

Current Grade Level:

Reading Literature 4

Name:

<p>*adaptation of BC Performance Standards: Reading Literature 4</p>  <p>*Building Student Success *PM Benchmark Levels *Raz kids levels</p>	 <b>Curricular Competency: Comprehend and connect (reading, listening, viewing)</b>							
	<b>Emerging</b>		<b>Beginning</b>		<b>Developed</b>		<b>Applying</b>	
	<b>26</b>	<b>27</b>	<b>28</b>		<b>29</b>		<b>30</b>	
	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>		<b>V</b>	<b>W</b>
<p> <b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li> <b>reading, listening, and viewing strategies:</b> activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues</li> <li> <b>word knowledge:</b> morphology, including roots, affixes and suffixes</li> </ul>								
<b>Strategies</b> -comprehension strategies	-is sometimes able to identify reading problems when asked; has few strategies for self-correcting	-if prompted, checks for understanding; is often able, with support, to adjust strategies to deal with specific problems or features	-checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material (may need reminding)	-checks for understanding; adjusts strategies to deal with specific problems or features of the material				
-word skills	-tries to sound out new words; may give up quickly (often does not attempt words that look "hard")	-often deals with unfamiliar words by asking for help; when reminded, will try to use context clues, word structure, illustrations and dictionaries	-uses context clues, word structure, illustrations and dictionaries to figure out unfamiliar words, may need prompting	-uses context clues, word structure, illustrations and dictionaries to figure out unknown words; usually successful				
-predictions	-predictions are often guesses and may not be logical; may have limited understanding of genre (e.g. story structure) and little prior knowledge	-makes simple, obvious predictions based on understanding of genre (e.g. story structure) and prior knowledge	-makes logical predictions based on understanding of genre (e.g. story structure) and prior knowledge	-makes logical and often insightful predictions based on understanding of genre (e.g. story structure) and prior knowledge				
-locating details	-often responds to questions or activities by guessing instead of looking back at the selection	-may have difficulty locating some specific details needed for a question or activity	-rereads and skims to find specific details needed for questions or activities	-rereads and skims for specific details needed for questions or activities; becoming efficient				
<ul style="list-style-type: none"> <li> <b>reading, listening, and viewing strategies:</b> comprehension strategies include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues</li> <li> <b>prior knowledge:</b> personal stories and experiences</li> </ul>								
<b>Comprehension:</b> -Accurate, use of detail and support	-work on comprehension questions or tasks is often incomplete or inaccurate; student may give up unless given ongoing support	-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 character(s) 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				
-Sequence of events	-has difficulty recounting events in sequence	-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				
-Inferences	-may misinterpret literal information; often unable to make inferences	-makes some simple, obvious inferences about characters' feelings; may miss others	-makes some logical inferences about character's feelings	-makes logical inferences about characters' feelings, motivations; may include some informed speculation				
<ul style="list-style-type: none"> <li> <b>respond to text in personal and creative ways:</b> expressing reactions and opinions, providing support for those, giving reasons for choice of favorite text</li> <li> <b>exchange ideas and perspectives:</b> identifying opinions and viewpoints, asking clarifying questions, collaborating, building on others' ideas, disagreeing respectfully</li> </ul>								
<b>Response and Analysis:</b> -Connections to experiences and other selections	-with specific prompts and support, may be able to make personal connections that are direct, concrete, and obvious (e.g., compares character's situation to self) -may have difficulty making logical connections to other selections beyond the obvious (e.g. "they are both about dogs."); often has a limited repertoire of reading experiences to draw on	-makes personal connections that are direct, concrete, and obvious (e.g. compares character's situation to self) -with prompting, makes some logical connections to other selections (e.g. two characters in similar situations)	-makes some personal connections, often focused on the character's situation or feelings; may involve inferences -makes some logical connections to other selections (e.g. two characters in similar situations)	-makes and explains personal connections that require some inferences or insights; often focuses on feelings or ideas -makes specific connections to other selections that go beyond the obvious; provides some evidence to explain the connections				
-Opinions	-may be able to offer simple reactions or opinions; has difficulty providing reasons (e.g. "Because it was dumb.")	-offers simple reactions or opinions with some supporting reasons or explanation; reasons tend to be general and vague, and may be very short or long and irrelevant (often retelling the story rather than explaining own views)	-offers reactions and opinions with some supporting reasons or explanations	-offers reactions and opinions with some specific supporting reasons or explanations; may question author's choices				