

Appendix E: Reader Characteristics by Level

The Stages of Reader Development designed by DCC Lectura provides teachers with a research-based framework for thinking about students' reading behaviors in a way that is respectful of each student's own biliteracy journey, while still maintaining the rigor of grade-level standards. Teachers simply identify the reader characteristics that they have observed in their students to determine the students' Stages of Reader Development. The Stages of Reader Development are based on the Spanish version of the Common Core State Standards (2010) and the Texas Essential Knowledge and Skills (TEKS, 2017).

Pre-Reader

Description: PR	At the Pre-Reader stage of development, the key reader characteristics relate to an interest in books and an awareness of the concepts of print that are crucial in early literacy.
Interaction with Text	<ul style="list-style-type: none"> ● Show attention span for stories – enjoys books with more words and remembers the sequence of events for familiar stories. ● Just beginning to learn how print works ● Holds a book right side up, turning pages correctly ● Beginning to identify the parts of a book ● Exposed to basic elements of print (e.g. front/back of book, title of the book, where to begin reading, capital letters, and lowercase letters). ● Recognize the differences between print and pictures.
Oracy	<ul style="list-style-type: none"> ● With teacher assistance, ask and answer questions about books read aloud. ● With teacher assistance, retell familiar stories with three or more key events. ● Follow simple one-, two- and three-step directions. ● Respond appropriately to questions from others. ● Provide comments relevant to the context. ● Identify emotions from facial expressions and body language.

Phonological Awareness	<ul style="list-style-type: none"> • Demonstrate ability to segment and blend syllables in words
Phonics & Word Study	<ul style="list-style-type: none"> • Just beginning to learn the alphabetic principle – the relationship between letters and sounds • Identifying symbols, icons and environmental print • Connects print to visuals • With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. • With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Vocabulary	<ul style="list-style-type: none"> • Exhibit curiosity and interest in learning new words heard in conversations and books. • With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).
Fluency	<ul style="list-style-type: none"> • Moves finger from left to right under print.
Comprehension of Fiction	<ul style="list-style-type: none"> • Relies on memory to “read” familiar and predictable books (word patterns). • With teacher assistance, identifies the main character(s) of the story. • With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. • With teacher assistance, compare and contrast two stories relating to the same topic.
Comprehension of Nonfiction	<ul style="list-style-type: none"> • Identifying symbols, icons and environmental print • Match real-life familiar objects to labels • Follow directions using diagrams or pictures • With teacher assistance, ask and answer questions about details in a nonfiction book. • With teacher assistance, retell detail(s) about the main topic in a nonfiction book. • With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.

Emergent Reader

Description	<p>At the Emergent Reader stage of development, the key reader characteristics relate to phonics skills that begin with letter sounds and progress to the ability to decode two-syllable words with any syllabic combination. At this stage of development, developing increasingly fluent reading behaviors is crucial. Fluency work at this stage begins with left-to-right directionality until the ability to track print with the eyes for a smooth and automatic</p>
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voice-print match emerges. Learning high-frequency words will help the process of reading with increasing fluency. The emergent reader is being introduced to comprehension strategies and is able to access them with adult assistance.

Level	ER1	ER2	ER3	ER4
Interaction with Text	<p>Differentiating between print and pictures</p> <p>Remembers the first sentence in the book and uses it to “read” the rest of the book.</p> <p>Shows evidence of close attention to print</p> <p>Shares opinions about books and pictures</p> <p>Identifies the front cover, back cover, and title page of a book</p> <p>Recognizes that sentences are comprised of words separated by spaces and recognizing word boundaries</p> <p>Recognizes the difference between a letter and a printed word</p>	<p>Identifies letters, words and sentences.</p> <p>Demonstrates concepts of print (e.g. title, front cover)</p> <p>Knows that reading moves from top to bottom and left to right with return sweep</p> <p>Uses pictures to identify words</p> <p>Matches phrases and sentences to pictures</p> <p>Understand a few words of dialogue</p> <p>Recognizes and applies repeating language patterns</p>	<p>Recognizes common types of texts (e.g. storybooks, poems)</p> <p>With prompting and guidance, describes the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts.)</p> <p>With prompting and guidance, able to tell the role of an author and an illustrator</p> <p>Consistently monitoring reading and cross-checking one source of information against another; attempting to self-correct</p> <p>Rereads to notice the language or meaning</p>	<p>Has favorite books and says why</p> <p>Use knowledge from pictures to self-monitor and self-correct.</p> <p>Self-selects text with adult assistance</p> <p>Interacts independently with text for increasing periods of time</p> <p>Recognizes common types of texts (e.g. storybooks, poems)</p> <p>With prompting and guidance, describes the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts.)</p> <p>Can process texts with fewer repeating language patterns</p>
Oracy	<p>Developing oral language skills through listening, speaking, and discussion.</p>	<p>Shares information and ideas by speaking audibly and clearly.</p> <p>Developing social communication using as using common greetings and expressing needs and wants</p>	<p>Listens actively and asks questions to understand information.</p>	

Phonological Awareness			Identifys and produces rhyming words	
Phonics & Word Study	Developing stronger understanding of the connection between sounds and letters Identifies and matching the common sounds that letters represent	Uses letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	Decodes words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/	Increased use of syllabic structures Able to decode common two-syllable words with any syllabic combination Recognizes that new words are created when syllables are changed, added, or deleted
Vocabulary		Reads the meaning of simple words used to assign dialogue (e.g. dijo)		Asks and answers questions about unknown words in a text
Fluency	Learning to follow text from left to right Learning to use 1-1 matching Learning some basic, high-frequency words Matches voice to print by pointing to icons, letters, or illustrated words	Stronger awareness of left-to-right directionality Learning concept of return sweep (moving from one line of text to the next) Expanded core of high-frequency words	Beginning to move smoothly across the printed page when reading Eyes are taking over the process of matching the spoken word to the printed word (removal of finger tracking) Developing a larger core of high-frequency words Beginning to use some expression when reading Developing phrased reading (e.g. take a short breath after a comma) Noticing dialogue and punctuation	Eyes can track print over two to six lines per page; finger pointing is rarely needed, if ever Continued increase of high-frequency words Voice-print match is smooth and automatic Notices and uses a range of punctuation and read dialogue, reflecting the meaning through phrasing

			and reflecting this with the voice	
Comp. of Fiction	<p>Searches for pictures associated with word patterns</p> <p>Identifies basic elements of fictional stories(e.g. title setting characters)</p> <p>Remembers the important events of a familiar book.</p> <p>Asks questions about the story.</p>	<p>Relies on story patterns and pictures to predict outcomes</p> <p>Understands a story has a beginning, middle, and an end</p> <p>Makes text-to-self connections with prompting</p> <p>Identifies and describe the main character(s)</p> <p>Describes the setting</p>	<p>Answers questions about key details in a story</p> <p>Retells familiar stories with support</p> <p>Predicts story events using context and picture clues</p> <p>Uses background knowledge to understand settings</p>	<p>Makes and confirm predictions using text features and structures with adult assistance</p> <p>With adult assistance able to create mental images to deepen understanding.</p> <p>With adult assistance is able to discuss how the author uses words that help the reader create mental images.</p> <p>Makes connections to personal experiences, ideas in other texts, and society with adult assistance</p> <p>Make inferences and use evidence to support understanding with adult assistance</p> <p>Evaluate details to determine what is most important with adult assistance</p> <p>Synthesizes information to create new understanding with adult assistance</p> <p>Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p>

				Describes the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance
Comp. of Nonfiction	<p>Identify and interpret pre-taught labeled diagrams</p> <p>Match labeled pictures to those in illustrated scenes.</p> <p>Uses titles and simple graphics to gain information</p>	<p>Make text-to-self connections with prompting</p> <p>Generates questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p> <p>Recognizes the steps in a sequence with adult assistance</p>	<p>Uses content knowledge of a simple topic to self-monitor and self-correct</p> <p>Discusses with adult assistance the author's purpose for writing texts</p>	<p>Adjusts reading to notice information in photographs</p> <p>Recognizes the central idea and supporting evidence with adult assistance</p> <p>Recognizes characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</p> <p>Discusses with adult assistance how the use of text structure contributes to the author's purpose</p> <p>Discusses with adult assistance the author's use of print and graphic features to achieve specific purposes</p>

Beginning Reader

Description	At the Beginning Reader stage of development, the key reader characteristics relate to a developing understanding of the structures and characteristics of informational text. At this stage, phonological awareness has developed and students have the ability to manipulate syllables of spoken words. Students are less dependent on picture clues and vocabulary increases rapidly as students learn 2-3 words per day.	
Level	BR1	BR2
Interaction with Text	<p>Flexible enough to process texts with varied placement of print and a full range of punctuation</p> <p>Relies much more on the print; pictures are becoming less supportive</p>	<p>Self-monitor comprehension to keep it at par with their decoding abilities</p> <p>Frequently self-corrects.</p> <p>Beginning to build knowledge of the characteristics of different genres of texts</p> <p>Processes and understands text patterns that are particular to written language</p>
Oracy		Listens actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Phonological Awareness	<p>Produces a series of rhyming words</p> <p>Recognizes spoken alliteration or groups of words that begin with the same simple syllable or initial sound</p> <p>Recognizes the change in spoken word when a specified syllable is added, changed, or removed</p> <p>Segments spoken words into individual syllables</p>	<p>Blends spoken complex syllables, including sílabas trabadas, to form multisyllabic words</p> <p>Segments spoken words into syllables, including words with sílabas trabadas</p> <p>Manipulates syllables within words</p>
Phonics & Word Study		Decodes words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
Vocabulary	Exposed to robust vocabulary, learning 2-3+ new words per day.	Able to navigate some words may be unknown to children, but are related to

	<p>Distinguishes between general and specific language (e.g. flower vs. rose) in context.</p> <p>Matches figurative language to illustrations</p>	<p>more familiar words (ejemplo: saber que el zapatero es la persona que vende o arregla zapatos).</p>
Fluency	<p>Left-to-right directionality and voice-print match are automatic</p> <p>Reads sentences that carry over 2-3 lines or over two pages</p> <p>Reads without finger pointing, bringing in finger only at point of difficulty</p> <p>Recognizes names and high-frequency words by sight.</p> <p>Oral reading demonstrates fluency and phrasing with appropriate stress on words</p>	<p>Left-to-right directionality and voice-print match are completely automatic</p> <p>Reads without pointing and with appropriate rate, phrasing, intonation, and stress</p> <p>Reads stretches of both simple and split dialogue</p>
Comp. of Fiction	<p>Demonstrates story understandings through art work, retellings, and role play with guidance.</p> <p>Discusses how the author uses words that help the reader visualize</p>	<p>Refers to characters by name when telling what happens in a story</p> <p>Makes predictions based on knowledge, personal experience, and experience with texts.</p> <p>Listen to and experience first- and third-person texts.</p>
Comp. of Nonfiction	<p>With guidance able to use the illustrations and details in a text to describe its key ideas</p> <p>Discusses the author's purpose for writing text</p> <p>Discusses how the use of text structure contributes to the author's purpose</p> <p>Discusses with adult assistance the author's use of print and graphic features to achieve specific purposes</p>	<p>Able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Discusses topics and determine theme using text evidence with adult assistance</p> <p>Demonstrates print awareness by identifying the information that different parts of a book provide</p> <p>Discuss how the use of text structure contributes to the author's purpose</p>

Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes

Developing Reader

Description	<p>At the Developing Reader stage, readers are developing their understanding of characteristics of genre, often through the deep connection between oracy and reading. Early reading characteristics are now automatic and by the end of this developmental stage, students will demonstrate all aspects of fluent reading as they master most decoding skills. Readers are beginning to understand more complex stories and will begin to read early chapter books. Content specific vocabulary is beginning to be introduced and readers are developing the ability to independently comprehend informational text. The Developing Reader stage is a pivotal stage and it is important that all reader characteristics are balanced and developed together. A focus on phonics, without context, meaning-making systems, and self-monitoring, may result in students being matched with text that they are able to decode but unable to comprehend.</p>				
Level	DR1	DR2	DR3	DR4	DR5
Interaction with Text	<p>Recognizes different types of books.</p> <p>Shares opinions about books and pictures and provides reasons for opinions</p> <p>Early reading behaviors now completely automatic</p>	<p>Reads a variety of materials and genres with guidance.</p> <p>Reads longer, more literary stories</p> <p>Beginning to read new texts silently</p>	<p>Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books</p> <p>Can process longer (ten words or more) and more complex sentences</p> <p>Reads beginning chapter books.</p> <p>Reads silently for 15-20 minutes.</p> <p>Uses a broad repertoire of</p>	<p>Learns information from a text feature and explains how it connects to information in the main text</p> <p>Processes increasingly more complex sentences</p> <p>Reads silently sustaining attention and memory over longer periods of time</p> <p>Able to process a variety of texts (short fiction texts, short informational texts, and longer narrative texts that</p>	<p>Able to process a great deal of dialogue within a story</p> <p>Able to use text organization and resources to look for information (e.g. title, table of contents)</p> <p>Uses linguistic knowledge to glean meaning from text</p> <p>Knows to reread and correct misunderstandings</p> <p>Able to use information from previous books when reading a series</p>

			<p>strategies</p> <p>Establishes purpose for reading assigned and self-selected texts with adult assistance</p> <p>Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p>	<p>have illustrations and short chapters)</p> <p>Adjusts reading strategies as needed to process different genres</p>	<p>Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales</p> <p>Explains visual patterns and structures in a variety of poems</p> <p>Discusses elements of drama such as characters, dialogue, and setting</p> <p>Recognizes characteristics and structures of informational text</p> <p>Recognizes characteristics of multimodal and digital texts.</p> <p>Discuss the author's purpose for writing text</p> <p>Discuss how the use of text structure contributes to the author's purpose</p> <p>Discuss the author's use of print and graphic features to achieve specific purposes</p> <p>Discuss the use of descriptive, literal, and figurative language</p> <p>Identify the use of first or third</p>

					<p>person in a text</p> <p>Identify and explain the use of repetition.</p>
Oracy	<p>Shares information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p>	<p>Works collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</p>	<p>Follows, restates, and give oral instructions that involve a short, related sequence of actions</p> <p>Develops social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>		<p>Develop social communication such as distinguishing between asking and telling.</p>
Phonological Awareness					
Phonics & Word Study	<p>Decodes words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-</p>	<p>Decodes words with diphthongs such as /ai/, /au/, and /ei/</p> <p>Decodes contractions such as al and del</p>	<p>Decodes three- to four-syllable words</p> <p>Uses knowledge of base words to decode common compound words</p> <p>Decodes words with common prefixes and suffixes</p> <p>Able to use word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions,</p>	<p>Able to quickly apply word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives</p> <p>Decodes multisyllabic words.</p>	<p>Able to quickly apply word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives</p> <p>Decodes multisyllabic words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x</p> <p>Decodes multisyllabic words with silent h and words that use the syllables que-, qui-, gue-, gui-,</p>

			and possessives Interprets accent marks correctly		güe-, and güi- Decodes multisyllabic words words with diphthongs and hiatus Decodes multisyllabic words decoding common abbreviations Decoding multisyllabic words words with prefixes and suffixes
Vocabulary	Reads texts with some content-specific words	Encounters more complex language and vocabulary		Provides a complete definition of a word or phrase, drawing heavily on the text and pictures 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.	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.
Fluency	Demonstrates appropriate rate, phrasing, intonation, and word stress	Able to process a great deal of dialogue and reflect it through		Oral reading reflects appropriate rate, stress, intonation, phrasing, and	Oral reading fully demonstrates all aspects of fluent reading

	Pays attention to basic punctuation and dialogue when reading aloud.	appropriate word stress and phrasing		pausing	
Comp. of Fiction	<p>Able to attend to more complex story lines and ideas</p> <p>Able independently predict and retell stories</p> <p>Makes text-to-self connections with prompting</p>	<p>Predicts outcomes or endings based on repeating episodes in the plot or knowledge from personal experiences and reading</p> <p>Summarizes information in the text, selecting information that is important</p> <p>Able to think at increasingly deeper levels</p>	<p>Demonstrates knowledge of plot and characters through discussions and writing.</p> <p>Describes the main character(s) and the reason(s) for their actions</p> <p>Describes plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently</p> <p>Makes and corrects or confirms predictions using text features, characteristics of genre, and structures with adult assistance</p> <p>Creates mental images to deepen understanding with adult assistance</p> <p>Makes connections to personal experiences, ideas in other texts, and society with adult assistance</p>	<p>Identifies one or more less obvious traits and/or feelings of a main character</p> <p>Identifies multiple aspects of a scene's main problem using text and/or pictures</p> <p>Retells multiple important events using text and/or pictures</p> <p>Understands cause and effect using text and/or pictures</p>	<p>Read about and understand characters that are increasingly more complex</p> <p>Recognizes differences in the points of view of characters</p> <p>Able to determine one of the book's central message or lesson based on most of the story's events</p> <p>Makes and corrects or confirms predictions using text features, characteristics of genre, and structures</p> <p>Creates mental images to deepen understanding</p> <p>Makes connections to personal experiences and ideas in other texts</p> <p>Makes inferences and use evidence to support understanding</p>

			<p>Monitors comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Recognizes the central idea and supporting evidence with adult assistance</p>		
<p>Comp. of Nonfiction</p>	<p>Understands how diagrams show information.</p>	<p>Uses some organizational tools and text resources to search for information (e.g. title, headings)</p>	<p>Summarizes simple narrative nonfiction or biography in time order</p> <p>Makes inferences and use evidence to support understanding with adult assistance</p> <p>Evaluates details to determine what is most important with adult assistance</p> <p>Synthesize information to create new understanding with adult assistance</p> <p>Recognizes the features and simple graphics to locate or gain information</p> <p>Recognizes the organizational</p>	<p>Uses prior knowledge to understand the content in a nonfiction text</p> <p>States a main idea of the whole book, taking most of it into consideration</p> <p>Quotes or paraphrases a sentence or heading that captures the main idea of a section of the text.</p>	<p>Able to access background knowledge to understand the content of a non-fiction text.</p> <p>Generates questions about text before, during, and after reading to deepen understanding and gain information</p> <p>Monitors comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Evaluates details read to determine key ideas</p> <p>Synthesizes information to create new understanding</p>

			<p>patterns such as chronological order and description with adult assistance</p> <p>Recognizes characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</p> <p>Recognizes characteristics of multimodal and digital texts.</p>		<p>Recognizes characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance</p> <p>Recognizes organizational patterns such as chronological order and cause and effect stated explicitly</p> <p>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</p>
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Transitioning Reader

Description	At the transitioning reader stage, readers become more independent in the use of key reader characteristics such as self-monitoring. Word solving becomes unconscious and automatic, using syntax and the grammatical functions of language to understand the text. The focus transitions from the surface structures (e.g. phonics) and to the deeper structures of comprehension. The transitioning reader is able to use background knowledge and text evidence to make inferences and learn new information.	
Level	TR1	TR2
Interaction with Text	<p>Identifies the characteristics of special types of fiction (e.g. mystery)</p> <p>Using learning strategies (e.g. context clues)</p> <p>Able to process chapter books, including some series books, with more sophisticated plots and few illustrations, as well as informational texts</p> <p>Adjust reading to process a variety of genres</p>	<p>Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text</p> <p>Developing preferences for specific forms of reading (mysteries, biographies)</p> <p>Knows the characteristics of and can process the full range of genres</p>

	Understand that chapter books have multiple episodes connected to a single plot	
Oracy		
Phonological Awareness		
Phonics & Word Study	Able to take apart multisyllabic words and use a full range of word-solving skills	Word solving is smooth and automatic with both oral and silent reading
Vocabulary	Uses context clues and illustrations to determine meaning of words/phrases	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.
Fluency		
Comprehension of Fiction	Describes how a main character responds to challenges Describe how the actions of characters contribute to the sequence of events Begin to recognize central messages (themes) across texts (e.g. friendship, courage)	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 Differentiate between fact and opinion in narrative text.

Comprehension of Nonfiction	Bring background knowledge to new reading in order to process and learn new information	Differentiate between fact and opinion in expository text.
	Begin using features of non-fiction text to aid comprehension (e.g. Interpret information or data from charts and graphs)	Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text
	Identify main idea and some details	Attends to subtle ideas and complex stories
	Sequence events content-based processes	Synthesizes most details from pictures and words in a section of the text to state a main idea, using original language

Developing Independence Reader

Description	As genre and text types become more sophisticated, the reader characteristics at the Developing Independence stage focuses on attending to self-monitoring that will help the reader navigate unfamiliar text types and genres. Using vocabulary strategies to understand content and academic vocabulary become increasingly important to support the increased need to comprehend nonfiction text.	
Level	DIR1	DIR2
Interaction with Text	<p>Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives</p> <p>Understands the grammatical function of language</p> <p>Reads a wide range of texts: chapter books, shorter fiction and informational text, including special forms such as mysteries, series books, and short stories</p> <p>Identifies the characteristics of a full range of genres, including biographies on less well-known subjects and hybrid genres</p>	<p>Establishes purpose for reading assigned and self-selected texts;</p> <p>Automatically reads and understands a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc</p> <p>Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths</p> <p>Explains rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems</p>

		<p>Discusses elements of drama such as characters, dialogue, setting, and acts</p> <p>Recognizes characteristics and structures of informational text, including</p> <p>Recognizes the central idea with supporting evidence</p> <p>Recognizes features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding</p> <p>Recognizes organizational patterns such as cause and effect and problem and solution</p> <p>Recognize characteristics and structures of argumentative text by identifying the claim; distinguishing facts from opinion; and identifying the intended audience or reader</p>
Oracy		
Phonological Awareness		
Phonics & Word Study		<p>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)</p> <p>Using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>Decoding and differentiating the meaning of a word based on the diacritical accent</p> <p>Decoding words with prefixes and suffixes</p>

<p>Vocabulary</p>	<p>Solves new vocabulary words, some defined in the text and some unexplained</p> <p>Can read and understand descriptive words, some complex content-specific words, and some technical words</p> <p>Identifies, explains, and gives examples of figures of speech.</p>	<p>Uses print or digital resources to determine meaning, syllabication, and pronunciation</p> <p>Uses context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words</p> <p>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, grafia, metro, fono, and tele</p> <p>Identifies, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar</p> <p>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</p>
<p>Fluency</p>		
<p>Comp. of Fiction</p>	<p>Describes in detail the time(s) and place(s)</p> <p>Makes and correct or confirm predictions using text features, characteristics of genre, and structures</p> <p>Generates questions about text before, during, and after reading to deepen understanding and gain information</p> <p>Make connections to personal experiences, ideas in other texts, and society</p> <p>Identifies several less obvious traits and/or feelings that reveal different aspects of a main character</p>	<p>Makes inferences and use evidence to support understanding</p> <p>Evaluates details read to determine key ideas</p> <p>Synthesizes information to create new understanding</p> <p>Monitors comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Explains the author's purpose and message within a text</p> <p>Explains how the use of text structure contributes to the author's purpose</p>

	<p>Draws connections between multiple causes/effects</p> <p>Identifies multiple aspects of the story's main problem</p> <p>Retells multiple important events</p> <p>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</p>	<p>Analyzes the author's use of print and graphic features to achieve specific purposes</p> <p>Identifies and understand the use of literary devices, including first- or third-person point of view</p> <p>Discusses how the author's use of language contributes to voice</p> <p>Identifies and explain the use of anecdote</p>
Comp. of Nonfiction	<p>Takes the whole book into account to state a main idea</p> <p>Recognizes nonfiction genres (expository, narrative, bio.)</p>	<p>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</p> <p>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</p> <p>Recognizes characteristics of multimodal and digital text</p>

Independent Reader (IR1 & IR2)

Description	<p>At the Independent Reader developmental stage, the reader's ability to navigate and comprehend text will depend mostly 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 author's craft in a wide range of genres and forms.</p>	
Level	IR1	IR2
Interaction with Text	<p>Adjusts reading to recognize variations in narrative structure (e.g. story-within-a story, flashback)</p> <p>Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends,</p>	<p>Self monitors using multiple sources of information (e.g. syntax, text structure, graphics, layout).</p> <p>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</p>

	<p>myths, and tall tales</p>	<p>Explains structure in drama such as character tags, acts, scenes, and stage directions</p> <p>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.</p> <p>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</p> <p>Recognizes characteristics of multimodal and digital texts.</p> <p>Adjusts reading to recognize a wide range of complex declarative, imperative, exclamatory, or interrogative scenes.</p> <p>Understands that genres may be combined within one text.</p> <p>Listens actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments</p> <p>Follows, restates, and gives oral instructions that include multiple action steps</p> <p>Gives an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</p> <p>Works collaboratively with others to develop a plan of shared responsibilities.</p>
<p>Oracy</p>		

Phonological Awareness		
Phonics & Word Study		
Vocabulary	<p>Uses knowledge of the story to explain the meaning of a word or phrase</p> <p>Able to determine the figurative meaning of words and phrases such as metaphors and similes</p>	<p>Determines the meaning of academic and domain-specific words and phrases</p> <p>Understands words that are used to indicate perspective or point of view.</p> <p>Uses print or digital resources to determine meaning, syllabication, pronunciation, and word origin</p> <p>Uses context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words</p> <p>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</p> <p>Identifies, uses, and explains the meaning of idioms, adages, and puns</p> <p>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.</p>
Fluency	<p>Demonstrates the ability to skim and scan while reading silently to search for information quickly.</p> <p>Orally reads verse in a way that reflects meaning and rhythm</p> <p>Orally reads in a way that recognizes a wide range of declarative, imperative, exclamatory and interrogative sentences.</p>	<p>Oral reading fully demonstrates all aspects of fluent reading</p>

<p>Comp. of Fiction</p>	<p>Identifies many feelings and traits of a secondary character.</p> <p>Infers traits of multidimensional characters that have both good and bad traits</p> <p>Considers multiple plotlines</p> <p>States a universal theme that can be applied to other contexts or texts</p> <p>Able to compare and contrast two or more characters, settings, or events in the book</p> <p>Able to summarize the story including important aspects of the story including all story elements and theme.</p> <p>Creates mental images to deepen understanding</p> <p>Able to cite the text accurately in order to draw inferences.</p> <p>Analyze the relationships of and conflicts among the characters</p> <p>Analyze plot elements, including rising action, climax, falling action, and resolution</p>	<p>States how a secondary character effects the main character.</p> <p>Understands the setting significance or mood and its effect on the characters</p> <p>Provides details from the text that show how characters respond to challenges</p> <p>Gives details from the text that demonstrates an understanding of the theme</p> <p>Able to identify the point of view of the narrator of a text.</p> <p>Infer multiple themes within a text using text evidence</p> <p>Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Describes how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p> <p>Identifies and understand the use of literary devices, including first- or third-person point of view</p> <p>Examines how the author's use of language contributes to voice; and explain the purpose of hyperbole, stereotyping, and anecdote.</p> <p>Makes connections to personal experiences, ideas in other texts, and society</p> <p>Makes inferences and use evidence to support understanding</p>
<p>Comp. of Nonfiction</p>	<p>Able to determine two or more main ideas of the book and explain how they are supported by key details.</p> <p>Able to explain the relationships between two or more ideas or concepts in informational text.</p>	<p>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).</p> <p>Evaluates details read to determine key ideas</p>

	<p>Establishes purpose for reading assigned and self-selected texts</p>	<p>Synthesizes information to create new understanding</p> <p>Monitors comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Explains the author's purpose and message within a text</p> <p>Analyzes how the use of text structure contributes to the author's purpose</p> <p>Analyzes the author's use of print and graphic features to achieve specific purposes</p>
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