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| 3 |  | Proficient | Student demonstrates competency over subject matter, including knowledge, skills, and application of skills and knowledge |
| Knowledge |  | Student consistently demonstrates explicit understanding of the skill/strategy and its purpose.  **Example:** The student understands that prefixes are meaningful parts and that when added to a word, they change the meaning of the word.  **Example:** The student understands cause-and-effect relationships and how they can be used to organize text. | |
| Skills |  | Student demonstrates the ability to independently apply the targeted skill/strategy to new situations.  **Example:** The student independently identifies prefixes in words and determines their meanings.  **Example:** The student independently identifies the cause-and-effect relationships expressed in a newly presented reading selection. | |
| 2 |  | Basic | Student demonstrates partial mastery of prerequisite knowledge and skills |
| Knowledge |  | Student demonstrates understanding of the skill/strategy and its purpose, with teacher support.  **Example:** With teacher guidance, the student demonstrates understanding that prefixes are meaningful parts and that when added to a word, they change the meaning of the word.  **Example:** With teacher guidance, the student demonstrates understanding of cause-and-effect relationships and how they can be used to organize text. | |
| Skills |  | Student demonstrates the ability to apply the targeted skill/strategy within teacher-directed activities.  **Example:** With teacher guidance, the student identifies prefixes in words and determines their meanings.  **Example:** With teacher guidance, the student locates cause-and-effect relationships within a newly presented reading selection. | |
| 1 |  | Below Basic | Student demonstrates limited mastery of prerequisite knowledge and skills |
| Knowledge |  | Student demonstrates limited understanding of the skill/strategy and its purpose.  **Example:** The student demonstrates limited understanding that prefixes are meaningful parts and that when added to a word, they change the meaning of the word.  **Example:** The student demonstrates limited understanding of cause-and-effect relationships and how they can be used to organize text. | |
| Skills |  | Student demonstrates limited ability to apply the targeted skill/strategy and is dependent on teacher support and guidance.  **Example:** Despite teacher assistance, the student demonstrates inconsistent ability to identify prefixes in words and determine their meanings.  **Example:** The student inconsistently identifies cause-and-effect relationships in text during teacher-assisted activities. | |

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| **Directions:** Assess the student’s performance every session\* using the Rubric for Evaluation of Student Progress. Indicate the date of the lesson, place the student’s score next to the skills listed, and add comments and initials.  \*Only assess Fluency in every third session. | | |
|  | Word Study |
|  | Fluency |
|  | Comprehension |
|  | Vocabulary |

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| Date | Skills | Score | Teacher Comments | Initials |
| Lesson 1 | Prefixes: en-/em-, de-, pre-, post- |  |  |  |
| Fluency | NA |  |  |
| Main idea and supporting details |  |  |  |
| Content words; Context; Glossary |  |  |  |
| Lesson 2 | Prefixes: en-/em-, de-, pre-, post- |  |  |  |
| Fluency | NA |  |  |
| Main idea and supporting details |  |  |  |
| Content words; Context; Glossary |  |  |  |
| Lesson 3 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Summary of nonfiction text |  |  |  |
| Content words; Context |  |  |  |
| Lesson 4 | Suffixes: -ity, -ment, -ful, -ible/-able |  |  |  |
| Fluency | NA |  |  |
| Plot, Theme, Point of view |  |  |  |
| Content words; Denotation and connotation; Glossary |  |  |  |

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| Date | Skills | Score | Teacher Comments | Initials |
| Lesson 5 | Suffixes: -ity, -ment, -ful, -ible/-able |  |  |  |
| Fluency | NA |  |  |
| Plot, Theme, Point of view |  |  |  |
| Content words; Denotation and connotation; Glossary |  |  |  |
| Lesson 6 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Summary of fiction text |  |  |  |
| Content words; Denotation and connotation |  |  |  |
| Lesson 7 | Roots: duce/duct, tract, ped/pod |  |  |  |
| Fluency | NA |  |  |
| Fact and opinion; Author’s argument; Inferences |  |  |  |
| Content words; Glossary |  |  |  |
| Lesson 8 | Roots: duce/duct, tract, ped/pod |  |  |  |
| Fluency | NA |  |  |
| Fact and opinion; Author’s argument; Inferences |  |  |  |
| Content words; Synonyms and antonyms |  |  |  |
| Lesson 9 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Analysis of author’s argument |  |  |  |
| Content words; Synonyms and antonyms |  |  |  |
| Lesson 10 | Prefixes: dis-, inter-, mis-, anti- |  |  |  |
| Fluency | NA |  |  |
| Cause and effect; Drawing inferences; Theme |  |  |  |
| Content words; Homophones; Glossary |  |  |  |
| Date | Skills | Score | Teacher Comments | Initials |
| Lesson 11 | Prefixes: dis-, inter-, mis-, anti- |  |  |  |
| Fluency | NA |  |  |
| Cause and effect; Drawing inferences; Theme |  |  |  |
| Content words; Homophones; Glossary |  |  |  |
| Lesson 12 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Characters and theme |  |  |  |
| Content words; Homophones |  |  |  |
| Lesson 13 | Suffixes: -cy, -ive, -ion/-sion/-tion, -ward |  |  |  |
| Fluency | NA |  |  |
| Main idea; Supporting details; Text structure |  |  |  |
| Content words; Context; Glossary |  |  |  |
| Lesson 14 | Suffixes: -cy, -ive, -ion/-sion/-tion, -ward |  |  |  |
| Fluency | NA |  |  |
| Main idea; Supporting details; Text structure |  |  |  |
| Content words; Context; Glossary |  |  |  |
| Lesson 15 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Integrating knowledge from multiple texts |  |  |  |
| Content words; Context |  |  |  |
| Lesson 16 | Roots: scrip/scribe, spec/spect, mit/miss |  |  |  |
| Fluency | NA |  |  |
| Point of view |  |  |  |
| Content words; Glossary |  |  |  |

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| Date | Skills | Score | Teacher Comments | Initials |
| Lesson 17 | Roots: scrip/scribe, spec/spect, mit/miss |  |  |  |
| Fluency | NA |  |  |
| Point of view |  |  |  |
| Content words; Synonyms and antonyms |  |  |  |
| Lesson 18 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Alternate point of view |  |  |  |
| Content words; Synonyms and antonyms |  |  |  |
| Lesson 19 | Prefixes: ir-/il-/im-, multi-, over-, under- |  |  |  |
| Fluency | NA |  |  |
| Poetry structure; Figurative language |  |  |  |
| Content words; Denotation and connotation; Glossary |  |  |  |
| Lesson 20 | Prefixes: ir-/il-/im-, multi-, over-, under- |  |  |  |
| Fluency | NA |  |  |
| Structural elements of drama |  |  |  |
| Content words; Denotation and connotation; Glossary |  |  |  |
| Lesson 21 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Plot summary |  |  |  |
| Content words; Denotation and connotation |  |  |  |
| Lesson 22 | Suffixes: -ance/-ence, -ize, -some, -en |  |  |  |
| Fluency | NA |  |  |
| Main idea and supporting details; Text structure |  |  |  |
| Content words; Context; Glossary |  |  |  |

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| Date | Skills | Score | Teacher Comments | Initials |
| Lesson 23 | Suffixes: -ance/-ence, -ize, -some, -en |  |  |  |
| Fluency | NA |  |  |
| Main idea and supporting details; Text structure |  |  |  |
| Content words; Context; Glossary |  |  |  |
| Lesson 24 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Relationships between individuals and events |  |  |  |
| Content words; Context |  |  |  |
| Lesson 25 | Word root review |  |  |  |
| Fluency | NA |  |  |
| Main idea and supporting details; Drawing inferences |  |  |  |
| Content words; Homophones and homographs; Glossary |  |  |  |
| Lesson 26 | Word root review |  |  |  |
| Fluency | NA |  |  |
| Main idea and supporting details; Drawing inferences |  |  |  |
| Content words; Homophones and homographs; Glossary |  |  |  |
| Lesson 27 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Summarize nonfiction text |  |  |  |
| Content words; Homophones and homographs |  |  |  |
| Lesson 28 | Affix review |  |  |  |
| Fluency | NA |  |  |
| Elements of mystery; Plot; Theme |  |  |  |
| Content words; Word relationships; Glossary |  |  |  |
| Date | Skills | Score | Teacher Comments | Initials |
| Lesson 29 | Affix review |  |  |  |
| Fluency | NA |  |  |
| Elements of mystery; Plot; Theme |  |  |  |
| Content words; Word relationships |  |  |  |
| Lesson 30 | Syllabication |  |  |  |
| Fluency |  |  |  |
| Comparing two passages in mystery genre |  |  |  |
| Content words; Word relationships |  |  |  |