



Module 10 Grade Level Proficiencies from the Rules for CBLA Grade K

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Recognize, hear, and produce patterns of sound in oral language (I.e., rhyming words)		
	identify, blend, and segment the phonemes of most one-syllable words (e.g., dog, /d/ /o/ /g/)		
Phonics	Recognize and name all letters		
	Apply knowledge of letter-sounds to decode single-syllable words (e.g., dog, cat)		
	Know letter sounds		
	Read simple words including a few sight words (e.g., a, the, I, my, you, and, are, and simple words used in a child's oral language)		
Vocabulary	Talk about words and word meaning as encountered in books and conversation		
	Identify and sort common words within basic categories (e.g., colors, shapes, food)		
Fluency	Read orally simple text containing familiar word patterns		
	Express knowledge of words used in instruction such as prepositions, common nouns, verbs, and pronouns.		
Comprehension	Sense of Story: Tell a simple story with a beginning, middle, and end		
	Sense of Story: Retells a known story in own words and in correct sequence		
	Sense of Story: Listen to and comprehend a variety of genres		
	Sense of Story: Generate a picture/written response to text listened to or read		
	Sense of Story: Connect information and events in texts to life experiences		
	Sense of Story: Identify characters, settings, and key events in a text		
	Concepts about Print: Handle books correctly		
	Concepts about Print: Understand directionality of print		
	Concepts about Print: Focus on word after word in sequence (voice-print match)		
	Concepts about Print: Use pictures to predict print		
	Concepts about Print: Realize that print carries meaning		



Module 10 Grade Level Proficiencies from the Rules for CBLA Grade 1

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Use onset and rime to create new words that include blends and digraphs		
	Hear and identify initial, medial, and final sounds of a given word		
	Hear the similarities of sounds in words and rhythmical patterns in a sequence		
	Recognize alliteration		
Phonics	Recognize and apply knowledge of letter-sound relationships, including consonants, consonant blends, digraphs, common short and long vowel patterns to decode words		
Vocabulary	Demonstrate a reading vocabulary of 300-500 words, including sight words and one and two syllable words		
	Use sentence structure and background knowledge to understand word meanings		
	Understand and generate vocabulary specific to content		
Fluency	Read orally grade level materials, attending to phrasing, intonation, and punctuation		
Comprehension	Use a range of strategies efficiently when constructing meaning from text being listened to or read		
	Activate schema/background knowledge		
	Ask questions		
	Retell, summarize, and/or synthesize important information		
	Create mental images of places, characters, and events		
	Draw inferences		
	Use a variety of strategies to monitor and maintain comprehension		
	Read, comprehend, and listen to a range of genres: narrative texts (e.g., stories, songs, poems, plays), and expository texts (e.g., trade books, how-to books)		
	Retell narrative text using characters, setting, and sequence of events		
	Retell expository text using main idea and some supporting details		
	Generate a written or oral response to what has been read		
	Connect information and events in texts to life experiences		



Module 10 Grade Level Proficiencies from the Rules for CBLA Grade 2

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Uses knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words		
	Identify the presence of word endings (e.g., -ed, -s, -ing)		
	Recognize alliteration		
Phonics	Recognize and use knowledge of letter-sound relationships, including diphthongs, common vowel patterns, and common word endings to decode unknown words		
	Demonstrate a reading vocabulary of 1000 words, including sight words and multisyllabic words		
Vocabulary	Use sentence structure and background knowledge to understand word meanings		
	Understand and generate vocabulary specific to content		
Fluency	Orally read grade level material attending to phrasing, intonation, and punctuation		
	Adjust reading pace to accommodate purpose, style, and difficulty of text		
Comprehension	Activate schema/background knowledge		
	Determine importance of information		
	Ask questions		
	Retell, summarize, and/or synthesize important information		
	Create mental images of places, characters, and events		
	Draw inferences		
	Use a variety of strategies to monitor and maintain comprehension		
	Read, comprehend, and listen to a range of genres: narrative texts (stories, songs, poems, plays) and expository texts (trade books, how-to books)		
	Retell narrative text using characters, setting, and sequence of events		
	Retells expository text using main idea and some supporting details		
	Generate a written or oral response to what has been read		
	Connects information and events in texts to life experiences		
	State the purpose for reading		
	Interpret information from simple diagrams, charts, and graphs		
Read and follow simple written directions			



Module 10 Grade Level Proficiencies from the Rules for CBLA Grade 3

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Component is in place at this point		
Phonics	Apply knowledge of letter-sound relationships and syllable spelling patterns to decode words in order to comprehend connected text		
Vocabulary	Understand vocabulary essential to text		
	Understand and generate vocabulary specific to content		
	Use a range of strategies (e.g., context, prefixes, suffixes, roots)		
	Use a range of resources (e.g., reference guides)		
	Recognize common prefixes, suffixes, and roots in multisyllabic words		
Fluency	Read grade level material attending to phrasing, intonation, and punctuation		
	Read silently and often for extended periods of time		
	Adjust reading pace to accommodate purpose and difficulty of text		
Comprehension	Use a range of strategies efficiently when constructing meaning from text		
	Retell, summarize, and/or synthesize important information		
	Apply information and make connections from reading		
	Activate schema/background knowledge		
	Determine importance		
	Ask questions		
	Create images		
	Draw inferences		
	Use a variety of strategies to monitor and maintain comprehension		
	Read and understand a wide range of genres (e.g., directions, poems, biographies, historical fiction, expository texts, narratives)		
	Retell narrative text using characters, setting, and sequence of events		
	Retell expository text using main idea and some supporting details		
	Generate a response to reading citing examples from text		
	Connect information and events in texts to life experiences		
	State the purpose for reading		
	Interpret information from simple diagrams, charts, and graphs		
	Read and follow simple written directions		
	Summarize text passages		
	Understand literary elements (e.g., content, plot, setting, problem/solution, character development)		
	Compare one text to another		



Module 10 Grade Level Proficiencies from the Rules for CBLA Grade 4

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Component is in place at this point		
Phonics	Apply knowledge of letter-sound relationships and syllable spelling patterns to decode words in order to comprehend connected text		
Vocabulary	Understand vocabulary essential to text		
	Understand and generate vocabulary specific to content		
	Use a range of strategies (e.g., context and visual clues, prefixes, suffixes, roots)		
	Use a range of resources (e.g., reference guides)		
Fluency	Read grade level materials attending to phrasing, intonation, and punctuation when reading aloud		
	Read silently and often for extended periods		
	Adjust reading pace to accommodate purpose, style, genre, and difficulty of text		
Comprehension	Read and understand a wide range of genres (directions, poems, biographies, historical fiction, expository, narratives)		
	Retell narrative text using characters, setting, and sequence of events		
	Retell expository text using main idea and some supporting details		
	Generate a response to reading citing examples from text		
	Connect information and events in texts to life experiences		
	Summarize text passages		
	Understand literary elements (content, plot, setting, problem/solution, and character development)		
	Compare one text to another		
	Read and follow written instructions or directions		
	State the purpose for reading		
	Interpret information from simple diagrams, charts, and graphs		
	Know how text features (e.g., glossary, tables, graphs, diagrams) and text structures (e.g., cause/effect, compare/contrast, problem/solution) can be used to support meaning		
	Use a range of strategies efficiently when constructing meaning from text: - Activate schema/background knowledge - Determine importance - Ask questions - Create images - Draw inferences - Retell, summarize, and/or synthesize important information - Use a variety of strategies to monitor and maintain comprehension		

Note: The expectations for grades 4 and higher are suggestions. They have not been adopted by CDE.



Module 10 Grade Level Proficiencies from the Rules for CBLA Grade 5

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Component is in place at this point		
Phonics	Applies knowledge of letter-sound relationships to decode words in order to comprehend connected text		
Vocabulary	Understand vocabulary essential to text		
	Understand and generate vocabulary specific to content		
	Use a range of strategies (e.g., context and visual clues, prefixes, suffixes, roots)		
	Use a range of resources (e.g., reference guides)		
Fluency	Read grade level materials attending to phrasing, intonation, and punctuation when reading		
	Read silently and often for extended periods		
	Adjust reading pace to accommodate purpose, style, genre, and difficulty of text		
Comprehension	Read and understand a wide range of genres (e.g., directions, poems, biographies, historical fiction, expository, narratives)		
	Retell narrative text using characters, setting, and sequence of events		
	Retell expository text using main idea and some supporting details		
	Generate a response to reading citing examples from text		
	Connect information and events in texts to life experiences		
	Summarize text passages		
	Understand literary elements (e.g., content, plot, setting, problem/solution, character development)		
	Compare one text to another		
	Read and follow written instructions or directions		
	State the purpose for reading		
	Locate and identify the key/main ideas and supporting details in narrative and expository text		
	Interpret information from simple diagrams, charts, and graphs		
	Know how text features (e.g., glossary, tables, graphs, diagrams) and text structures (e.g., cause/effect, compare/contrast, problem/solution) can be used to support meaning		
	Use a range of strategies efficiently when constructing meaning from text: - Activate schema/background knowledge - Determine importance - Ask questions - Create images - Draw inferences - Retell, summarize, and/or synthesize important information - Use a variety of strategies to monitor and maintain comprehension		

Note: The expectations for grades 4 and higher are suggestions. They have not been adopted by CDE.



Module 10 Grade Level Proficiencies from the Rules for CBLA Grades 6-8

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Component in place at this point		
Phonics	Component in place at this point		
Vocabulary	Identify the meaning of unfamiliar words in context using word analysis skills (e.g., word families, structural analysis) and context clues		
	Locate meanings and pronunciations of unfamiliar words (e.g., dictionaries, glossaries)		
	Explain the specific, special meaning given to some general vocabulary as it is used in a content field (e.g., line, plane, peninsula, compact)		
	Use knowledge of specialized vocabulary to enhance understanding in specific content areas (e.g., photosynthesis, dictator)		
Fluency	Read grade level materials attending to phrasing, intonation, and punctuation when reading aloud		
	Read silently and often for extended periods		
	Adjust reading pace to accommodate purpose, style, genre, and difficulty of text		
Comprehension	Read and understand a wide range of genres (e.g., directions, poems, biographies, historical fiction, expository, narratives)		
	Retell narrative text using characters, setting, and sequence of events		
	Retell expository text using main idea and some supporting details		
	Generate a response to reading citing examples from text		
	Connect information and events in text to life experiences		
	Summarize text passages		
	Understand literary elements (e.g., content, plot, setting, problem/solution, character development)		
	Compare one text to another		
	Read and follow written instructions or directions		
	State the purpose for reading		
	Determine the author's purpose and point of view		
	Locate and identify the key/main ideas and supporting details in narrative and expository texts		
	Interpret information from simple diagrams, charts, and graphs		
	Know how text features (e.g., glossary, tables, graphs, diagrams) and text structures (e.g., cause/effect, compare/contrast, problem/solution) can be used to support meaning		
	Use a range of strategies efficiently when constructing meaning from text: <ul style="list-style-type: none"> - Activate schema/background knowledge - Determine importance - Ask questions - Create images - Draw inferences - Retell, summarize, and/or synthesize important information - Use a variety of strategies to monitor and maintain comprehension 		

Note: The expectations for grades 4 and higher are suggestions. They have not been adopted by CDE.



Module 10 Grade Level Proficiencies from the Rules for CBLA Grades 9-10

Component	Description	Standardized Evidence	Classroom Evidence
Phonemic Awareness	Component in place at this point		
Phonics	Component in place at this point		
Vocabulary	Use word recognition knowledge (e.g., roots, prefixes, suffixes) to comprehend increasingly difficult text		
	Use semantic and syntactic clues to enhance understanding of words in the text		
	Use knowledge of specialized vocabulary to enhance understanding in specific content areas		
	Explain the specific meaning given to vocabulary in a content field (e.g., line, plane, peninsula, compact) in increasingly complex text		
	Use context clues to determine the meaning of unfamiliar words		
	Locate meanings and pronunciations of unfamiliar words using dictionaries, glossaries, or other sources		
Fluency	Read grade appropriate materials attending to appropriate phrasing, intonation, and expression		
	Read at varying rates depending on purpose, content, and genre		
	Read aloud with appropriate cadence and rhythm		
Comprehension	Read and understand a wide range of genres (e.g., directions, poems, biographies, historical fiction, expository, narratives)		
	Analyze the structures and format of informational documents and explain how authors use the features to achieve their purposes		
	Extend through analysis, evaluation, and elaboration ideas presented in primary and secondary sources		
	Evaluate an author's argument		
	Analyze how text conveys information, expresses ideas, and communicates a message		
	Use visuals and organizational cues to understand text		
	Use knowledge of text structure to increase comprehension		
	Set purpose for reading		
	Use a range of strategies efficiently when constructing meaning from text: <ul style="list-style-type: none"> - Activate schema/background knowledge - Determine importance - Ask questions - Create images - Draw inferences - Retell, summarize, and/or synthesize important information - Use a variety of strategies to monitor and maintain comprehension 		

Note: The expectations for grades 4 and higher are suggestions. They have not been adopted by CDE.