

# Formative Assessment of Reader Characteristics

## **Purpose:**

The DCC Lectura Leveling Instrument provides teachers with a way of thinking about the Stages of Reading Development (SRD) through which readers advance and a system for matching readers with the level of text that will help them progress in a developmentally and linguistically appropriate way. The DCC Lectura Formative Assessment of Reader Characteristics (FARC) is a tool that helps teachers observe and record the reader characteristics of students as students read and discuss leveled text. By using the Formative Assessment of Reader Characteristics, teachers will be able to monitor their student's developmental progress to ensure that the leveled text being matched with the reader is the most appropriate instructional level.

## **The FARC Process:**

1. As you work with students in leveled text, either during small group instruction or conferring, record the characteristics that are observed. The FARC is not a “one-and-done” assessment, but an ongoing measure of the reading behaviors that teachers observe while working with students.
2. If the student appropriately demonstrates the reader characteristics at a given level, that is the student's *independent* level. (The term “appropriately demonstrates” is used here because not all characteristics will be demonstrated in one sitting or are appropriate for all books.) The appropriate *instructional* level will be the level at which most of the reader characteristics are just beyond the student's abilities.

## **Notes About Formative Assessment of Reader Characteristics:**

- Not every category of Reader Characteristics will have descriptors at every level. This means that for a given category, there may not be any significant developments that differentiates a reader at that particular level from the level before. For example, there are no descriptors of Vocabulary at ER3. This simply indicates that while the vocabulary continues to grow and expand for readers at the developmental stage, there aren't specific characteristics that can be formatively observed and assessed.
- Additionally, the Formative Assessment of Reader Characteristics assesses readers through the IR2 level. A reader's ability to navigate text complexity at text complexity at levels IR3 and above depends largely on the reader's background knowledge, understanding of genre, and vocabulary. A more comprehensive assessment than the Formative Assessment of Reader Characteristics would be needed to adequately assess the demanding reader characteristics at these levels.

**DCC Lectura Levels of Text:**

Stage of Reader Development	Levels of Text
Red: <a href="#">Pre-Reader</a>	PR
Orange: <a href="#">Emergent Reader</a>	ER1, ER2, ER3, ER4
Yellow: <a href="#">Beginning Reader</a>	BR1, BR2
Pink: <a href="#">Developing Reader</a>	DR, DR2, DR3, DR4, DR5
Purple: <a href="#">Transitioning Reader</a>	TR1, TR2
Green: <a href="#">Developing Independence Reader</a>	DIR1, DIR2
Blue: <a href="#">Independent Reader</a>	IR1, IR2, IR3, IR4, IR5

## **Formative Assessment of Reader Characteristics**

### **Pre-Reader**

<b>Description: PR</b>	<b>At the Pre-Reader stage of development, the key reader characteristics relate to promoting an interest in books and an awareness of the concepts of print that are crucial in early literacy.</b>
<b>Interaction with Text</b>	<ul style="list-style-type: none"> <li>● Show attention span for stories – enjoys books with more words and remembers the sequence of events for familiar stories.</li> <li>● Just beginning to learn how print works</li> <li>● Holds a book right side up, turning pages correctly</li> <li>● Beginning to identify the parts of a book</li> <li>● 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).</li> <li>● Recognize the differences between print and pictures.</li> </ul>
<b>Oracy</b>	<ul style="list-style-type: none"> <li>● With teacher assistance, ask and answer questions about books read aloud.</li> <li>● With teacher assistance, retell familiar stories with three or more key events.</li> <li>● Follow simple one-, two- and three-step directions.</li> <li>● Respond appropriately to questions from others.</li> <li>● Provide comments relevant to the context.</li> <li>● Identify emotions from facial expressions and body language.</li> </ul>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>● Demonstrate ability to segment and blend syllables in words</li> </ul>
<b>Phonics &amp; Word Study</b>	<ul style="list-style-type: none"> <li>● Just beginning to learn the alphabetic principle – the relationship between letters and sounds</li> <li>● Identifying symbols, icons and environmental print</li> <li>● Connects print to visuals</li> <li>● With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.</li> <li>● With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.</li> </ul>

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Exhibit curiosity and interest in learning new words heard in conversations and books.</li> <li>● With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>● Moves finger from left to right under print.</li> </ul>
<b>Comprehension of Fiction</b>	<ul style="list-style-type: none"> <li>● Relies on memory to “read” familiar and predictable books (word patterns).</li> <li>● With teacher assistance, identifies the main character(s) of the story.</li> <li>● With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.</li> <li>● With teacher assistance, compare and contrast two stories relating to the same topic.</li> </ul>
<b>Comprehension of Nonfiction</b>	<ul style="list-style-type: none"> <li>● Identifying symbols, icons and environmental print</li> <li>● Match real-life familiar objects to labels</li> <li>● Follow directions using diagrams or pictures</li> <li>● With teacher assistance, ask and answer questions about details in a nonfiction book.</li> <li>● With teacher assistance, retell detail(s) about the main topic in a nonfiction book.</li> <li>● With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.</li> </ul>



# Formative Assessment of Reader Characteristics

## Emergent Reader

Description	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 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</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</p>

	a letter and a printed word			repeating language patterns
<b>Oracy</b>	Developing oral language skills through listening, speaking, and discussion.	Shares information and ideas by speaking audibly and clearly.  Developing social communication using as using common greetings and expressing needs and wants	Listens actively and asks questions to understand information.	
<b>Phonological Awareness</b>			Identifys and produces rhyming words	
<b>Phonics &amp; Word Study</b>	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
<b>Vocabulary</b>		Reads the meaning of simple words used to assign dialogue (e.g. dijo)		Asks and answers questions about unknown words in a text
<b>Fluency</b>	Learning to follow text from left to right  Learning to use 1-1 matching	Stronger awareness of left-to-right directionality  Learning concept of return sweep (moving from one line of text to	Beginning to move smoothly across the printed page when reading  Eyes are taking over the process	Eyes can track print over two to six lines per page; finger pointing is rarely needed, if ever  Continued increase of

	<p>Learning some basic, high-frequency words</p> <p>Matches voice to print by pointing to icons, letters, or illustrated words</p>	<p>the next</p> <p>Expanded core of high-frequency words</p>	<p>of matching the spoken word to the printed word (removal of finger tracking)</p> <p>Developing a larger core of high-frequency words</p> <p>Beginning to use some expression when reading</p> <p>Developing phrased reading (e.g. take a short breath after a comma)</p> <p>Noticing dialogue and punctuation and reflecting this with the voice</p>	<p>high-frequency words</p> <p>Voice-print match is smooth and automatic</p> <p>Notices and uses a range of punctuation and read dialogue, reflecting the meaning through phrasing</p>
<p><b>Comp. of Fiction</b></p>	<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</p>

				<p>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> <p>Describes the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance</p>
<p><b>Comp. of Nonfiction</b></p>	<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</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>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>



	gain information	Recognizes the steps in a sequence with adult assistance		<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>
--	------------------	--	--	--



# Formative Assessment of Reader Characteristics

## Beginning Reader

<b>Description</b>	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.	
<b>Level</b>	<b>BR1</b>	<b>BR2</b>
<b>Interaction with Text</b>	<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>
<b>Oracy</b>	Listens actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
<b>Phonological Awareness</b>	<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 silabas trabadas, to form multisyllabic words</p> <p>Segments spoken words into syllables, including words with silabas trabadas</p> <p>Manipulates syllables within words</p>

<b>Phonics &amp; Word Study</b>		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;
<b>Vocabulary</b>	<p>Exposed to robust vocabulary, learning 2-3+ new words per day.</p> <p>Distinguishes between general and specific language (e.g. flower vs. rose) in context.</p> <p>Matches figurative language to illustrations</p>	Able to navigate some words may be unknown to children, but are related to more familiar words (ejemplo: saber que el zapatero es la persona que vende o arregla zapatos).
<b>Fluency</b>	<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>
<b>Comp. of Fiction</b>	<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>
<b>Comp. of Nonfiction</b>	With guidance able to use the illustrations and details in a text to describe its key ideas	Able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

	<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>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> <p>Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes</p>
--	--	---



# Formative Assessment of Reader Characteristics

## Developing Reader

<b>Description</b>	<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>				
<b>Level</b>	<b>DR1</b>	<b>DR2</b>	<b>DR3</b>	<b>DR4</b>	<b>DR5</b>
<b>Interaction with Text</b>	<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 strategies</p> <p>Establishes purpose for</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 have illustrations and short chapters)</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>Demonstrates knowledge of</p>

			<p>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>Adjusts reading strategies as needed to process different genres</p>	<p>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 person in a text</p> <p>Identify and explain the use of repetition.</p>
<b>Oracy</b>	Shares information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	Works collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	<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>		Develop social communication such as distinguishing between asking and telling.
<b>Phonological Awareness</b>					
<b>Phonics &amp; Word Study</b>	Decodes words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	<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</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>spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives</p> <p>Interprets accent marks correctly</p>		<p>Decodes multisyllabic words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-</p> <p>Decodes multisyllabic words words with diphthongs and hiatus</p> <p>Decodes multisyllabic words decoding common abbreviations</p> <p>Decoding multisyllabic words words with prefixes and suffixes</p>
<b>Vocabulary</b>	Reads texts with some content-specific words	Encounters more complex language and vocabulary		<p>Provides a complete definition of a word or phrase, drawing heavily on the text and pictures</p> <p>Uses print or digital resources to determine meaning and pronunciation of unknown words</p> <p>Uses context within and beyond a sentence to determine the meaning of unfamiliar words</p> <p>Uses a glossary to learn or</p>	<p>Uses context clues.</p> <p>Uses scene-level context to explain the meaning of a word or phrase</p> <p>Uses affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words</p> <p>Identifies, uses, and explains the meaning of antonyms, synonyms, idioms, and homographs in context</p>



				check the meaning of words.	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.
<b>Fluency</b>	Demonstrates appropriate rate, phrasing, intonation, and word stress  Pays attention to basic punctuation and dialogue when reading aloud.	Able to process a great deal of dialogue and reflect it through appropriate word stress and phrasing		Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing	Oral reading fully demonstrates all aspects of fluent reading
<b>Comp. of Fiction</b>	Able to attend to more complex story lines and ideas  Able independently predict and retell stories  Makes text-to-self connections with prompting	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	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	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  Understands cause and effect using text and/or pictures	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

			<p>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>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>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><b>Comp. of Nonfiction</b></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>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</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>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 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>sentence or heading that captures the main idea of a section of the text.</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>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>
--	--	--	---	--	--





# Formative Assessment of Reader Characteristics

## Transitioning Reader

<b>Description</b>	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.	
<b>Level</b>	<b>TR1</b>	<b>TR2</b>
<b>Interaction with Text</b>	<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>Understand that chapter books have multiple episodes connected to a single plot</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>
<b>Oracy</b>		
<b>Phonological Awareness</b>		
<b>Phonics &amp; Word Study</b>	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

<b>Vocabulary</b>	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.
<b>Fluency</b>		
<b>Comprehension of Fiction</b>	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.
<b>Comprehension of Nonfiction</b>	Bring background knowledge to new reading in order to process and learn new information  Begin using features of non-fiction text to aid comprehension (e.g. Interpret information or data from charts and graphs)  Identify main idea and some details  Sequence events content-based processes	Differentiate between fact and opinion in 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

# Formative Assessment of Reader Characteristics

## Developing Independence Reader

<b>Description</b>	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.	
<b>Level</b>	<b>DIR1</b>	<b>DIR2</b>
<b>Interaction with Text</b>	<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,</p>

		<p>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>
<b>Oracy</b>		
<b>Phonological Awareness</b>		
<b>Phonics &amp; Word Study</b>		<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>
<b>Vocabulary</b>	<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>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, explains, and gives examples of figures of speech.</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, grafía, 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>
<b>Fluency</b>		
<b>Comp. of Fiction</b>	<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>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</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>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>figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes</p>	<p>Identifies and explain the use of anecdote</p>
<p><b>Comp. of Nonfiction</b></p>	<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>



# Formative Assessment of Reader Characteristics

## Independent Reader (IR1 & IR2)

<b>Description</b>	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.	
<b>Level</b>	<b>IR1</b>	<b>IR2</b>
<b>Interaction with Text</b>	<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, myths, and tall tales</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>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,</p>

		<p>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>
<b>Oracy</b>		
<b>Phonological Awareness</b>		
<b>Phonics &amp; Word Study</b>		
<b>Vocabulary</b>	<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>
<b>Fluency</b>	<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>
<b>Comp. of Fiction</b>	<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</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>of 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>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><b>Comp. of Nonfiction</b></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>Establishes purpose for reading assigned and self-selected texts</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>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</p>

		<p>purpose</p> <p>Analyzes the author's use of print and graphic features to achieve specific purposes</p>
--	--	--