

Reading Rubric Later Self-Extending (Grade 5)

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

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

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

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

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5. Makes connections to texts for greater understanding and finer interpretation.		
Opportunities to Teach Include:		Opportunities to Assess Include:
<ul style="list-style-type: none"> • Identify themes in these settings: <ul style="list-style-type: none"> - read alouds - guided reading - literature circles • Use graphic organizers • Mini-lessons on making connections: <ul style="list-style-type: none"> - <u>Strategies That Work</u> - Chapter 6 - <u>Guiding Readers and Writers</u> – Chapter 18 		<ul style="list-style-type: none"> • Reading response journals • Teacher observation in the following settings: <ul style="list-style-type: none"> - individual reading conferences - literature circles - classroom discussions - guided reading
Beginning	Developing	Secure Behaviors Include:
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.

6. Connects reading to learning in the content areas.		
Opportunities to Teach Include:		Opportunities to Assess Include:
<ul style="list-style-type: none"> • Content area reading, journals, and discussions: <ul style="list-style-type: none"> - <u>Guiding Readers and Writers</u> – Chapter 18 • Guided reading • Shared reading 		<ul style="list-style-type: none"> • Ask students to respond orally or in writing to questions which would require them to integrate information from content area texts. • Guided reading
Beginning	Developing	Secure Behaviors Include:
Student has difficulty making connections.....	May: <ul style="list-style-type: none"> • make connections with teacher prompts and guiding questions • extracts information from one sources but not multiple sources. 	<ul style="list-style-type: none"> • Student uses multiple sources of information in an integrated way while reading for meaning. • Student extracts information from a variety of texts/genre to understand content area concepts (e.g., stereotyping: <i>Sign of the Beaver</i> and <i>Ruby Bridges</i>).

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7. Extends meaning beyond the text to form personal interpretations.		
Opportunities to Teach Include:		Opportunities to Assess Include:
<ul style="list-style-type: none"> • Guided Reading • Literature circles • Junior Great Books • Graphic organizers • Mini-lessons on making inferences: <ul style="list-style-type: none"> - <u>Strategies That Work</u> – Chapter 8 - <u>Guiding Readers and Writers</u> – Chapter 18 		<ul style="list-style-type: none"> • Teacher observations in the following settings: <ul style="list-style-type: none"> - individual reading conferences - literature circles - classroom discussions - guided reading groups - graphic organizers • Reading response journals
Beginning	Developing	Secure Behaviors Include:
Student has difficulty extending text.....	With teacher prompts and focusing questions, student makes predictions, interprets text and draws conclusions about the text.	<ul style="list-style-type: none"> • 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. • Supports responses by citing examples from text.

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

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9. Uses a variety of strategies to determine the meaning of unfamiliar words, e.g., analogies to known words, context, base words, affixes.		
Opportunities to Teach Includes:		Opportunities to Assess Includes:
<ul style="list-style-type: none"> • Mini-lessons: <ul style="list-style-type: none"> - <u>Guiding Readers and Writers</u> – Chapter 22 - <u>Word Matters</u> • Guided reading • Literature circles • Graphic organizers • Word study • Teach vocabulary strategies such as affixes, base words, analogies to known words, and context clues 		<ul style="list-style-type: none"> • Reading response journals • Teacher observations in the following settings: <ul style="list-style-type: none"> - individual reading conferences - guided reading groups - literature circles
Beginning	Developing	Secure Behaviors Include:
Occasionally, with teacher support.....	With teacher prompts and encouragement.....	<ul style="list-style-type: none"> • Student independently checks to make sure that reading makes sense, sounds right, looks right. • Student automatically uses multiple strategies to figure out words while focusing on meaning. • Student uses understanding of word structure to identify multi-syllabic words. • Student figures out partially known words by making connections, analogies and using context. • Student solves content area vocabulary with which he/she has not had previous knowledge.

10. Summarizes and synthesizes chapters, short stories, and informational articles.		
Opportunities to Teach Include:		Opportunities to Assess Includes:
<ul style="list-style-type: none"> • Guided reading groups • Read alouds • <u>Guiding Readers and Writers</u> – page 362 • Student book talks (p. 120-122, 126, 145) • Student recommendations • <u>Strategies That Work</u> – Chapter 9 		<ul style="list-style-type: none"> • Teacher observation of student book talks/ recommendations • Ask students to summarize in writing a <u>short</u> text.
Beginning	Developing	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student retells rather than summarizes information. • Student has difficulty sorting out important from less important information. 	With teacher prompts and encouragement. . .	<ul style="list-style-type: none"> • Student will be able to, orally or in writing, summarize a text, including important information, in chronological order, leaving out unimportant details. • Identifies main theme.

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

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

13. Leads and/or takes part in literary discussions.		
Opportunities to Teach Include:		Opportunities to Assess Includes:
<ul style="list-style-type: none"> • Literature circles • Guided reading groups: <ul style="list-style-type: none"> - <u>Guiding Readers and Writers</u> – Chapters 15 and 16 • Individual reading conferences • Shared reading • Read alouds 		<ul style="list-style-type: none"> • Literature Circle Observations sheet • Literature Circle Discussion Rubric • Teacher observation in the following settings: <ul style="list-style-type: none"> - guided reading - read alouds - shared reading
Beginning	Developing Behaviors Include:	Secure
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.....