

## Class: G3 (Vega)

Teacher: Vega, P.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	10	436	371-512
Group 2	5	353	318-366
Group 3	4	264	174-281

## Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program.

### Group 1

#### Students

Leona Rasmussen, Jamar Henry, Jeanette Huffman, Samantha Cash, Joseph Perez, Randolph Harper, Judy Dean, Mark Haynes, Elias Clark, David Solomon

#### Reading: Foundational Skills

GR

##### Fluency

- 5 » Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem, to answer a research question) and comprehend on-level texts demonstrated in a variety of ways (e.g., by writing or selecting an accurate summary, writing an answer to the question, writing about the solution, or discussing/drawing conclusions about the research question)
- 5 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
- 5 » Read on-level prose and poetry aloud with expression (e.g., appropriate phrasing, pauses, and stresses and matching the rhythm of speech)
- 5 » Confirm or correct understanding of text by previewing and setting a purpose for reading, using word-attack skills, and by rereading and/or reading ahead or around as necessary

#### Reading: Literature

##### Key Ideas and Details

- 5 Summarize a story, drama, or narrative poem, describing the main characters, details, and key events including conflict and resolution
- 5 Compare and contrast characters using specific details and describe how they interact with other characters
- 5 Describe plot structure and explain how key events advance the plot of a story or drama
- 5 » Compare and contrast key events in the plot of a story or drama (e.g., compare how a character acts when facing similar circumstances)
- 5 Describe the influence of the setting on the plot and characters and compare and contrast the effects of different settings
- 5 » Determine themes in a story, drama, or poem that are stated directly or indirectly (e.g., revealed by details in the text such as how characters respond to challenges or how a poem's speaker reflects on a topic)
- 5 » Cite accurate evidence from a literary text to support inferences and to explain the text's explicit meaning
- 5 Use textual evidence to distinguish between valid and invalid conclusions drawn in and from literary texts (e.g., note when a character makes an incorrect conclusion)

##### Craft and Structure

- 6 Use a range of strategies to determine or clarify the precise meanings of general academic words and phrases in grade-appropriate literary texts more efficiently, including reference materials, affixes and roots, context clues such as word relationships, parts of speech, and the overall sentence or paragraph meaning

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

\*This student was given extra time to complete the test.