

# Reading Rubric

## Early Self-Extending (Grade 4)

<b>1. Independently reads and comprehends grade appropriate literature.</b> <b>End-of-year Instructional guided reading target: Level R</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Read alouds</li> <li>• Shared reading</li> <li>• Guided reading groups</li> <li>• Daily opportunities for independent reading of “just right” books</li> <li>• Reading response journals</li> <li>• Literature circles</li> <li>• Book talks</li> <li>• Teacher think aloud comprehension strategies</li> </ul>		<ul style="list-style-type: none"> <li>• Running records on narrative texts with teacher constructed comprehension questions (during reading conferences)</li> <li>• Ann Arbor Benchmark Books.</li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
Instructional level below level P	Reads levels P or Q	After a brief book introduction and an opportunity to read through the book, student routinely reads Level R books with 95-100% accuracy and instructional level comprehension or with 90-94% accuracy and independent or instructional level comprehension.

<b>2. Independently reads and comprehends grade appropriate informational text.</b> <b>End-of-year Instructional guided reading target: Level R</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Guided reading groups</li> <li>• Read alouds</li> <li>• Book talks</li> <li>• Shared reading (e.g., student news magazines)</li> <li>• Teacher think aloud comprehension strategies</li> <li>• Books from district science and social studies curriculum</li> <li>• Periodicals</li> </ul>		<ul style="list-style-type: none"> <li>• Running records on informational texts with teacher constructed comprehension questions (during reading conferences)</li> <li>• Ann Arbor Benchmark Books</li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
Instructional level below level P	Reads levels P or Q	After a brief book introduction and an opportunity to read through the book, student routinely reads Level R informational texts with 95-100% accuracy and instructional level comprehension or with 90-94% accuracy and independent or instructional level comprehension.

**Outcomes 1 and 2:**

	<i>November</i>	<i>March</i>	<i>June</i>
<b>Beginning</b>	<b>M and below</b>	<b>N and below</b>	<b>P and below</b>
<b>Developing</b>	<b>N and O</b>	<b>O and P</b>	<b>Q</b>
<b>Secure</b>	<b>P</b>	<b>Q</b>	<b>R</b>

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<b>3. Selects and reads books of appropriate difficulty during independent reading times.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Mini-lessons on how to choose “just right” books:               <ul style="list-style-type: none"> <li>- <u>Guiding Readers and Writers</u>, Chapters 8 and 9</li> </ul> </li> <li>• Confer with student during independent reading times</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observation in the following settings:               <ul style="list-style-type: none"> <li>- student’s reading log</li> <li>- individual reading conference</li> </ul> </li> <li>• Compare level of books read with student’s performance on running records and/or reading inventories</li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
May: <ul style="list-style-type: none"> <li>• have difficulty finding appropriate books</li> <li>• frequently choose books of inappropriate difficulty</li> </ul>	May: <ul style="list-style-type: none"> <li>• frequently abandon books</li> <li>• need teacher assistance to select appropriate books.</li> </ul>	Student consistently selects books that match his/her assessed reading level.

<b>4. Sustains interest in and focus on longer texts that require several days of reading.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Literature circles</li> <li>• Read alouds of chapter books</li> <li>• Reading workshop (extended silent reading time)</li> <li>• Guided reading</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observation in the following settings:               <ul style="list-style-type: none"> <li>- reading workshop</li> <li>- literature circles</li> <li>- reading conferences</li> <li>- reading journals/logs</li> <li>- guided reading</li> </ul> </li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
Unable to sustain reading behaviors for any length of time.	May: <ul style="list-style-type: none"> <li>• read for shorter periods of time</li> <li>• switch books frequently</li> </ul>	Student consistently reads for extended periods of time (30 – 45 minutes) over several days out of the same text.

<b>5. Makes connections to text to extend meaning.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Identify themes in these settings:               <ul style="list-style-type: none"> <li>- read alouds</li> <li>- guided reading</li> <li>- literature circles</li> </ul> </li> <li>• Use graphic organizers</li> <li>• Mini-lessons on making connections:               <ul style="list-style-type: none"> <li>- <u>Strategies That Work</u> - Chapter 6</li> <li>- <u>Guiding Readers and Writers</u> – Chapter 18</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Reading response journals</li> <li>• Teacher observation in the following settings:               <ul style="list-style-type: none"> <li>- individual reading conferences</li> <li>- literature circles</li> <li>- classroom discussions</li> <li>- guided reading</li> </ul> </li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
Makes superficial connections to text.	Student needs prompting or a guiding question to be able to relate a theme from a book/story to his/her own life and to other texts.	Student is able to relate a theme from a book/story to his/her own life and to other texts, citing evidence or examples from the text.

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<b>6. Makes inferences, e.g., draws conclusions, makes justifiable predictions, interprets text.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Literature circles</li> <li>• Junior Great Books</li> <li>• Graphic organizers</li> <li>• Mini-lessons on making inferences:               <ul style="list-style-type: none"> <li>- <u>Strategies That Work</u> – Chapter 8</li> <li>- <u>Guiding Readers and Writers</u> – Chapter 18</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observations in the following settings:               <ul style="list-style-type: none"> <li>- individual reading conferences</li> <li>- literature circles</li> <li>- classroom discussions</li> <li>- guided reading groups</li> <li>- graphic organizers</li> </ul> </li> <li>• Reading response journals</li> </ul>
<b>Beginning</b>	<b>Developing Behaviors Include:</b>	<b>Secure</b>
Occasionally, with teacher support....	<ul style="list-style-type: none"> <li>• With prompting or questioning, student makes justifiable predictions, interprets text, and draws conclusions about the text that includes connections between the text and the reader's background knowledge or ideas and beliefs.</li> <li>• Supports response by citing examples from text.</li> </ul>	Consistently, independently.....

<b>7. Interprets and uses information from a wide variety of visual (graphic) aids.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Mini-lessons on interpreting features of informational text:               <ul style="list-style-type: none"> <li>- <u>Guiding Readers and Writers</u> – pages 132 and 401</li> </ul> </li> <li>• Read informational texts in the content areas</li> <li>• Guided reading</li> <li>• Shared reading (e.g., student news magazines)</li> </ul>		<ul style="list-style-type: none"> <li>• Ask questions which require information from graphic aids in informational texts in individual conferences, group discussions, and content area journals.</li> <li>• Guided reading</li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
Student has difficulty interpreting graphic aids; is sometimes confused by them.	With teacher prompts and focusing questions, student demonstrates knowledge of information gained from graphic aids.	Student demonstrates knowledge of information gained from graphic aids (e.g., captions, charts, maps, graphs) in oral discussions and written responses.

<b>8. Formulates questions to sustain and extend meaning of the text, with guidance.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Literature circles</li> <li>• Junior Great Books</li> <li>• Graphic organizers</li> <li>• Mini-lessons on making formulating questions:               <ul style="list-style-type: none"> <li>- <u>Strategies That Work</u> – Chapter 7</li> <li>- <u>Guiding Readers and Writers</u> – Chapter 26</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observations in the following settings:               <ul style="list-style-type: none"> <li>- individual reading conferences</li> <li>- literature circles</li> <li>- classroom discussions</li> <li>- guided reading groups</li> <li>- graphic organizers</li> </ul> </li> <li>• Reading response journals</li> </ul>
<b>Beginning</b>	<b>Developing Behaviors Include:</b>	<b>Secure</b>
Occasionally, with teacher support.....	With teacher prompts, student asks questions to deepen the meaning of text; may explain how the question enhances comprehension.	Consistently, independently.....

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<b>9. Uses a variety of strategies to self-monitor understanding of texts.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>Modeling of strategies during shared reading</li> <li>Mini-lessons on overcoming obstacles to meaning:               <ul style="list-style-type: none"> <li><u>Guiding Readers and Writers</u> – Chapter 18</li> </ul> </li> <li>Individual reading conferences</li> <li>Guided reading</li> </ul>		<ul style="list-style-type: none"> <li>Teacher observation in the following settings:               <ul style="list-style-type: none"> <li>individual reading conferences</li> <li>guided reading groups</li> <li>literature circles</li> </ul> </li> <li>Ann Arbor Benchmark Books and/or other running record.</li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
Student ignores errors that interfere with meaning of the text being read.	<ul style="list-style-type: none"> <li>Inconsistently self-corrects errors.</li> <li>Corrects errors with teacher guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses multiple sources of information (e.g., context, prior knowledge, visual or graphic aids, word roots or analogy, text features, rereading) in an integrated way while reading for meaning.</li> <li>Student reads orally at a good pace, with appropriate phrasing, slowing down to problem-solve and speeding up again.</li> <li>Student self-corrects errors that result in loss of meaning.</li> </ul>

<b>10. Uses a variety of strategies to determine the meaning of unfamiliar words, e.g., analogies to known words, context, base words, affixes.</b>		
<b>Opportunities to Teach Includes:</b>		<b>Opportunities to Assess Includes:</b>
<ul style="list-style-type: none"> <li>Mini-lessons:               <ul style="list-style-type: none"> <li><u>Guiding Readers and Writers</u> – Chapter 22</li> <li><u>Word Matters</u></li> </ul> </li> <li>Guided reading</li> <li>Literature circles</li> <li>Graphic organizers</li> <li>Word study</li> <li>Teach vocabulary strategies such as affixes, base words, analogies to known words, and context clues</li> </ul>		<ul style="list-style-type: none"> <li>Reading response journals</li> <li>Teacher observations in the following settings:               <ul style="list-style-type: none"> <li>individual reading conferences</li> <li>guided reading groups</li> <li>literature circles</li> </ul> </li> </ul>
<b>Beginning</b>	<b>Developing</b>	<b>Secure Behaviors Include:</b>
Occasionally, with teacher support.....	With teacher prompts and encouragement.....	<ul style="list-style-type: none"> <li>Student independently checks to make sure that reading makes sense, sounds right, looks right.</li> <li>Student automatically uses multiple strategies to figure out words while focusing on meaning.</li> <li>Student uses understanding of word structure to identify multi-syllabic words.</li> <li>Student figures out partially known words by making connections, analogies and using context.</li> </ul>

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<b>11. Summarizes and synthesizes chapters, short stories, and informational articles.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Includes:</b>
<ul style="list-style-type: none"> <li>• Guided reading groups</li> <li>• Read alouds</li> <li>• <u>Guiding Readers and Writers</u> – page 362</li> <li>• Student book talks (p. 120-122.126)</li> <li>• Student recommendations (p. 145)</li> <li>• <u>Strategies That Work</u> – Chapter 9</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observation of student book talks</li> <li>• Teacher observation of recommendations</li> <li>• Ask students to summarize in writing a <u>short</u> text.</li> </ul>
<b>Beginning</b>	<b>Developing Behaviors Include:</b>	<b>Secure</b>
<ul style="list-style-type: none"> <li>• Student retells rather than summarizes information.</li> <li>• Student has difficulty sorting out important from less important information.</li> </ul>	<ul style="list-style-type: none"> <li>• With teacher prompts and encouragement, student will be able to, orally or in writing, summarize a text, including important information, in chronological order, leaving out unimportant details with teacher prompts and encouragement.</li> <li>• Identifies main theme.</li> </ul>	Consistently, independently.....

<b>12. Reads books from a variety of genre.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Includes:</b>
<ul style="list-style-type: none"> <li>• Mini-lessons on genre:               <ul style="list-style-type: none"> <li>- <u>Guiding Readers and Writers</u> – Chapter 9</li> </ul> </li> <li>• Individual conferences</li> <li>• Literature circles</li> <li>• Read alouds</li> <li>• Genre wheel</li> <li>• Guided reading</li> <li>• Book talks</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observation of independent reading choices</li> <li>• Reading logs</li> </ul>
<b>Beginning</b>	<b>Developing Behaviors Include:</b>	<b>Secure</b>
Student resists reading from a variety of genre.	Student reads books from a variety of genre as encouraged or assigned by teacher, mixing fiction and non-fiction.	Consistently, independently chooses.....

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<b>13. Writes quality responses to texts.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Includes:</b>
<ul style="list-style-type: none"> <li>• Mini-lessons on reading response letter writing:               <ul style="list-style-type: none"> <li>- <u>Guiding Readers and Writers</u> – Chapters 9, 17, and 23</li> </ul> </li> <li>• Mini-lessons on paragraph writing in content areas using informational text.</li> <li>• Guided writing</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observation using response rubric, <u>Guiding Readers and Writers</u>, chapter 10, page 183</li> </ul>
<b>Beginning</b>	<b>Developing Behaviors Include:</b>	<b>Secure</b>
Occasionally Level 3 responses	Student consistently achieves at least a level 3 on the “Qualities of Reading Response” rubric.	Accurately writes level 4 responses.

<b>14. Leads and/or takes part in literary discussions.</b>		
<b>Opportunities to Teach Include:</b>		<b>Opportunities to Assess Includes:</b>
<ul style="list-style-type: none"> <li>• Literature circles</li> <li>• Guided reading groups:               <ul style="list-style-type: none"> <li>- <u>Guiding Readers and Writers</u> – Chapters 15 and 16</li> </ul> </li> <li>• Individual reading conferences</li> <li>• Shared reading</li> <li>• Read alouds</li> </ul>		<ul style="list-style-type: none"> <li>• Literature Circle Observations sheet</li> <li>• Literature Circle Discussion Rubric</li> <li>• Teacher observation in the following settings:               <ul style="list-style-type: none"> <li>- guided reading</li> <li>- read alouds</li> <li>- shared reading</li> </ul> </li> </ul>
<b>Beginning</b>	<b>Developing Behaviors Include:</b>	<b>Secure</b>
Student is reluctant to take part in discussions.	Student occasionally initiates discussions and shares appropriate opinions with others and extends comments of others in a group discussion of text.	Consistently.....