

Reading Progress Rubrics

Note: Indicators in level 4 are the grade-level skills. Indicators in level 4 that are depicted in bold face type are the essential skills for a particular grade level. Any student who can demonstrate all level 4 skills is on grade level for that reading component area.

Rubric for Phonemic Awareness

	0	1	2	3	4	5
K	Student is unable to identify any sounds within given words or words containing given sounds.	Student is able to identify beginning sound of own name.	Student is able to identify beginning sounds of simple words.	Student is able to identify beginning and end, sounds of words.	<p>Student is able to demonstrate understanding that spoken language is a sequence of identifiable sounds.</p> <p>Student is able to identify beginning, end, and middle sounds of common, simple words.</p> <p>Student is able to identify rhyming one syllable words.</p>	<p>Student is able to blend and segment the phonemes of one syllable words.</p> <p>Student is able to identify rhyming two syllable words.</p> <p>Student is able to change beginning and ending sounds in words to produce new words.</p>
1	Student is able to identify the beginning sounds of common, simple words.	Student is able to identify the beginning and end sounds of common, simple words.	<p>Student is able to identify beginning, end, and middle sounds of common, simple words.</p> <p>Student is able to blend and segment the phonemes of one syllable words.</p> <p>Student is able to identify one syllable rhyming words.</p>	<p>Student is able to blend and segment the phonemes of one syllable words.</p> <p>Student is able to identify two syllable rhyming words.</p>	<p>Student is able to blend and segment the phonemes of one syllable words.</p> <p>Student is able to identify two syllable rhyming words.</p> <p>Student is able to change beginning and ending sounds in words to produce new words.</p>	<p>Student is able to blend and segment the phonemes of 2 syllable words.</p> <p>Student is able to identify words with common beginning, or middle, or ending sounds.</p>

2-3	<p>Student is able to identify beginning and ending sounds in 1 syllable words</p> <p>Student is able to identify rhyming 1 syllable words.</p>	<p>Student is able to blend and segment sounds in 1 syllable words.</p> <p>Student is able to identify rhyming 2 syllable words.</p>	<p>Student is able to blend and segment sounds in 2 syllable words.</p> <p>Student is able to change beginning and ending sounds of words to produce new words.</p> <p>Student is able to identify rhyming 2 syllable words.</p>	<p>Student is able to identify rhyme and alliteration in spoken words.</p> <p>Student is able to blend and segment of 2 syllable words, identifying all sounds within words.</p>	<p>Student is able to clap to rhythm of spoken words, and identify rhyme, and alliteration in spoken words.</p> <p>Student is able to blend and segment 2 and 3 syllable words, identifying all sounds within words.</p>	<p>Student is able to blend and segment words of more than 3 syllables and identify syllables within words according to common conventions.</p> <p>Student is able to identify stressed and unstressed syllables in 2 and 3 syllable words.</p>
4-8	<p>Student is able to blend and segment 2 syllable words.</p> <p>Student is able to rhyme 1 syllable words.</p>	<p>Student is able to blend and segment 2 syllable words.</p> <p>Student is able to rhyme 2 syllable words.</p>	<p>Student is able to blend and segment words of more than 3 syllables.</p> <p>Student is able to rhyme words of 3 or more syllables.</p>	<p>Student is able to blend and segment words of more than 3 syllables.</p> <p>Student is able identify syllables within 2 syllable words.</p>	<p>Student is able to blend and segment words of more than 3 syllables and identify syllables within words according to common conventions.</p> <p>Student is able to identify stressed and unstressed syllables in 2 and 3 syllable words.</p>	<p>Student is able to identify various rhythms in spoken passages (iambic, trochaic, dactylic, etc.)</p> <p>Student is able to identify syllables in words of more than 3 syllables according to common conventions.</p>

Rubric for Phonics

	0	1	2	3	4	5
K	Student does not know most letters of the alphabet and cannot link sounds to letters.	Student is able to name most but not all letters of the alphabet. Student can identify own name in writing.	Student is able to name the letters of the alphabet. Student is able to recognize letters by name when presented in writing. Student is able to read own name.	Student is able to name the letters of the alphabet and describe the common sounds of consonants. Student is able to recognize the beginning sound in common one-syllable words when presented in writing.	Student is able to name the letters of the alphabet and describe the sound each makes. Student is able to demonstrate decoding and word recognition strategies and skills by: recognizing common words by sight; recognizing beginning consonant letter-sound associations in one-syllable words.	Student can recognize common one and two-syllable words by sight and can decode new one syllable words using knowledge of sound-letter associations.
1	Student is unable to decode any sounds within any given words.	Student is able to name the letters of the alphabet. Student is able to recognize letters by name when presented in writing. Student is able to read own name.	Student is able to identify common sounds associated with letters of the alphabet. Student is able to recognize common one-syllable words.	Student is able to decode new one-syllable words using knowledge of phonics.	Student is able to demonstrate decoding and word recognition strategies and skills by: using phonics knowledge and sound-letter relationships to decode regular one-syllable words; recognize high-frequency and common irregularly spelled words. Student is able to use phonetic knowledge and basic patterns to spell correctly three and four letter words. Student is able to use	Student is able to decode new one and two syllable words. Student is able to recognize and spell high-frequency one and two syllable words using conventional spelling.

					phonics knowledge to write independently using emergent or conventional spelling.	
2-3	Student is able to recognize common one syllable words.	Student is able to decode high frequency one syllable words. Student is able to spell high frequency one syllable words using conventional or emergent spelling.	Student is able to decode high frequency one and two syllable words. Student is able to spell high frequency one syllable words using conventional spelling.	Student is able to decode words of two or more syllables. Student is able to use knowledge of phonics to spell high frequency one and two syllable words.	Student is able to apply phonics knowledge and structural analysis to decode words of two or more syllables, and words containing less common vowel patterns and syllable breaks.	Student is able to self-correct errors in decoding common one and two syllable words. Student is able to decode words of two or more syllables containing irregular vowel patterns. Student is able spell correctly words with less common vowel patterns.
4-8	Student is able to decode high frequency one syllable words. Student is able to spell high frequency one syllable words using conventional or emergent spelling.	Student is able to decode high frequency one and two syllable words. Student is able to spell high frequency one syllable words using conventional spelling.	Student is able to decode words of two or more syllables. Student is able to use knowledge of phonics to spell high frequency one and two syllable words.	Student is able to apply phonics knowledge and structural analysis to decode words of two or more syllables, and words containing less common vowel patterns and syllable breaks.	Student is able to use identification strategies appropriately and automatically when encountering new words. Student is able to decode irregular and silent letter combinations.	Student is able to identify errors in decoding or spelling and self-correct those errors.

Rubric for Fluency

	0	1	2	3	4	5
K	Student is unable to read any words aloud.	Student is able to read aloud own name.	Student is able to read aloud own name, and some simple, common words.	Student is able to read aloud simple, common words after teacher reads same words.	Student is able to identify and read aloud simple, common words.	Student is able to read aloud simple sentences using one syllable words with comprehension.
1	Student is unable to read any words aloud.	Student is able to identify and read aloud simple, common words after teacher reads same words.	Student is able to read aloud simple, common words.	Student is able to read aloud simple sentences after teacher reads same sentences.	Student is able to read aloud simple sentences using one syllable words with comprehension.	Student is able to read aloud with comprehension grade-level text. Student is able to use phonics knowledge to confirm accurate decoding and to self-correct errors.
2-3	The student is able to read aloud grade level text with accuracy 0-9 of 20 words.	Student is able to read aloud grade level text accurately 10-14 of 20 words.	Student is able to read aloud grade level text with comprehension and appropriate speed, accurately reading 15-18 of 20 words.	Student is able to read aloud grade level text with comprehension and appropriate speed, accurately reading 15-18 of 20 words. Student is able to use phonics knowledge and context clues to confirm accurate decoding.	Student is able to read aloud grade level text with comprehension and appropriate speed, accurately reading 19 of 20 words. Student is able to use phonics knowledge and context clues to confirm accurate decoding.	Student is able to read aloud grade level text with comprehension, expression and appropriate speed, accurately reading 19 of 20 words. Student is able to use phonics knowledge and context clues to confirm accurate decoding.

4-8	The student is able to read aloud grade level text with accuracy 0-9 words.	Student is able to read aloud grade level text, accurately reading 10-14 of 20 words.	<p>Student is able to read aloud grade level text with comprehension and appropriate speed, accurately reading 15-18 of 20 words.</p> <p>Student is able to use phonics knowledge and context clues to confirm accurate decoding.</p>	<p>Student is able to read aloud grade level text with comprehension and appropriate speed, accurately reading 19 of 20 words.</p> <p>Student is able to use phonics knowledge and context clues to confirm accurate decoding.</p>	<p>Student is able to read aloud with comprehension, expression and appropriate speed, accurately reading 19 of 20 words.</p> <p>Student is able to use phonics knowledge and context clues to confirm accurate decoding.</p>	<p>Student is able to read aloud with comprehension, expression and appropriate speed, accurately reading 19 of 20 words.</p> <p>Student is able to use phonics knowledge and context clues to confirm accurate decoding.</p> <p>Student is able to demonstrate awareness of audience and purpose, varying rate and tone as appropriate.</p>
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Rubric for Comprehension (vocabulary)

	0	1	2	3	4	5
K	Student doesn't meaning of common phrases or words.	Student is able to name common objects. Student is able to understand simple words, commands, and expressions.	Student is able to name common objects. Student is able to use descriptive words for people and things.	Student is able to use descriptive words for people and things. Student is able to classify common things by category (e.g., food items, animals). Student is able to ask for clarification of words not understood.	Student is able to use descriptive words for people, places, and actions. Student is able to ask for clarification of words not understood. Student is able to classify words by categories (e.g., colors, numbers, food) and determine which words are misclassified.	Student is able to use and read all words in grade-level text. Student is able to use text, picture, and story clues to discover probable meanings of unknown words.
1	Student is unable to discover meaning of any words not in oral vocabulary.	Student is able to classify known words by categories. Student is able to use words to describe people and things.	Student is able to use words to describe people and things. Student is able to ask for clarification of words not understood. Student is able to classify words by categories.	Student is able to use and understand vocabulary of grade level text. Student is able to use words to describe actions, people, and things. Student is able to ask or clarification of words not understood. Student is able to classify words by categories (e.g., colors, numbers, food) and determine which words are misclassified.	Student is able to use and understand vocabulary of grade level text. Student is able to use and understand compound words. Student is able to ask for clarification of words not understood. Student is able to use a variety of descriptive words with related meanings (e.g., large, big, huge, great). Students will use appropriate words to	Student is able to use context clues to gain sense of meanings of unknown words. Student is able to use and understand compound words. Student is able to seek assistance in understanding new words. Student is able to use abstract words to describe feelings and concepts. Student is able to identify common words

					describe feelings.	used incorrectly.
2-3	Student is unable to understand new words not in oral vocabulary	Student is able to use given definitions and resources to understand unknown words.	<p>Student is able to classify words by word components (e.g., prefixes).</p> <p>Student is able to use text, picture and story clues to discover probable meanings of unknown words.</p>	<p>Student is able to use abstract words to describe feelings and concepts.</p> <p>Student is able to find substitutions (i.e., easier words or phrases) for difficult to understand words.</p> <p>Student is able to use context clues to discover probable meaning of new words.</p>	<p>Student is able to use reference materials to confirm spelling, and discover meanings of words.</p> <p>Student is able to use context clues to discover meaning of unknown words.</p> <p>Student is able to use correctly 500 most common words in English.</p> <p>Student is able to use words to describe abstract concepts.</p>	<p>Student is able to predict which words of a text will be difficult to understand, and seek meanings prior to reading.</p> <p>Student is able to use context clues and word analysis to discover probable meaning of new words.</p> <p>Student is able to use figurative language to describe abstract concepts.</p>
4-8	<p>Student is able to use provided and found definitions of words to understand new words in text.</p> <p>Student is able to understand general sense of a text passage in absence of understanding some words.</p>	<p>Student is able to find substitutions (i.e., easier words or phrases) for difficult to understand words.</p> <p>Student is able to use provided and found definitions of words to understand new words in text.</p>	<p>Student is able to use context clues to discover probable meaning of new words.</p> <p>Student is able to use correctly the top 500 words in English.</p> <p>Student is able to use words to describe abstract concepts.</p> <p>Student is able to use reference materials to confirm spelling, and discover meanings of words.</p>	<p>Student is able to understand literal meaning of all words in grade-level text.</p> <p>Student is able to determine word meaning through similarities to other words, and context clues.</p> <p>Student is able to understand metaphoric language used as a descriptive tool.</p> <p>Student is able to use correctly the top 1000 words in English.</p>	<p>Student is able to determine word meanings by an analysis of word parts(e.g., word roots, affixes), similarities to other words, and context clues.</p> <p>Student is able to use and understand metaphoric language and connotative meanings of words to understand or imply shades of meaning and author’s intent.</p> <p>Student is able to select between dialectic and standard/ academic word choices according to purpose.</p>	<p>Student is able to use newly learned words in a variety of contexts (e.g., speaking, writing, reading other texts).</p> <p>Student is able to define new words through word analysis and context clues when encountered to enhance communication.</p> <p>Student is able to use words in new ways to provide metaphoric descriptions.</p>

				<p>Student is able to identify dialectic and standard/academic word choices.</p> <p>Student is able to use abstract nouns and figurative language to describe abstract concepts.</p>	<p>Student is able to use correctly top 1000 words in English.</p>	
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Rubric for Comprehension (comprehension strategies)

	0	1	2	3	4	5
K	Student displays no comprehension of any text.	Student is able to identify some events from a story. Student can identify characters from a story.	Student is able to identify main characters of a story. Student is able to describe some events from a story.	Student is able to identify main characters of a story. Student is able to identify main events of a story.	Student is able to sequence a story to include beginning, middle, and end. Student is able to relate events in a story to own life. Student is able to identify the characters, setting, and important events in a story.	Student is able to listen to and retell short stories. Student is able to respond and elaborate in answering who, what, when, where questions.
1	Student displays no comprehension of any text.	Student is able to identify some events from a story. Student is able to identify the main character of a story.	Student is able to describe main characters of a story. Student is able to describe main events of a story. Student is able to relate events in a story to own life.	Student is able to sequence a story to include beginning, middle, and end. Student is able to answer simple who, what, when, where questions. Student is able to identify the characters, setting, and important events in a story.	Student is able to listen to and retell short stories. Student is able to respond and elaborate in answering who, what, when, where questions. Student is able to identify main elements of plot in a short story.	Student is able to independently recall facts and details of a story. Student is able to recognize own difficulty in comprehending text.
2-3		Student is able to give some descriptions of the characters of a story. Student is able to recall a few facts about a story in response to questions.	Student is able to give main events in a story and elaborate on events. Student is able to identify main characters and setting of a story	Student is able to listen to and retell short stories. Student is able to respond and elaborate in answering who, what, when, where questions.	Student is able to independently recall facts and details of a story. Student is able to pose and answer how, why, and what questions to understand and	Student is able to summarize main events and the role and relationship of the characters in a story. Student is able to visualize and recall story details, including

				<p>Student is able to independently recall facts and details of a story.</p> <p>Student is able to pose and answer how, why, and what questions to understand and interpret text.</p>	<p>interpret text.</p> <p>Student is able to recognize own difficulty in comprehending text.</p> <p>Student is able to interact with a story before, during, and after reading by: previewing the text; asking questions, and locating information to answer questions.</p> <p>Student can make connections to own life of information or events in text.</p> <p>Student is able to summarize a story.</p>	<p>characterization, setting, sequence, actions and consequences, and implications of character's actions.</p> <p>Student is able to identify and examine characters' motives.</p>
4-6	<p>Student can only recall general events from a story.</p> <p>Student can identify the main characters from a story.</p> <p>Student shows no discrimination in selecting informational text.</p>	<p>Student is able to recall facts from a story or text in response to questions.</p> <p>Student can identify the beginning, middle, and end of a story.</p> <p>Student is able to identify the main characters in a story.</p>	<p>Student is able to interact with a story by answering questions, locating information, and answering questions.</p> <p>Student is able to determine the appropriateness of information in a text.</p> <p>Student is able to describe the sequence of events in a story.</p> <p>Student is able to recall facts from a story in response to questions.</p>	<p>Student is able to interact with a story before, during, and after reading by: setting a purpose; previewing the text; asking questions; locating information to answer questions; using story structure to understand sequence of events.</p> <p>Student is able to make connections to own life.</p> <p>Student is able to summarize main events and the role and</p>	<p>Student is able to visualize and recall story details, including characterization, setting, sequence, actions and consequences, and implications of character's actions.</p> <p>Student is able to determine the validity of information in a text, and describe its usefulness.</p> <p>Student is able to identify and examine characters' motives.</p>	<p>Student is able to identify language that supports plot and character development (e.g., word choice, figurative language, descriptive language).</p> <p>Student is able to explain a character's motives and purposes.</p> <p>Student is able to identify main conflict in a story and describe how it is resolved.</p> <p>Student is able to</p>

			<p>Student can identify the beginning, middle, and end of a story.</p> <p>Student can identify text that is useful for a particular purpose.</p>	<p>relationship of the characters in a story.</p> <p>Student is able to provide a description of events from the main character's point of view.</p> <p>Student is able to independently recall facts and details of a story.</p> <p>Student is able to describe the importance of information in a text, describing how the information can be used.</p>	<p>Student is able to consider a situation from various characters' points of view.</p> <p>Student is able to relate and elaborate details, main ideas, setting, action, and main characters.</p> <p>Student is able to restate and summarize information text, determine the importance of information, monitor comprehension, apply strategies for comprehension (e.g., re-read, ask questions), draw inferences.</p> <p>Student is able to identify the main conflict in a story and how it is resolved.</p>	<p>interact with text by: making and confirming predictions, formulating and answering questions, supporting ideas with story details and own experiences, and drawing upon personal and cultural understanding.</p> <p>Student is able to respond to informational materials by: summarizing the information; determining the importance of the information; making connections to related topics; monitoring comprehension; drawing inferences; generating questions.</p> <p>Student is able to identify the effects of literary devices (e.g., figurative language, diction, dialogue, descriptive language).</p>
7-8	<p>Student shows no discrimination in selecting informational text.</p> <p>The student can identify facts of a story in response to questioning.</p>	<p>Student is able independently recall facts of a story or text.</p> <p>Student can identify the beginning, middle, and end of a story.</p> <p>Student can identify text</p>	<p>Student is able to identify the main events in a story and the role of characters in those events.</p> <p>Student is able to relate and elaborate details, setting, actions, and</p>	<p>Student is able to identify the main conflict in a story and how it is resolved.</p> <p>Student is able to identify how the setting influences characters and events in a story.</p>	<p>Student is able to compare, contrast, and evaluate the details, main ideas, themes, actions, and main character from selections.</p> <p>Student is able to</p>	<p>Student is able to determine how the use of literary devices (e.g., personification, metaphor, simile, alliteration) conveys an author's intent.</p> <p>Student is able to</p>

	<p>The student can independently describe the sequence of a story.</p>	<p>that is useful for a particular purpose.</p>	<p>characters.</p> <p>Student is able to determine the appropriateness of information in a text and describe how the information can be used.</p> <p>Student is able to relate events and characters in a story to own experiences.</p>	<p>Student is able to restate and summarize information text, determine the importance of information, monitor comprehension, apply strategies for comprehension (e.g. re-read, ask questions), draw inferences.</p>	<p>identify the setting, conflict, rising action, climax, and resolution of a story.</p> <p>Student is able to describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition and rhyme.</p> <p>Student is able to respond to informational materials by: summarizing the information; determining the importance of the information; making connections to related topics; monitoring comprehension; drawing inferences; generating questions.</p> <p>Student is able to describe the author’s use of various techniques (e.g., appeal of characters; logic and credibility of plot, actions, and setting; use of figurative language) to influence reader’s perspective and response.</p>	<p>evaluate text to determine author’s purpose and opinion by: evaluating inferences, conclusions, and generalizations.</p> <p>Student is able to determine the author's intent in non-fiction writing.</p> <p>Student is able to identify conceptual themes within a story.</p>
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Rubric for Oral Language Development

	0	1	2	3	4	5
K	<p>Student is unable to pronounce words clearly.</p> <p>Student does not know and cannot respond to common words.</p> <p>Student is unable to combine words into meaningful statements.</p> <p>Student cannot distinguish among forms of oral statements.</p>	<p>Student is able to pronounce words needed to communicate.</p> <p>Student responds to and understands common words.</p> <p>Student uses incomplete sentence structures.</p> <p>Student uses non-verbal expressions to communicate.</p> <p>Student can listen attentively for short periods of time.</p>	<p>Student is able to pronounce simple common words.</p> <p>Student is able to use simple common words according to their dialectic definitions.</p> <p>Student uses subject/agent and action in incomplete sentence structures</p> <p>Student will seek and share information.</p>	<p>Student is able to pronounce most words in oral vocabulary</p> <p>Student is able use new words according to their dialectic definitions.</p> <p>Student is able to use modeled grammatical constructions.</p> <p>Student can distinguish among statements, commands, and questions.</p> <p>Student will share information as relevant to a conversation.</p>	<p>Student is able to pronounce and use common words.</p> <p>The student is able to use appropriate nouns to name objects.</p> <p>Student is able use and descriptive words for objects.</p> <p>Student is able to recognize nonsense words.</p> <p>Student is able to speak in complete sentences.</p> <p>Student is able to distinguish among statements, commands, and questions.</p> <p>Student will identify and communicate own informational needs.</p> <p>Student can identify and respond to simple humor.</p>	<p>Student is able to understand new words with similarities to known words.</p> <p>The student is able to use a variety of nouns to name objects with similar characteristics.</p> <p>Student is able to speak in complete sentences with modifiers correctly placed.</p> <p>Student can correctly match oral statements to non-verbal expressions.</p> <p>Student can identify informational needs of others and provide that information.</p> <p>Student can distinguish between true statements and intentional falsehoods made for comic purposes.</p>
1	<p>Student is able to pronounce words needed to communicate.</p> <p>Student responds to and</p>	<p>Student is able to pronounce and use simple common words.</p> <p>Student is able to use</p>	<p>Student is able to pronounce most words in oral vocabulary</p> <p>Student is able to use</p>	<p>Student is able to pronounce and use common words.</p> <p>The student is able to</p>	<p>Student is able to understand, recognize, and use irregular consonant combinations.</p>	<p>Student is able to understand, recognize, and use irregular verb forms and vowel combinations.</p>

	<p>understands common words.</p> <p>Student uses incomplete sentence structures.</p> <p>Student uses non-verbal expressions to communicate.</p> <p>Student can listen attentively for short periods of time.</p>	<p>simple common words according to their dialectic definitions.</p> <p>Student is able to associate actions with subjects.</p> <p>Student will seek and share information.</p>	<p>new words according to their dialectic definitions.</p> <p>Student is able to use modeled grammatical constructions.</p> <p>Student can distinguish among statements, commands, and questions.</p> <p>Student will share information on a topic.</p>	<p>use appropriate nouns to name objects.</p> <p>Student is able use and descriptive words for objects.</p> <p>Student is able to recognize nonsense words.</p> <p>Student is able to speak in complete sentences.</p> <p>Student demonstrates turn-taking in conversations.</p> <p>Student will share information as relevant to a conversation.</p> <p>Student is able to make questions and needs clear.</p>	<p>Student is able to use irregular noun forms.</p> <p>Student will use words that describe color, size, location.</p> <p>Student is able to apply common affixes to words correctly (e.g., -ed, -s. -ing, re-).</p> <p>Student is able to speak in complete sentences.</p> <p>Student is able to speak using compound sentences.</p> <p>Student is able to use simple verb forms correctly (e.g., present, past, progressive, future)</p> <p>Student is able to follow conventions for asking questions.</p> <p>Student demonstrates turn-taking in conversations.</p> <p>Student is able to follow simple oral instructions.</p>	<p>Student will differentiate among various verbs used to describe similar actions (e.g., trip-stumble, drive-speed, clean-scrub)</p> <p>Student clearly identifies pronouns with their subjects.</p> <p>Student can correctly use verb forms to maintain tense.</p> <p>Student applies correctly suffixes to irregularly conjugated verb forms.</p> <p>Student is able to follow two and three step instructions.</p> <p>Student is able to determine an appropriate time for entering a conversation.</p>
2-3	<p>Student is able to pronounce and use simple common words.</p> <p>Student is able to use</p>	<p>Student is able to pronounce most words in oral vocabulary</p> <p>Student is able to use</p>	<p>Student is able pronounce and use common words.</p> <p>The student is able to use</p>	<p>Student is able to understand, recognize, and use irregular consonant combinations.</p>	<p>Student is able to recognize, understand, and use irregular vowel combinations.</p>	<p>Student is able to determine correct word pronunciation by analysis of word components and</p>

	<p>simple common words according to their dialectic definitions.</p> <p>Student is able to associate actions with subjects.</p> <p>Student will seek and share information.</p>	<p>new words according to their dialectic definitions.</p> <p>Student is able to use modeled grammatical constructions.</p> <p>Student is able to distinguish among statements, commands, and questions.</p> <p>Student is able to share information on a topic.</p>	<p>appropriate nouns to name objects.</p> <p>Student is able use and descriptive words for objects.</p> <p>Student is able to recognize nonsense words.</p> <p>Student is able to speak in complete sentences.</p> <p>Student demonstrates turn-taking in conversations.</p> <p>Student will share information as relevant to a conversation.</p> <p>Student is able to make questions and needs clear.</p>	<p>Student is able to use irregular noun forms.</p> <p>Student will use words that describe color, size, location.</p> <p>Student is able to apply common affixes to words correctly (e.g., -ed, -s. -ing, re-).</p> <p>Student is able to speak in complete sentences.</p> <p>Student is able to speak using compound sentences.</p> <p>Student is able to use simple verb forms correctly (e.g., present, past, progressive, future)</p> <p>Student is able to follow conventions for asking questions.</p> <p>Student demonstrates turn-taking in conversations.</p> <p>Student is able to follow simple oral instructions.</p>	<p>Student is able to use some literary words and language patterns in speaking (e.g., elaborate descriptions, figurative wording).</p> <p>Student is able to use most common affixes correctly.</p> <p>Student is able to speak using compound sentences and complex sentences.</p> <p>Student is able to use correct subject verb and tense agreement.</p> <p>Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation.</p> <p>Student is able to use commands and questions appropriately depending upon a situation.</p> <p>Student is able to demonstrate active listening skills.</p> <p>Student is able to sustain conversation on a topic.</p>	<p>language roots.</p> <p>The student is able to choose between standard and non-standard (dialectic) word choices as appropriate for the topic, purpose, and audience.</p> <p>Student is able to understand and use metaphoric language.</p> <p>Student uses correct pronoun identification, subject-verb agreement, verb tense agreement, and subject and tense consistency.</p> <p>Student is able to speak using compound-complex sentences structures, applying rules of correct grammar.</p> <p>The student is able to make presentations to inform or persuade, selecting language for impact.</p> <p>The student is able to use figurative language and a variety of speech patterns.</p>
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<p>4-8</p>	<p>Student is able to pronounce most words in oral vocabulary</p> <p>Student is able to use new words according to their dialectic definitions.</p> <p>Student is able to use modeled grammatical constructions.</p> <p>Student is able to distinguish among statements, commands, and questions.</p> <p>Student is able to share information on a topic.</p>	<p>Student is able to pronounce and use common words.</p> <p>The student is able to use appropriate nouns to name objects.</p> <p>Student is able use and descriptive words for objects.</p> <p>Student is able to recognize nonsense words.</p> <p>Student is able to speak in complete sentences.</p> <p>Student demonstrates turn-taking in conversations.</p> <p>Student will share information as relevant to a conversation.</p> <p>Student is able to make questions and needs clear.</p>	<p>Student is able to understand, recognize, and use irregular consonant combinations.</p> <p>Student is able to use irregular noun forms.</p> <p>Student will use words that describe color, size, location.</p> <p>Student is able to apply common affixes to words correctly (e.g., -ed, -s. -ing, re-).</p> <p>Student is able to speak in complete sentences.</p> <p>Student is able to speak using compound sentences.</p> <p>Student is able to use simple verb forms correctly (e.g., present, past, progressive, future)</p> <p>Student is able to follow conventions for asking questions.</p> <p>Student demonstrates turn-taking in conversations.</p> <p>Student is able to follow simple oral instructions.</p>	<p>Student is able to recognize, understand, and use irregular vowel combinations.</p> <p>Student is able to use some literary words and language patterns in speaking (e.g., elaborate descriptions, figurative wording).</p> <p>Student is able to use most common affixes correctly.</p> <p>Student is able to speak using compound sentences and complex sentences.</p> <p>Student is able to use correct subject verb and tense agreement.</p> <p>Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation.</p> <p>Student is able to use commands and questions appropriately depending upon a situation.</p> <p>Student is able to demonstrate active</p>	<p>Student is able to determine correct word pronunciation by analysis of word components and language roots.</p> <p>The student is able to choose between standard and non-standard (dialectic) word choices as appropriate for the topic, purpose, and audience.</p> <p>Student is able to understand and use metaphoric language.</p> <p>Student uses correct pronoun identification, subject-verb agreement, verb tense agreement, and subject and tense consistency.</p> <p>Student is able to speak using compound-complex sentences structures, applying rules of correct grammar.</p> <p>The student is able to make presentations to inform or persuade, selecting language for impact.</p> <p>The student is able to</p>	<p>Student is able to pronounce words correctly, including common scientific and foreign words, with appropriate emphasis and fluency.</p> <p>Student is able to choose between connotative and denotative meanings of words according to a purpose.</p> <p>Student is able to modify speech patterns for emphasis, following conventional syntactic rules or not according to a purpose.</p> <p>Student is able to express ideas clearly, concisely, and persuasively.</p>
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				listening skills. Student is able to sustain conversation on a topic.	use figurative language and a variety of speech patterns.	
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