

READING—SNAPSHOT

INDICATES SUCCESSFUL COMPLETION OF FIFTH GRADE

EXPANDING →

→ ACCOMPLISHED

<ul style="list-style-type: none"> · Actively engages in reading all types of text, although recreational reading may consist of preferred genre. · Selects books at appropriate level of difficulty. · Reflects more automatically during reading. · Applies reading in a broad and integrated fashion. · Uses reading in all learning situations. · Critically reads to develop awareness of function and form of texts. 	<ul style="list-style-type: none"> · Actively engages in reading all types of text, although recreational reading may generally be in a preferred genre. · Uses what is read to relate to self and others. · Judges the difficulty of text to increase reading ability and reads extensively for understanding. · Reflects upon reading process as a way to self-evaluate. 	<ul style="list-style-type: none"> · Actively engages in reading all types of text, although recreational reading may generally be in a preferred genre. · Demonstrates cultural awareness through literature selections. · Analyzes texts to make purposeful selections; reads extensively in selected texts to broaden understanding. · Reflects upon the reading process as a way to self-evaluate. 	<ul style="list-style-type: none"> · Actively engages in reading all types of text, although recreational reading may generally be in a preferred genre. · Demonstrates cultural awareness through literature selections. · Analyzes texts to make purposeful selections; reads extensively in selected texts to broaden understanding. · Reflects upon the reading process as a way to self-evaluate. · Critically reads to develop awareness of function and form of texts. 	<ul style="list-style-type: none"> · Reflects upon the reading process as a way to evaluate self and peers. · Critically reads to analyze function and form across texts. 	<p style="text-align: center;">Experience</p> <hr/> <p style="text-align: center;">Story/Text Awareness</p> <hr/> <p style="text-align: center;">Making Sense Out of Print</p>
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READING—SNAPSHOT

INDICATES SUCCESSFUL COMPLETION OF PRIMARY

BEGINNING		→	DEVELOPING		→	COMPETENT		→
Experience	<ul style="list-style-type: none"> · Listens and observes to form an understanding of reading. · Holds a book and enjoys looking at the pictures. 	<ul style="list-style-type: none"> · Enjoys being read to, but is beginning to select favorite books to "read" and "reread" independently. · "Reads" by memorizing the text or storyline, or by "reading the pictures." · Begins to discuss reasons for preferring certain stories/texts. 	<ul style="list-style-type: none"> · Reads text that rhymes, is predictable, has many high frequency words, and is familiar. · Attempts silent reading, although has not acquired the skills to read silently. · Answers questions and/or offers opinions about story/text preferences. 	<ul style="list-style-type: none"> · Reads predictable, rhyming, and familiar texts with ease. · Attempts silent reading for enjoyment. · Reflects more naturally and regularly about reading selections. 	<ul style="list-style-type: none"> · Develops a preference of genre and often has to be encouraged to expand past this main interest. · Begins to read silently. · Reflects more comfortably about reading selections. 	<ul style="list-style-type: none"> · Uses a variety of genres for a variety of purposes. May have preferences concerning recreational reading. · Reads silently. · Reflection shows more integration of reading components. 		
	Story/Text Awareness	<ul style="list-style-type: none"> · Favors books with rhythmic or predictable text; recalls repetitive phrases or rhymes. 	<ul style="list-style-type: none"> · Still favors books with rhythmic and predictable text. 	<ul style="list-style-type: none"> · Begins to understand story structure; tells the differences among genre types (fiction, non-fiction, poetry). 	<ul style="list-style-type: none"> · Begins to use books for a variety of purposes and recognizes the differences in story structure. 	<ul style="list-style-type: none"> · Has a sound understanding of the various purposes for reading, uses text to gain information, and understands structures of various genres. 	<ul style="list-style-type: none"> · Has a clear understanding of basic text structure and uses this to read more challenging text. 	
		Making Sense Out of Print	<ul style="list-style-type: none"> · Demonstrates a small collection of strategies but relies on auditory skills to make sense out of print. · Asks "wondering" questions about stories. 	<ul style="list-style-type: none"> · Begins to read own name, signs, TV commercials; knows some letters in these important words. · Practices, refines, and further develops emergent strategies. · Uses drawings to support oral interpretations of stories. 	<ul style="list-style-type: none"> · Develops a sight vocabulary of personally important/meaningful words. · Uses a greater variety of skills and strategies but still needs the support of parents/guardians and teachers. · Responds to print in various ways (e.g., diorama, mobile, or puppet play). · Begins to self-monitor. 	<ul style="list-style-type: none"> · Uses sight vocabulary when reading familiar and unfamiliar text. · Reads unfamiliar text using various skills and strategies. · Responds to literature with more detail. · Begins to self-monitor and self-correct—with support from parents/guardians and teachers—as more challenging and unfamiliar texts are read. 	<ul style="list-style-type: none"> · Has begun to internalize the skills and strategies necessary to read text, although may still struggle with unfamiliar text. · Responds to literature in a variety of ways, some with more detail than others, depending on interest. · Actively self-monitors and self-corrects when reading familiar text, but may not be as successful when reading unfamiliar text. 	<ul style="list-style-type: none"> · Regularly uses skills and strategies that work most successfully regardless of situation. · Continues to develop a larger repertoire of strategies to respond to literary passages, and selectively uses them based on understanding the purpose of the genre and/or style. · Engages in self-monitoring and self-correcting while reading any text.
EMERGENT			→	EARLY		→	FLUENT	