if prompted, word structure to help figure out words		-combines phonics and word structure with other cues to help figure out new words		-efficiently combines phonics and word structures with other cues	
-comprehension strategies		-predictions are often guesses and may not be logical		-if prompted, uses prior knowledge and picture clues to make predictions and support understanding		-uses prior knowledge to make predictions		-independently draws on prior knowledge to make predictions and solve problems	
		-needs direct support to use prior knowledge to help understanding		-if prompted, uses knowledge of story structure other literary forms to make simple, obvious predictions		-applies knowledge of story structure and other literary forms to make logical predictions when prompted		-independently applies knowledge of story structure and many literary forms to make predictions	
		-may respond to questions or activities by recall or guessing instead of rereading		-rereads to find information needed in a conference or activity; may be inefficient		-rereads and skims to find details needed in a conference or activity		-rereads and skims to find information needed in a conference or activity; efficient	
<p> reading, listening, and viewing strategies: examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions</p> <p> prior knowledge: personal stories and experiences</p>									
Comprehension:									
-Accurate, complete		-responses to comprehension questions or tasks are often incomplete; may be inaccurate, vague, or repetitive		-responses to comprehension questions or tasks are generally accurate, but may lack detail or be incomplete in places		-responses to comprehension questions or tasks are accurate, clear and complete		-responses to comprehension questions or tasks are accurate, complete, clear and thorough	
-Characters		-may identify the main characters and some events		-accurately identifies main characters; recalls most key events		-accurately describes main characters and events		-thoroughly describes main and supporting characters, events, and setting	
-Events		-often has difficulty sequencing events or explaining cause-effect		-occasionally has difficulty sequencing events (may omit some events)		-recounts events in the correct general sequence		-recounts events in the correct sequence; explains cause-effect relationships	
-Retell; explain relationships		-may be able to recall a few details if asked about characters or events; these are often irrelevant or inaccurate		-uses some relevant details in answers and explanations; may include some irrelevant material		-uses relevant details in answers and explanations		-uses specific, relevant details in answers and explanations	
-Inferences		-unable to make inferences -may have difficulty with literal meaning		-may have difficulty making inferences -focuses on literal meaning; needs support to identify the author's message		-makes some inferences -if prompted, may offer some insight into the author's message		-makes inferences; often uses 'between the lines' information -shows some insight; may comment on the author's message	
<p> engage actively as listeners, viewers, and readers: offering relevant ideas, asking questions to find out and clarify others' views, sharing opinions supported by reasons</p>									
Response:									
-Connections to experiences and other selections		-may be able to make simple, concrete, personal connections if provided with a pattern or frame to complete -often unable to make connections to other selections (tends to have limited repertoire of reading or listening experiences to draw on)		-makes concrete connections to own experiences (e.g., identifies obvious similarities with a character) -with prompting, makes simple, obvious connections to other selections (often has a limited repertoire of reading or listening experience to draw on)		-may make several personal connections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self -makes logical connections to other selections with obvious similarities (e.g., two versions of the Cinderella story)		-makes and explains personal connections that show some insight and may not be obvious to others at first -makes connections to other selections that require some inferences or insights (e.g., may focus on character's feelings); gives evidence to explain the connections	
-Opinions		-opinions or judgments tend to be vague and unsupported		-offers simple opinions or judgments; has difficulty giving reasons or examples		-offers simple opinions or judgments with some supporting reasons or examples		-offers opinions or judgments with logical supporting reasons or examples	