

Setting Benchmark Expectations

In second grade, readers generally are able to...				
	BY OCTOBER	BY JANUARY	BY MARCH	BY MAY
Vocabulary	<ul style="list-style-type: none"> recognize regular and irregular high-frequency words recognize and understand selection vocabulary use grade-appropriate reference sources to learn word meanings 	<p>All previous items plus...</p> <ul style="list-style-type: none"> understand content-area vocabulary understand multiple-meaning words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use new words in a variety of contexts understand antonyms and synonyms understand abbreviations and acronyms 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use knowledge of word structure to figure out meanings of unknown words
Phonics	<ul style="list-style-type: none"> use dominant letter(s)/sound(s) to confirm or discount word choice decode one-syllable words by sequentially blending letter sounds use familiar letter sequences (onsets and rimes) to decode unknown words use analogies to decode words with similar spelling patterns (e.g., <i>dot, hot</i>) decode short vowel CVC words decode words with initial/final consonant digraphs 	<p>All previous items plus...</p> <ul style="list-style-type: none"> decode CVCe words decode compound words decode words with initial and final consonant blends 	<p>All previous items plus...</p> <ul style="list-style-type: none"> decode <i>r</i>-controlled vowels decode words with complex vowels decode base words and inflected endings decode multisyllabic words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> decode words with diphthongs, digraphs, and inflected endings use multiple cues to problem-solve words quickly take words apart to decode words use analogies to decode words with more complex spelling patterns (e.g., <i>house, blouse</i>) search and monitor vowel patterns within words identify and use familiar consonant and vowel patterns to divide two-to-three syllable words understand the meaning of common prefixes and suffixes

<p>Comprehension</p>	<ul style="list-style-type: none"> • make text-to-self connections • predict what is likely to happen before and during reading • confirm and/or alter predictions • problem-solve unknown/challenging words using multiple sources of information • self-correct significant miscues • monitor reading across pages, segments, and/or chapters; stop and reread when meaning is not clear or lost • learn from text features • understand basic information presented graphically 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • extract more meaning from the text; rely less on the illustrations • use fix-up strategies when meaning is not clear • support opinions with examples from the text or personal experience • make predictions based on prior knowledge, the book title, and oral book introduction 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • make inferences and discuss what is implied or suggested in the text • understand the purpose of titles/headings, boldfaced words, glossary, and captions 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • monitor meaning and use fix-up strategies when meaning is unclear • use titles/headings as a basis for predictions and questions • use boldfaced words, glossary, and captions to clarify meaning
<p>Retelling</p>	<ul style="list-style-type: none"> • organize information in a sequential or logical order • discuss main idea and details • identify a part of the book they liked best and why • discuss text-to-self and text-to-text connections • identify the most important event in the story • identify ideas, details, and vocabulary to include in a retelling 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • demonstrate understanding of setting • demonstrate understanding of the characters • use details from the text and personal experience to enhance retelling 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • interpret characters' actions, decisions, behaviors • discuss what the author is trying to say in the story/text (message) • identify problem/solution and conflict/resolution • make inferences and discuss what is implied or suggested in the text 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • use details from the text and personal experience to support opinion(s) • compare and contrast characters, stories, and texts • retell using story maps and story prompts • write a "scaffolded" story summary using their own language and key ideas and vocabulary from the text
<p>Fluency</p>	<ul style="list-style-type: none"> • scan pages from top to bottom to locate text • hold the story line while accessing visual information • use meaning, structure, and visual information to problem-solve unknown words • read in two-to-three-word phrases • read with appropriate rate, phrasing, and expression 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • read silently • read in longer phrases • attend to and read punctuation • read dialogue with expression • read with accuracy 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • improve accuracy and pace • attend to and read repetition, rhyme, and other literary devices 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • adjust rate, as needed • read with expression that conveys intended meaning • read in longer, meaningful phrases
<p>Rate (WPM)</p>	<p>55-85</p>	<p>65-95</p>	<p>70-100</p>	<p>75-105</p>
<p>% accuracy</p>	<p>95-98%</p>	<p>95-98%</p>	<p>95-98%</p>	<p>95-98%</p>
<p>DRA2 Level</p>	<p>18</p>	<p>20</p>	<p>24</p>	<p>28</p>

Setting Benchmark Expectations

In third grade, readers generally are able to...				
	BY OCTOBER	BY JANUARY	BY MARCH	BY MAY
Vocabulary	<ul style="list-style-type: none"> recognize and decode content-specific language recognize unfamiliar words and identify ways to discover their meaning 	<p>All previous items plus...</p> <ul style="list-style-type: none"> increase the number of polysyllabic words they understand 	<p>All previous items plus...</p> <ul style="list-style-type: none"> identify more challenging vocabulary that requires readers to identify and use meaning units (base/root words and affixes within words) 	<p>All previous items plus...</p> <ul style="list-style-type: none"> develop deeper understandings of previously learned vocabulary as they read
Phonics	<ul style="list-style-type: none"> decode words with diphthongs, digraphs, and inflected endings use multiple cues to problem-solve words quickly use analogies to decode words with more complex spelling patterns (e.g., <i>house, blouse</i>) search and monitor vowel patterns within words use beginning and ending letter(s)/sound(s) to confirm or discount word choice understand the meaning of common prefixes and suffixes take words apart (onsets, rimes, endings, contractions, blends, compound words, long vowels spellings, digraphs, and diphthongs) to decode words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> identify and use familiar consonant and vowel patterns to divide two- to three-syllable words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use analogies to decode word segments with similar complex vowel spellings 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use analogies to decode multisyllabic word patterns (e.g., <i>bought</i>) identify units (base/root words and affixes) within multisyllabic words that help determine meaning

<p>Comprehension</p> <ul style="list-style-type: none"> • self-correct significant miscues • use boldfaced words, glossary, and captions to clarify meaning • predict what is likely to happen before and during reading • confirm and/or alter predictions • monitor reading across pages, segments, and/or chapters • understand basic information presented graphically • identify story elements • respond to texts by making personal connections 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • generate relevant questions before and during reading • quickly problem-solve unknown/challenging words using multiple sources of information • share text-to-text connections made while reading a text • infer and discuss what is implied or suggested in the text • determine what the author is trying to say (message) • support opinions with examples from text or personal experience 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • read multiple books within a series, genre, or by an author • identify things to learn or do in order to become a better reader • recognize the purpose of the text through identification and use of a foreword • recognize point of view, particularly the first person • support answers by connecting prior knowledge with literal information found in, and inferred from, the text 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • read different genres • use background knowledge and first few pages to make several meaningful predictions • recall main ideas and supporting details from previously read chapters to continue constructing and monitoring meaning • skim to locate and/or recheck information • identify the author's message or theme • understand emotional content to support meaning
<p>Retelling</p> <ul style="list-style-type: none"> • organize information in a sequential or logical order • discuss main idea and details • identify a part of the book they liked best and why • discuss text-to-self and text-to-text connections • identify the story event • identify important ideas, details, and vocabulary 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • identify the most important thing that happened in the story 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • write a "scaffolded" summary • compare and contrast characters, stories, and texts • begin to use details from the text and personal experiences to support opinion(s) 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • compose a written summary using their own language and key ideas and vocabulary from the text • reflect on and determine importance and/or evaluate what is read
<p>Fluency</p> <ul style="list-style-type: none"> • use meaning, structure, and visual information to problem-solve unknown words • read with appropriate rate, phrasing, and expression • read silently • attend to and read punctuation • read dialogue with expression • read with accuracy • adjust rate as needed 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • read in increasingly longer phrases • improve accuracy and pace • attend to and read repetition, rhyme, and other literary devices • read with expression that conveys intended meaning 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • read in longer, meaningful phrases • improve accuracy and pace 	<p>All previous items plus...</p> <ul style="list-style-type: none"> • read silently for increasing periods of time
<p>Rate (WPM)</p>	<p>80-110</p>	<p>80-115</p>	<p>90-125</p> <p>F: 105-140 NF: 100-135</p>
<p>% accuracy</p>	<p>96-98%</p>	<p>96-98%</p>	<p>97-98%</p>
<p>DRA2 Level</p>	<p>30</p>	<p>34</p>	<p>38</p> <p>40</p>

Setting Benchmark Expectations

Student Expectations by...		GRADE 4	GRADE 5
Phonics	<ul style="list-style-type: none"> • Uses blends to decode unknown words. • Uses syllables to decode unknown words. • Uses base word and then suffix to decode unfamiliar multisyllabic words. • Uses word segmentation and syllabication to understand unfamiliar words. 	<ul style="list-style-type: none"> • Reads most ideas as meaning units. • Uses commas and quotation marks as a guide to read with expression. • Temporarily pauses to ponder the meaning of the text while decoding. • Reads silently for 20–30 minutes. • Is self-motivated to read for pleasure. 	<ul style="list-style-type: none"> • Uses decoding strategies appropriately and automatically when encountering unfamiliar or unknown words. • Uses knowledge of affixes and morphology to read and understand unfamiliar words.
Fluency		<ul style="list-style-type: none"> • Reads ideas as meaning units. • Uses conventions of print to guide expressive, well-paced reading. • Reads many unknown or unfamiliar words automatically. • Reads silently for 30–40 minutes. • Is totally absorbed while reading any genre. 	

<p>Vocabulary</p>	<ul style="list-style-type: none"> Recognizes that words have more than one meaning. Begins to understand how to connect background knowledge to subject-specific vocabulary. Identifies base words and affixes while inferring the meaning of unfamiliar words. Uses some new words read while recounting and summarizing text. Uses context of sentence to infer the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Recognizes author's use of figurative language. Connects background knowledge to subject-specific vocabulary. Uses base words and affixes to determine the meaning of complex words. Uses synonyms interchangeably with unfamiliar and content-specific vocabulary. Uses context of sentence (definition, restatement, or example) and author's use of words and summarizes the passage to infer the meaning of unfamiliar words.
<p>Comprehension</p>	<ul style="list-style-type: none"> Previews text and generates several reasonable predictions and questions related to the text of various genres. Recounts important information from the text. Understands the text's message and can state or write supporting details to defend his or her thinking. Makes inferences based on explicit and implicit information from the text. Compares text read to other texts. Compares information while reading nonfiction text to similar information. Uses the author's description to visualize the setting and characters. Identifies information from graphs, charts, tables, and maps. 	<ul style="list-style-type: none"> Previews text, sets a purpose, and generates several thoughtful predictions and questions related to the text of various genres. Recounts important information using the details and vocabulary from the text. Uses purpose for reading to take notes, recording important information. Thoroughly understands the text's message and can state or write supporting details to defend his or her thinking. Compares and contrasts different points of view. Chooses books effectively for a variety of purposes. Selects, monitors, and adjusts reading strategies. Describes the importance of setting and characters within text. Distinguishes fact from opinion. Makes inferences based on information from graphs, charts, tables, and maps.
<p>Summarizing</p>	<ul style="list-style-type: none"> Writes a summary that includes most of the important information, vocabulary, characters, and some details. Writes a summary that is loosely organized. Writes a summary that hints at the theme of a story or the important idea(s) from nonfiction text. 	<ul style="list-style-type: none"> Writes a summary that includes all of the important information, vocabulary, characters, and details. Writes a summary that is organized in a sequential order. Writes a summary that includes the theme of a story or the important idea(s) from nonfiction text.
<p>Rate (WPM)</p>	<p>Oral Reading = 105–135 WPM Silent Reading = 150–200 WPM</p>	
<p>% Accuracy</p>	<p>96–100%</p>	
<p>DRA2 Level</p>	<p>50</p>	
<p>Rate (WPM)</p>	<p>Oral Reading = 120–145 WPM Silent Reading = 175–225 WPM</p>	
<p>% Accuracy</p>	<p>96–100%</p>	
<p>DRA2 Level</p>	<p>50</p>	

When Are My Readers Ready to Move Up to the Next Guided Reading Group?

Based on ongoing observational and informal assessments, you may want to move readers to the next reading level if they are generally able to

Fluency

- read fluently with appropriate phrasing, intonation, and pacing on all genres of text
- use punctuation to guide meaningful reading
- adjust reading rate to process unfamiliar concepts and/or words
- read with 94% accuracy or higher

Word Analysis and Vocabulary

- flexibly use multiple word-solving strategies to analyze and confirm unknown words, including knowledge about word roots, affixes, cognates, and structural analysis
- develop understandings of new vocabulary words while reading
- use context clues and other strategies to figure out sentence and word meanings
- understand content-area vocabulary and specialized or topical words
- use schema (background knowledge) to figure out the meaning of topical or content-area words

Comprehension

- draw conclusions and inferences from text
- gather information from a text and text features such as book and chapter titles, headings, and contents pages to support inferences and conclusions

- use comprehension strategies such as predicting, visualizing, questioning, making inferences, making connections, summarizing, and synthesizing while reading orally or silently
- apply background knowledge to aid in comprehension
- monitor meaning and use fix-up strategies flexibly and in combination when meaning is unclear
- interpret author's message by reading beyond literal interpretations
- sustain comprehension through stretches of longer text and/or across chapters
- answer literal and interpretative comprehension questions by connecting schema, information from the text, inferences, and synthesis

Retelling

- recall and summarize facts and details of the text and restate them orally or in writing in an organized manner
- use text vocabulary when retelling
- use details from the text and personal experience to support opinions
- use story grammar or story structure (character, setting, goals, problem, solution, and outcomes) to retell the story with appropriate inferences and judgments

What If My Readers Are Having Trouble?

	<i>If ...</i>	<i>then ...</i>
Word Analysis	a student cannot analyze a word,	<p>prompt him to use multiple strategies to problem solve the word. Ask:</p> <ul style="list-style-type: none">• <i>What is the first syllable?</i>• <i>What is the first chunk?</i>• <i>What are the first two letters (blend)?</i>• <i>Does this look like a word you know?</i>• <i>What is the beginning (middle, ending) sound?</i>• <i>Did you read to the end of the sentence then go back to the word and try again?</i>• <i>Do you know the prefix and/or suffix?</i>• <i>Do you know the meaning of the word root or base word?</i>• <i>Do you know a word like that?</i>
Vocabulary	a student has trouble understanding more challenging vocabulary words,	<p>make sure that the student understands an oral definition of the word, presented in terms the student already knows. Provide students with a familiar synonym.</p> <p>assist the student with</p> <ul style="list-style-type: none">• word maps.• contextual analysis lessons.• structural analysis lessons, including prefix, suffix, and root/base word instruction.
Comprehension	a student reads so slowly that she cannot comprehend,	<p>assist the student with prereading activities such as</p> <ul style="list-style-type: none">• choosing books at appropriate independent and instructional reading levels.• building background.• activating prior knowledge.• filling in KWL charts.• completing an Anticipation Guide.• providing think-alouds.• rechecking for appropriate fluency rate. See Fluency activities, back page.

If ...

then ...

Comprehension

a student reads quickly with little comprehension,

prompt the student to adjust her reading rate to help her grasp difficult or confusing parts of the story.

encourage the student to use self-monitoring strategies with prompts such as

- *Does it make sense?*
- *Does that fit with what you already know about that topic?*
- *Is that what you thought would happen?*
- *Does it look and sound right to you?*
- *Something wasn't quite right. What was it?*
- *Would _____ fit there?*
- *What section was hard to understand?*
- *Why was this part hard to understand?*
- *What was this _____ about?*
- *When did it not make sense?*
- *What do you remember?*

a student has difficulty applying the target strategy,

model how to use the strategy again, using a different text.

encourage the student to understand the purpose of the strategy using prompts such as

- *Why would you use this strategy?*
- *How can this strategy help you understand?*

a student cannot retell/summarize,

make sure the student

- knows how to retell and what is expected in the retelling.
- understands how to identify the main idea or purpose and supporting details.
- understands that he must put pieces of information together while reading to make sense of text.
- is constructing meaning while reading by using imagery, predicting what might happen, and using self-monitoring strategies appropriately.
- understands story grammar and structures of narrative text, including setting, characters, goals, problems, and solutions.
- understands characteristics of nonfiction text.
- knows how to reread to locate important parts of the text.

	<i>If ...</i>	<i>then ...</i>
Fluency	<ul style="list-style-type: none"> • a student reads choppy, 2–3 words at a time, 	<p>encourage the student to reread the text fluently with support, in a variety of ways, including:</p> <ul style="list-style-type: none"> • repeated reading. • choral readings. • partner readings. • reader’s theater. • reading aloud while listening to a recording. • paired readings with fluent readers.
	<ul style="list-style-type: none"> • a student reads slowly but comprehends, 	<p>model fluent reading and prompt:</p> <ul style="list-style-type: none"> • <i>Can you read this group of words quickly?</i> • <i>Can you read this and say your words so it sounds like people talking or like you are telling a story?</i> • <i>Are there words you do not know? If so, try sounding them out.</i> • <i>Read the punctuation.</i> • <i>Match your voice with mine.</i>
	<ul style="list-style-type: none"> • a student does not read fluently at the appropriate rate, 	<p>make sure the student practices with text at her independent reading level. Encourage multiple readings.</p> <p>have her do repeated readings, especially of poetry.</p>
	<ul style="list-style-type: none"> • a student does not read with appropriate intonation, or heed punctuation, 	<p>remind him to look for clues in the text that can help him. Prompt:</p> <ul style="list-style-type: none"> • <i>Think about who is speaking each time you read quotations.</i> • <i>What is going on in this passage? Make your voice show that. How can your voice show that?</i> • <i>What do you notice in the text (capitalization, italics, punctuation) that tells you how to read it?</i> <p>model appropriate intonation and have student reread.</p>

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