Quick Check

Purpose:
Students within any given grade level will be at varying stages of reader development depending on their backgrounds, language proficiency, and experiences as a reader. It is often difficult for a teacher to know exactly what level of text to put in the hands of a reader who she is getting to know. The Quick Check provides that initial starting point for instruction or further assessment.

Overview:
The Quick Check uses the following assessments for each Stage of Reader Development
- Emergent Reader (ER1-4): Word Lists & Mini Books
- Beginning Reader (BR 1-2): Word Lists & Mini Books
- Developing Reader (DR1-5): Word Lists & Short Passages
- Transitioning Reader (TR 1-2): Short Passages & Fluency Rubric
- Developing Independence Reader (DIR1-2) Fluency Rubric
- Independent Reader for Grades 5-6 (IR1-2): Fluency Rubric

Notes About Quick Check:
The Quick Check is not designed to be used with pre-readers (PR) or students who are reading at an instructional level that is higher than the equivalent to a sixth-grade level (IR1) because...
- ...key reader characteristics at the pre-reading stage relate to promoting an interest in books and an awareness of the concepts of print that are crucial in early literacy. Students are not yet reading words. The instructional focus should be on early literacy skills (see levels of text and reader characteristics for more information).
- ...a reader's ability to navigate text complexity levels IR3 and above depends largely on the reader and not on aspects specific to the text. Readers at this developmental stage have most of the key reader characteristics needed to read all levels of text. Appropriate text-to-reader match is dependent on the reader's experiences, vocabulary, interests, and the sophistication with which they can analyze the author's craft in a wide range of genres and forms.

How to Begin:
   For kindergarten, first, or second grade students
1. Give the student the Quick Check Word Lists based on the student's grade level:

Kindergarten	Word List 1

First Grade	Word List 2
Second Grade	Word List 3

For third, fourth, or fifth grade students

1. Read the descriptors for each level and find the level that seems to best describe your student or use the stage that aligns with the grade level

	DR1	**Interactions with Text** ● Shares opinions about books and pictures and provides reasons for opinions **Vocabulary** ● Reads texts with some content-specific words **Comprehension of Fiction** ● Able to attend to more complex story lines and ideas ● Able independently predict and retell stories ● Makes text-to-self connections with prompting **Comprehension of Nonfiction** ● Understands how diagrams show information.
	DR2	**Interactions with Text** ● Reads a variety of materials and genres with guidance. ● Reads longer, more literary stories ● Beginning to read new texts silently **Vocabulary** ● Encounters more complex language and vocabulary **Comprehension of Fiction** ● Predicts outcomes or endings based on repeating episodes in the plot or knowledge from personal experiences and reading ● Summarizes information in the text, selecting information that is important ● Able to think at increasingly deeper levels **Comprehension of Nonfiction** ● Uses some organizational tools and text resources to search for information (e.g. title, headings)

	DR3	**Interactions with Text** ● Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books ● Can process longer (ten words or more) and more complex sentences ● Reads beginning chapter books. ● Uses a broad repertoire of strategies ● Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance **Comprehension of Fiction** ● Demonstrates knowledge of plot and characters through discussions and writing. ● Describes the main character(s) and the reason(s) for their actions ● Describes plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently ● Makes and corrects or confirms predictions using text features, characteristics of genre, and structures with adult assistance ● Creates mental images to deepen understanding with adult assistance ● Makes connections to personal experiences, ideas in other texts, and society with adult assistance **Comprehension of Nonfiction** ● Monitors comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. ● Recognizes the central idea and supporting evidence with adult assistance ● Summarizes simple narrative nonfiction or biography in time order ● Makes inferences and use evidence to support understanding with adult assistance ● Evaluates details to determine what is most important with adult assistance ● Synthesize information to create new understanding with adult assistance ● Recognizes the features and simple graphics to locate or gain information ● Recognizes the organizational patterns such as chronological order and description with adult assistance ● Recognizes characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do

	DR4	**Interactions with Text** ● Learns information from a text feature & explains how it connects to information in the main text ● Processes increasingly more complex sentences ● Adjusts reading strategies as needed to process different genres **Vocabulary** ● Uses print or digital resources to determine meaning and pronunciation of unknown words ● Uses context within and beyond a sentence to determine the meaning of unfamiliar words ● Uses a glossary to learn or check the meaning of words. **Comprehension of Fiction** ● Identifies one or more less obvious traits and/or feelings of a main character ● Identifies multiple aspects of a scene's main problem using text and/or pictures ● Retells multiple important events using text and/or pictures **Comprehension of Nonfiction** ● Understands cause and effect using text and/or pictures ● Uses prior knowledge to understand the content in a nonfiction text ● States a main idea of the whole book, taking most of it into consideration ● Quotes or paraphrases a sentence or heading that captures the main idea of a section of the text
	DR5	**Interactions with Text** ● Able to process a great deal of dialogue within a story ● Able to use text organization and resources to look for information (e.g. title, table of contents) ● Able to use information from previous books when reading a series ● Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales ● Explains visual patterns and structures in a variety of poems ● Recognizes characteristics and structures of informational text ● Discusses the author's purpose for writing text ● Discuss the use of descriptive, literal, and figurative language **Vocabulary** ● Uses context clues ● Uses scene-level context to explain the meaning of a word or phrase ● Uses affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words

- Identifies, uses, and explains the meaning of antonyms, synonyms, idioms, and homographs in context
- Differentiates between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.

Comprehension of Fiction
- Read about and understand characters that are increasingly more complex
- Recognizes differences in the points of view of characters
- Able to determine one of the book's central message or lesson based on most of the story's events
- Makes and corrects or confirms predictions using text features, characteristics of genre, and structures
- Creates mental images to deepen understanding
- Makes inferences and use evidence to support understanding

Comprehension of Nonfiction
- Able to access background knowledge to understand the content of a non-fiction text.
- Monitors comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- Evaluates details read to determine key ideas
- Synthesizes information to create new understanding
- Recognizes organizational patterns such as chronological order and cause and effect stated explicitly
- Recognizes characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do; and distinguishing facts from opinion

First ½ of Third Grade	TR1	**Interactions with Text** - Adjusts reading to process a variety of genres - Uses learning strategies (e.g. context clues) - Understands that chapter books have multiple episodes connected to a single plot **Vocabulary** - Uses context clues and illustrations to determine meaning of words/phrases **Comprehension of Fiction** - Describes how a main character responds to challenges - Describe how the actions of characters contribute to the sequence of events

		● Beginning to recognize central messages (themes) across texts (e.g. friendship, courage) **Comprehension of Nonfiction** ● Brings background knowledge to new reading in order to process and learn new information ● Beginning to use features of non-fiction text to aid comprehension (e.g. Interpret information or data from charts and graphs) ● Identify main idea and some details ● Sequences events of content-based processes
Second ½ of Third Grade	TR2	**Interactions with Text** ● Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text ● Developing preferences for specific forms of reading (mysteries, biographies) ● Knows the characteristics of and can process the full range of genres **Vocabulary** ● Can read and understand descriptive words, some complex content-specific words, and some technical words ● Explains or describes the meaning of a word or phrase using larger context, including text features. **Comprehension of Fiction** ● Describes significant changes in a main character by synthesizing many details ● Identifies many feelings and/or traits of secondary characters ● Can understand and process narratives with more elaborate plots and multiple characters that develop and change over time ● Able to see multiple perspectives of characters through description ● Able to comprehend stories based on concepts that are distant in time and space and reflect diverse cultures **Comprehension of Nonfiction** ● Differentiate between fact and opinion in narrative or expository text. ● Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text ● Attends to subtle ideas and complex stories ● Synthesizes most details from pictures and words in a section of the text to state a main idea, using original language

| First ½ of Fourth Grade | DIR1 | **Interactions with Text**
● Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
● Understands the grammatical function of language
● Identifies the characteristics of a full range of genres, including biographies on less well-known subjects and hybrid genres
Vocabulary
● Solves new vocabulary words, some defined in the text and some unexplained
● Can read and understand descriptive words, some complex content-specific words, and some technical words
● Identifies, explains, and gives examples of figures of speech.
Comprehension of Fiction
● Describes in detail the time(s) and place(s)
● Makes and correct or confirm predictions using text features, characteristics of genre, and structures
● Generates questions about text before, during, and after reading to deepen understanding and gain information
● Make connections to personal experiences, ideas in other texts, and society
● Identifies several less obvious traits and/or feelings that reveal different aspects of a main character
● Draws connections between multiple causes/effects
● Identifies multiple aspects of the story's main problem
● Retells multiple important events
● Describes how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes
Comprehension of Nonfiction
● Takes the whole book into account to state a main idea
● Recognizes nonfiction genres (expository, narrative, bio.) |
| Second ½ of Fourth Grade | DIR2 | **Interactions with Text**
● Establishes purpose for reading assigned and self-selected texts;
● Automatically reads and understands a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc |

- Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths
- Explains rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems
- Discusses elements of drama such as characters, dialogue, setting, and acts
- Recognizes characteristics and structures of informational text
- Recognizes the central idea with supporting evidence
- Recognizes features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding
- Recognizes organizational patterns such as cause and effect and problem and solution
- Recognize characteristics and structures of argumentative text by identifying the claim; distinguishing facts from opinion; and identifying the intended audience or reader

Phonics
- Decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)
- Using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus
- Decoding and differentiating the meaning of a word based on the diacritical accent
- Decoding words with prefixes and suffixes

Vocabulary
- Uses print or digital resources to determine meaning, syllabication, and pronunciation
- Uses context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- Identifies the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele
- Identifies, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar
- Differentiates between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien

Comprehension of Fiction
- Makes inferences and use evidence to support understanding
- Evaluates details read to determine key ideas

		• Synthesizes information to create new understanding • Monitors comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. • Explains the author's purpose and message within a text and how the use of text structure contributes to the author's purpose • Analyzes the author's use of print and graphic features to achieve specific purposes • Identifies and understand the use of literary devices, including first- or third-person point of view • Discusses how the author's use of language contributes to voice • Identifies and explain the use of anecdote **Comprehension of Nonfiction** • Recognizes the central idea with supporting evidence: features such as pronunciation guides and diagrams to support understanding; and organizational patterns such as compare and contrast • Recognizes characteristics and structures of argumentative text by: identifying the claim; explaining how the author has used facts for an argument; and identifying the intended audience or reader • Recognizes characteristics of multimodal and digital text
First ½ of Fifth Grade	IR1	**Interactions with Text** • Adjusts reading to recognize variations in narrative structure (e.g. story-within-a story, flashback) • Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales **Vocabulary** • Uses knowledge of the story to explain the meaning of a word or phrase • Able to determine the figurative meaning of words and phrases such as metaphors and similes **Fluency** • Demonstrates the ability to skim and scan while reading silently to search for information quickly. • Orally reads verse in a way that reflects meaning and rhythm • Orally reads in a way that recognizes a wide range of declarative, imperative, exclamatory and interrogative sentences. **Comprehension of Fiction** • Identifies many feelings and traits of a secondary character. • Infers traits of multidimensional characters that have both good and bad traits • Considers multiple plotlines • States a universal theme that can be applied to other contexts or texts

		• Able to compare and contrast two or more characters, settings, or events in the book • Able to summarize the story including important aspects of story including all story elements and theme. • Creates mental images to deepen understanding • Able to cite the text accurately in order to draw inferences. • Analyze the relationships of and conflicts among the characters • Analyze plot elements, including rising action, climax, falling action, and resolution **Comprehension of Nonfiction** • Able to determine two or more main ideas of the book and explain how they are supported by key details. • Able to explain the relationships between two or more ideas or concepts in informational text. • Establishes purpose for reading assigned and self-selected texts
Second ½ of Fifth Grade	IR2	**Interactions with Text** • Self monitors using multiple sources of information (e.g. syntax, text structure, graphics, layout). • Explains the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms • Explains structure in drama such as character tags, acts, scenes, and stage directions • Recognizes characteristics and structures of informational text, including: the central idea with supporting evidence; features such as insets, timelines, and sidebars to support understanding; and organizational patterns such as logical order and order of importance. • Recognizes characteristics and structures of argumentative text by: identifying the claim; explaining how the author has used facts for or against an argument; and identifying the intended audience or reader • Recognizes characteristics of multimodal and digital texts. • Adjusts reading to recognize a wide range of complex declarative, imperative, exclamatory, or interrogative scenes. • Understands that genres may be combined within one text. • Listens actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments • Follows, restates, and gives oral instructions that include multiple action steps • Gives an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively • Works collaboratively with others to develop a plan of shared responsibilities.

Vocabulary
- Determines the meaning of academic and domain-specific words and phrases
- Understands words that are used to indicate perspective or point of view.
- Uses print or digital resources to determine meaning, syllabication, pronunciation, and word origin
- Uses context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- Identifies the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr
- Identifies, uses, and explains the meaning of idioms, adages, and puns
- Differentiates between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.

Comprehension of Fiction
- States how a secondary character effects the main character.
- Understands the setting significance or mood and its effect on the characters
- Provides details from the text that show how characters respond to challenges
- Gives details from the text that demonstrates an understanding of the theme
- Able to identify the point of view of the narrator of a text.
- Infer multiple themes within a text using text evidence
- Analyze the influence of the setting, including historical and cultural settings, on the plot.
- Describes how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes
- Identifies and understand the use of literary devices, including first- or third-person point of view
- Examines how the author's use of language contributes to voice; and explains the purpose of hyperbole, stereotyping, and anecdote.
- Makes connections to personal experiences, ideas in other texts, and society
- Makes inferences and use evidence to support understanding

Comprehension of Nonfiction
- Able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Evaluates details read to determine key ideas
- Synthesizes information to create new understanding

		- Monitors comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. - Explains the author's purpose and message within a text - Analyzes how the use of text structure contributes to the author's purpose - Analyzes the author's use of print and graphic features to achieve specific purposes

2. Give the student the Quick Check Passage for levels DR1-TR2.
3. Have your student read the passage.
4. As the student reads the text, use the Fluency Rubric to observe and assess the student.
5. Adjust the level of text up or down, based on the characteristics of fluency development.
6. If the student appropriately demonstrates the ALL characteristics listed on the Quick Check Fluency Rubric at a given level, that is the student's *independent* level. The appropriate *instructional* level will be the level at which the student appropriately demonstrates MOST of the characteristics listed on the Quick Check Fluency Card (No more than one characteristic has not been demonstrated.)

Notes About Quick Check:
- Much like an eye chart is used by an eye doctor to determine the approximate sharpness of their patient's vision, the Quick Check is designed to be an initial screener that assists teachers in determining the *approximate* level of text that would be a good initial match for their readers. Once leveled text is matched with the reader, use the *Formative Assessment of Reader Characteristics* (FARC) to fine tune the level used for instruction.
- Teachers can use the Quick Check in conjunction with the *DCC Lectura Interest Inventory* to better know their students' reading habits and interests.
- The Quick Check is designed to match readers with Stages of Reader Development Emergent Reader - Independent Reader (text levels ER1-IR2) because...
    - Students at a stage prior to Emergent Reader, key reader characteristics relate to promoting an interest in books and an awareness of the concepts of print that are crucial in early literacy. Students are not yet reading words. The instructional focus should be on early literacy skills (see levels of text and reader characteristics for more information).

- A reader's ability to navigate text complexity levels IR3 and above depends largely on the reader's background knowledge, understanding of genre, and vocabulary. A more comprehensive assessment than the Quick Check would be needed to adequately assess the demanding reader characteristics at these levels.