



English Language Arts

# Early Literacy Resources



## Supporting the Grade 3 Provincial Assessment in Reading

Revised September 2010

## **Grade 3 Provincial Assessment in Reading** **Support for** **Frontier School Division Teachers**

### **Purpose:**

This document was developed by Frontier School Division English Language Arts consultants as a resource to support teachers in implementing the Grade 3 Provincial Assessment in Reading.

### **Rationale:**

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks.

Teachers learn about student learning and progress by regularly and systematically observing students in action and by interacting with students during instruction. Because students' knowledge and many of their skills, strategies, and attitudes are internal processes, teachers gather data and make judgments based on observing and assessing students' interactions, performances, and products or work samples.

(Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, 1998. Pp 21-22)

### **Strategies and Resources for Assessing Reading Competencies:**

Teachers should refer to Grade 3 Assessment in Reading: Support Document for Teachers which was developed by Manitoba Education, Citizenship and Youth and published in the fall of 2009. This resource contains an extensive collection of tools and strategies for assessing the three specific competencies for the Grade 3 Assessment in Reading. These competencies reflect the phases of the reading process, roughly corresponding to before, during, and after reading.

A variety of assessment strategies and resources can be used to assess the knowledge and skills of students. Within Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation instructional and assessment strategies are suggested. Success for all Learners and Independent Together provide more strategies particularly for differentiation and multi-level classrooms. **The daily practice of gathering data provides evidence of learning and growth; therefore, on-going assessment is a critical component of the teaching and learning process.**

The table on the following page shows effective methods of gathering evidence for measuring the three specific competencies for the Grade 3 Assessment in Reading. These classroom-based assessment strategies have proven to be effective when used on a daily basis.

**RUNNING RECORD SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ D. of B.: \_\_\_\_\_ Age: \_\_\_\_\_ yrs \_\_\_\_\_ mths

School: \_\_\_\_\_ Recorder: \_\_\_\_\_

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement \_\_\_\_\_

**Analysis of Errors and Self-corrections**

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
Instructional _____
Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	Information used
		E	SC	E MSV	SC MSV

## Running Record

**Definition of Cueing Systems:**

M - Meaning (does it make sense)

S - Structural (does it sound right)

V - Visual (uses letter/sound relationships i.e. initial/middle/end sounds)

**Reading Strategies Observed:**

- Use of pictures
- Reads on
- Letter/sound
- Finds little words in larger words
- Repeats
- Meaningful substitutions
- Syllables

Accuracy Rate	Code
<input type="checkbox"/> Independent (95% - 100%)	✓✓
<input type="checkbox"/> Instructional (90% - 94%)	✓
<input type="checkbox"/> Too difficult (below 90%)	Choose a book at a lower level

**Self-Correction Ratio**

(E + SC) / SC = 1:

Code	Fluency	Intonation/Expression
✓✓	<input type="checkbox"/> Well-paced, smooth and well-phrased, uses punctuation	<input type="checkbox"/> Varies pitch, expressive voice
✓	<input type="checkbox"/> Variable rate, choppy	<input type="checkbox"/> Limited pitch, some expression
0	<input type="checkbox"/> Word by word	<input type="checkbox"/> Monotone

## Oral Retelling Record

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Teacher:* Tell me about the story.

**The following events from the story may serve as a guide to help you assess the student's retelling:**

- \_\_\_\_\_ Main characters
- \_\_\_\_\_ Main idea
- \_\_\_\_\_ Setting
- \_\_\_\_\_ Beginning
- \_\_\_\_\_ Middle
- \_\_\_\_\_ Ending

### Book Talk used in retelling

- \_\_\_\_\_ Used language from the book.
- \_\_\_\_\_ Used own expressive language.
- \_\_\_\_\_ Used descriptive words or supporting detail.

### Did the child require prompts?

\_\_\_ None

\_\_\_ Few

\_\_\_ Many

### Oral Retelling Rubric

✓✓	<input type="checkbox"/> Identifies all characters <input type="checkbox"/> Two or more events <input type="checkbox"/> For most events, uses descriptive supporting details <input type="checkbox"/> Uses some of the language of the book or own expressive language
✓	<input type="checkbox"/> Identifies some characters <input type="checkbox"/> One main event
0	<input type="checkbox"/> One character <input type="checkbox"/> One event <input type="checkbox"/> Unable to assess. Student is unable to recall any information

What do you think will happen next?

### Prediction Rubric

✓✓	<input type="checkbox"/> Makes a reasonable prediction with descriptive supporting details from the story. <input type="checkbox"/> Connects the story to prior knowledge (self, text, or world) <input type="checkbox"/> Uses some of the language of the book or own expressive language
✓	<input type="checkbox"/> Makes a prediction with some details from the story. <input type="checkbox"/> Refers to some prior knowledge (self, text, or world)
0	<input type="checkbox"/> Response is not related to the story <input type="checkbox"/> Unable to assess. Student is unable to make a prediction.

Assessment Strategy	Competency 1 (Student reflects on and sets reading goals)	Competency 2 (Student uses strategies during reading to make sense of texts)	Competency 3 (Student demonstrates comprehension)	Source
Running records/miscue analysis/Informal Reading Inventory		X	X	Pages 281 - 288 in <u>Strategies That Make a Difference</u>
Retelling			X	Pages 169 - 174 in <u>Strategies That Make a Difference</u>
Observation	X	X	X	Pages 266 - 267 in <u>Strategies That Make a Difference</u> Pages 3.3 - 3.7 and BLM5, BLM5a, BLM6 in <u>Independent Together</u>
Cloze			X	Pages 278 - 280 in <u>Strategies That Make a Difference</u>
Conferencing	X		X	Pages 259 - 264 in <u>Strategies That Make a Difference</u> BLM 90 in <u>Foundation for Implementation</u>
Reading Response Journals (Individual, read aloud, shared)	X		X	Pages 86 - 88 in <u>Foundation for Implementation (Grade 3)</u>
Reading Logs/Literacy Logs	X			Pages 110 - 113 in <u>Strategies That Make a Difference</u> BLM 69 & 70 in <u>Foundation for Implementation</u> Page 80 in <u>Foundation for Implementation (Grade 3)</u>
Portfolios	X			Pages 272 - 277 in <u>Strategies That Make a Difference</u> Pages 11.10 - 11.13 in <u>Success for all Learners</u>
Interviews & Surveys	X			Page 20 - 21 in <u>Foundation for Implementation (Grade 3)</u> BLM 16 in <u>Foundation for Implementation</u>
Setting Personal Goals	X			Pages 295 - 299 in <u>Strategies That Make a Difference</u> Page 20 - 22 in <u>Foundation for Implementation (Grade 3)</u> BLM 93 in <u>Foundation for Implementation</u> BLM 3 in <u>Independent Together</u>
Learning Logs/Journals	X		X	Page 110 - 111 in <u>Strategies That Make a Difference</u> BLM 68 in <u>Foundation for Implementation</u>
Continua	X	X	X	Page 265 in <u>Strategies That Make a Difference</u> Frontier School Division Reading and Writing Continua

## Appropriate Texts

In order for students to be considered “meeting expectations” they must be able to read grade-appropriate texts independently. The Grade 3 Provincial Assessment in Reading defines grade-appropriate texts as a variety of texts such as picture books, longer texts, less predictable text structures, etc. When selecting texts for reading instruction, assessment or enjoyment, teachers and children should consider authentic texts that connect to the child’s prior knowledge and experiences – texts that the child can understand and make personal connections to. The following list is a sampling of books that would be considered grade-appropriate text:

Amelia Bedelia books  
Arthur books  
Berenstain Bears books  
Blueberries for Sal  
Cam Jansen books  
Cloudy with a Chance of Meatballs  
East Coast Boats (Literacy Place Grade 3)  
Extreme Animals (Literacy Place Grade 2)  
Flat Stanley books  
Freckle Juice  
Help a Wild Animal in Need (Literacy Place Grade 3)  
Momotaro (Sunshine series)  
My Wonderful Aunt series (Sunshine series)  
Old Bones (Sunshine series)  
Rabbit Catches the Sun (Sunshine series)  
Roadside Giants (Literacy Place Grade 2)  
Seasons and Weather (PM Plus Nonfiction)  
See the Sea Few Ever See (Literacy Place Grade 3)  
Skunks (PM Animal Facts; Gold)  
Sky Changes (PM Plus Nonfiction)  
The Common Loon (Literacy Place Grade 3)  
The Shooting Star (PM Gold)  
The Wonder of Bald Eagles (Soar to Success Level 3)  
The Wonder of Wolves (Soar to Success Level 4)  
Where Does the Garbage Go? (Soar to Success Level 3)  
Winter Wonderland (Literacy Place Grade 2)

# Appendix

**\*The following resources are only a sampling of what could be used to gather evidence of student learning.**

## Focused Observation Form

<b>Learning Experience / Targeted Learning Outcomes</b>	<b>Criteria</b>	<b>Met (M)</b>	<b>Not Yet Met (NY)</b>
	•		
	•		
	•		
	•		

<b>Observation Date(s)/ Assessments</b>					
<b>Student Names</b>					

## Focused Observation Form (Example)

Learning Experience / Targeted Learning Outcomes	Criteria	Met (M)	Not Yet Met (NY)
Reading Comprehension—Before-During-After Reading (B-D-A): GLO 2: 2.1.2; 2.1.4; 2.2.2	• Make predictions and inferences.		
	• Reread to make sense.		
	• Make connections to self and other texts.		
	•		

Observation Date(s)/ Assessments	Sept. 18/03	Sept. 19/03	Sept. 24/03	Sept. 26/03	Sept. 29/03
Student Names	Independent silent reading	Shared reading: (B-D-A) Text: <i>Did You Hear Wind Sing Your Name?</i>	Strategic lesson: B-D-A Text: <i>Water Dance</i>	Reading conference: Own choice	Strategic lesson: Repeated readings—To read smoothly from beginning to end. Text: <i>Welcome to the Green House</i>
Student A	Reading <i>Harriet the Spy</i> (ch. 5-6)	B- "The colours make me think it will be about seasons."	B- "I wonder if there will be changes. Each illustration shows a change in the weather."	Text: <i>Harriet the Spy</i> "Can I read the last chapter because I want to read another book by this author?"	
Student B		A- "I heard the wind when I was camping."		Text: <i>I Have a Question, Grandma</i> "This was an easy read because I visit my Grandma and I know all the words."	Partnered with "D"
Student C	Book Bag: • two <i>National Geographic: Reading Expeditions</i> • two comic books Flipping pages; talking to classmate.	No response	B- "It looks like a lake and some water." D- "It is about water." A- "It's water."	<i>Civilizations Past to Present: Greece</i> Talks about the illustrations—"I like the war stories."	Partnered with "Teacher" — "I think this will be about a jungle. It is about life in the jungle" Text too difficult, so did read aloud.
Student D	Read <i>What Is a Scientist?</i> and <i>For the Love of Our Earth</i> .	D- "Now I think the author will use patterns like colours and questions."	B- "I see the word dance. I think it will feel like water moving." A- "I like the author's pattern <i>I am...</i> This reminds me of <i>Did You Hear Wind Sing Your Name?</i> "	Text: <i>Earthquack!</i> "This is a challenge read." crumbling—"cr-crums," "crums," rereads sentence, "Is it crumbling?"	Partnered with "B"

### Student Literature Cited

- Belleveau, C. *I Have a Question, Grandma*. Don Mills, ON: Pearson Education, 1998.
- De Coteau, Ori S. *Did You Hear Wind Sing Your Name? An Oneida Song of Spring*. Greenvale, NY: MONDO Publishing, 1997.
- Fitzhugh, L. *Harriet the Spy*. New York, NY: Harper Collins Publishers, 1964.
- Hallinan, P.K. *For the Love of Our Earth*. Nashville, TN: Ideals Publishing Corporation, 1992.
- Lehn, B. *What Is a Scientist?* Brookfield, CT: The Millbrook Press, Inc., 1998.
- Locker, T. *Water Dance*. San Diego, CA: Harcourt Brace and Company, 1997.
- Palatini, M. *Earthquack!* Toronto, ON: Simon and Schuster Books for Young Readers, 2002.
- Supples, K. *Civilizations Past to Present: Greece*. Washington, DC: National Geographic School Publishing, 2000.
- Yolen, J. *Welcome to the Green House*. Toronto, ON: Scholastic Inc., 1993.

# Daily Observation Form

Anecdotal Record(s) for \_\_\_\_\_


# Metacognitive Reading Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

Place a checkmark in front of the strategies that you use before, during, and after reading:

Before I begin to read, I . . .

- find out who the author and illustrator are.
- make predictions about the book.
- think about why the author wrote the book.
- set my purpose for reading.
- pose questions about the book.

While I am reading, I . . .

- decide if what I am reading makes sense.
- re-read and read on when it does not make sense.
- try to understand the vocabulary used.
- picture what I am reading in my mind.
- get to know the characters.
- predict what will happen next.
- try to answer my questions.

After reading, I . . .

- think back about what I read.
- check to see if my predictions were correct.
- answer my questions.
- form my own opinions about the book.
- ask new questions.
- think about other similar books.
- make connections with events in my own life.

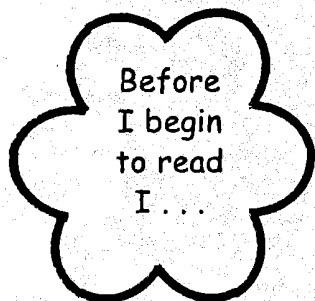




# Reading Strategies Self-Check — Early Years

Name \_\_\_\_\_ Date \_\_\_\_\_

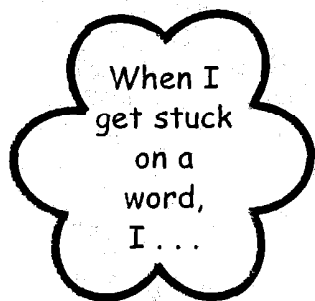
Check the strategies you use.



- read the title
- read the back cover
- look at the pictures
- predict what the book will be about
- check to see if it is too easy
- check to see if it is too hard
- ask friends if they have read it

Some other things that I do before I read a book are:

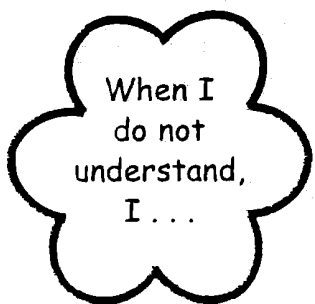
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- skip it and read on
- reread
- use another word that makes sense
- try to sound it out
- look it up in a dictionary/ask someone
- reread

Some other things I do when I get stuck on a word are:

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- look back at what I have already read
- reread
- use what I already know about the story
- look at the pictures
- ask for help

Some other things I do when I do not understand are:

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After I finish a book, I:

\_\_\_\_\_

**Reading Interview**

**Part One**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What kind of books do you like to read?

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2. How do you decide which books you will read?

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3. Do you like to have your teacher read to you? If so, is there anything special you like to hear?

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4. Why do people read?

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5. What things do you do well in reading?

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6. In general, how do you feel about reading?

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**Part Two**

1. How did you learn to read?

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2. What does someone have to do in order to be a good reader?

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3. Who do you know is a good reader? What makes that person a good reader?

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4. When you are reading and you come to something you don't know, what do you do? Do you ever do anything else?

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**Part Three**

1. What would you like to learn next in order to become a better reader?

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2. How might you go about learning how to become a better reader?

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3. Who might help you to improve?

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4. How can you help yourself to improve?

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## Reading Survey

Name \_\_\_\_\_

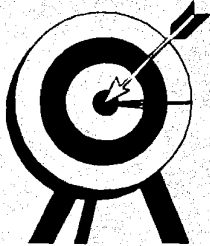
Date \_\_\_\_\_

	Yes	No	Sometimes
<b>Part One</b>			
I like to read.			
I like to choose my own books.			
I choose to read when I have free time.			
I read to learn new things.			
I like going to the school library.			
I like listening to stories.			
I am a good reader.			
I feel good when I read a book I like.			
<b>Part Two</b>			
When I get stuck on a word, I . . .			
• sound it out			
• ask for help			
• guess			
• read it again			
• skip it and read on			
• use another word that makes sense			
• look it up in a dictionary			
When I do not understand, I . . .			
• keep reading			
• look at the pictures			
• look back at what I have already read			
• reread			
• use what I already know about the story			
• ask for help			
<b>Part Three</b>			
I want to be a better reader.			
I will read more books.			
I will set a goal for reading.			
I can help myself to be a better reader.			

# GOAL SETTING

Date \_\_\_\_\_

Name \_\_\_\_\_

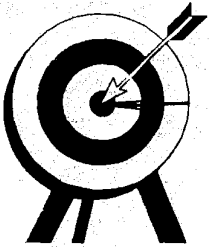


My goal is to \_\_\_\_\_

\_\_\_\_\_

So I plan to \_\_\_\_\_

\_\_\_\_\_



A goal my teacher wants me to focus on is \_\_\_\_\_

\_\_\_\_\_

Our plan is to \_\_\_\_\_

\_\_\_\_\_



A goal my parents want me to focus on is \_\_\_\_\_

\_\_\_\_\_

So together we will \_\_\_\_\_

\_\_\_\_\_

Signatures: \_\_\_\_\_

Student

\_\_\_\_\_

Parent/Guardian

Teacher

\_\_\_\_\_

Date of next goal progress check

## My Learning Goal Log

At the last student-parent-teacher conference we agreed upon the following goal(s) for (student name): \_\_\_\_\_

Goal(s)
1.
2.
3.

In order for the goal-setting process to be successful, continuous reinforcement is necessary. Please help us make the home-school connection by listing the activities done with/by your child that reinforce the goal(s). Please date and sign the entries.

School Log of Goal Activities	Home Log of Goal Activities



**RESPONSE LOG FOR CHAPTER BOOKS**

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Chapter: \_\_\_\_\_

Genre/Type of Book: \_\_\_\_\_

This chapter began with \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It was mostly about \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My favourite part was \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next I think that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hard words for me included:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**RESPONSE LOG FOR CHAPTER BOOKS**

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Chapter: \_\_\_\_\_

Genre/Type of Book: \_\_\_\_\_

This chapter began with \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It was mostly about \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My favourite part was \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next I think that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hard words for me included:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



FRONTIER SCHOOL DIVISION  
READING CONTINUUM

Observable Student Characteristics

Student Name: _____		School: _____				
<p><b>Emergent</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows some letter names and some letter sounds</li> <li><input type="checkbox"/> Reads the print center message</li> <li><input type="checkbox"/> Recognizes own name in print</li> <li><input type="checkbox"/> Recognizes that print is organized top to bottom, left to right, front to back in all text situations</li> <li><input type="checkbox"/> Holds books the right way and turns the pages in the correct direction</li> <li><input type="checkbox"/> Identifies and selects computer icons, menus, and prompts with guidance</li> <li><input type="checkbox"/> Knows some poems and books with patterns by heart</li> <li><input type="checkbox"/> Uses pictures and prior knowledge to help tell a story or relate information</li> <li><input type="checkbox"/> Rhymes and plays with words</li> <li><input type="checkbox"/> Shows curiosity about print in the environment (e.g., signs, labels, logos, computer icons)</li> <li><input type="checkbox"/> Shows interest in a variety of texts</li> <li><input type="checkbox"/> Links own experience to oral, literary, and media text</li> <li><input type="checkbox"/> Discusses/relates to how characters feel</li> <li><input type="checkbox"/> Demonstrates story sense through the imitation of story language and patterns (e.g., once upon a time)</li> </ul>	<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Views self as a reader</li> <li><input type="checkbox"/> Relies to letters by name and knows most letter sounds</li> <li><input type="checkbox"/> Recognizes variations in print (e.g., size, font)</li> <li><input type="checkbox"/> Recognizes the difference between a letter and a word</li> <li><input type="checkbox"/> May read new and unfamiliar text word by word, line by line</li> <li><input type="checkbox"/> Relies on multiple cueing systems to read unfamiliar words (e.g., these may include pictures, patterns, rhyme, sound-letter relationships, chunking, rereading) with guidance</li> <li><input type="checkbox"/> Uses finger-voice-print matching</li> <li><input type="checkbox"/> Reads simple sight words and recognizes high frequency words in a variety of texts and environments</li> <li><input type="checkbox"/> Makes meaningful predictions</li> <li><input type="checkbox"/> Begins to notice errors in their reading</li> <li><input type="checkbox"/> Reads books with simple repetitive language</li> <li><input type="checkbox"/> Retells orally</li> <li><input type="checkbox"/> Makes personal connections to text</li> <li><input type="checkbox"/> Shares opinions between fiction and non-fiction</li> <li><input type="checkbox"/> Shows interest in print materials and websites; talks about favourite stories</li> <li><input type="checkbox"/> Expresses preference for favorite oral, literary, or media text</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chooses texts with guidance to suit purpose and need</li> <li><input type="checkbox"/> Reflects on reading choices to assess preferences with guidance</li> <li><input type="checkbox"/> Talks about reading to others</li> <li><input type="checkbox"/> Begins to use multiple cueing systems to make meaning independently</li> <li><input type="checkbox"/> Reads texts with more information, longer text, and richer vocabulary</li> <li><input type="checkbox"/> Begins to ask relevant questions to make sense of a topic</li> <li><input type="checkbox"/> Locates and shares information from varying texts and images with guidance</li> <li><input type="checkbox"/> Retells accurately with detail and may use a visual support</li> <li><input type="checkbox"/> Recognizes when information in text answers a question</li> <li><input type="checkbox"/> Makes predictions based on the format/style of texts (e.g., comic stories)</li> <li><input type="checkbox"/> Is aware of a variety of reading materials (print, visual, media)</li> <li><input type="checkbox"/> Reads and reviews simple directions</li> <li><input type="checkbox"/> Begins to understand suffix or techniques (e.g., rhyme, bold print, punctuation, pattern, repetition) with guidance</li> </ul>	<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets realistic reading goals with guidance</li> <li><input type="checkbox"/> Begins to use texts, headings, titles, labels, captions) with guidance</li> <li><input type="checkbox"/> Relies on print more than illustrations</li> <li><input type="checkbox"/> Reads out loud with fluency (automaticity, expression, rate, and phrasing)</li> <li><input type="checkbox"/> Rereads to confirm predictions and make meaning</li> <li><input type="checkbox"/> Responds to and makes personal connections with facts, characters, and situations in text</li> <li><input type="checkbox"/> Begins to make connections to culture portrayed in oral, written, and media text</li> <li><input type="checkbox"/> Reads texts of greater complexity both fiction and non-fiction</li> <li><input type="checkbox"/> Retells stories in sequence and with increasing detail</li> <li><input type="checkbox"/> Identifies main idea of a text</li> <li><input type="checkbox"/> Explains choices for text preference</li> <li><input type="checkbox"/> Asks relevant questions</li> <li><input type="checkbox"/> Reviews informational text for relevance to topic</li> <li><input type="checkbox"/> Reads independently for 10 to 15 minutes</li> <li><input type="checkbox"/> Uses all cueing systems to make meaning</li> </ul>	<p><b>Expanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflects on own reading strategies and preferences and sets goals for reading</li> <li><input type="checkbox"/> Distinguishes between fact, opinion, and accuracy in texts with guidance</li> <li><input type="checkbox"/> Questions whether information from media sources is factual, useful, and/or distracting with guidance</li> <li><input type="checkbox"/> Demonstrates an understanding of more complex author techniques (e.g., puns, similes, exaggeration, personification)</li> <li><input type="checkbox"/> Uses a variety of textual cues and features (e.g., indexes, maps, charts, glossaries, table of contents, guide words, URLs)</li> <li><input type="checkbox"/> Demonstrates understanding of detail, sequence, character, setting, and plot</li> <li><input type="checkbox"/> Identifies main ideas and important details</li> <li><input type="checkbox"/> Expresses opinions with evidence from text</li> <li><input type="checkbox"/> Demonstrates consideration of other readers' comments or opinions</li> <li><input type="checkbox"/> Reads independently for longer periods (20+ minutes)</li> </ul>		
<p><b>Building</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes predictions based on the format/style of text (e.g., compare/contrast, problem/solution, description)</li> <li><input type="checkbox"/> Summarizes main idea and important details</li> <li><input type="checkbox"/> Uses prior knowledge to make meaning of text</li> <li><input type="checkbox"/> Uses self-correction to construct and maintain meaning</li> <li><input type="checkbox"/> Identifies descriptive and figurative language in text</li> <li><input type="checkbox"/> Gains deeper meaning by making inferences</li> <li><input type="checkbox"/> Demonstrates group participation skills and strategies with guidance (e.g., literature circles, book talks, and buddy reading)</li> <li><input type="checkbox"/> Demonstrates deeper understanding of text (i.e., orally, visually, or in writing)</li> <li><input type="checkbox"/> Describes and/or represents the visualization generated from text</li> <li><input type="checkbox"/> Remembers and comprehends story plot lines over a period of time</li> <li><input type="checkbox"/> Chooses text independently from a variety of forms and genres appropriate to purpose</li> <li><input type="checkbox"/> Reads independently for longer periods (30+ minutes)</li> </ul>	<p><b>Fluent</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows and uses interactive processes to set personal and group reading goals</li> <li><input type="checkbox"/> Asks relevant questions to support an analysis of the text</li> <li><input type="checkbox"/> Identifies language (e.g., metaphors, imagery, irony, and satire) and visual images that evoke emotion</li> <li><input type="checkbox"/> Distinguishes between fact, opinion, and accuracy in text</li> <li><input type="checkbox"/> Distinguishes difference among a variety of forms and genres</li> <li><input type="checkbox"/> Explains, with text support, how the author's use of language and techniques creates the characters, setting, and plot</li> <li><input type="checkbox"/> Identifies the theme and type of conflict</li> <li><input type="checkbox"/> Demonstrates a mature outlook when reading sensitive issues</li> <li><input type="checkbox"/> Reads a variety of texts to find information</li> <li><input type="checkbox"/> Synthesizes knowledge and information to create new or deeper understanding</li> <li><input type="checkbox"/> Self-monitors reading to ensure engagement</li> </ul>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets personally challenging reading goals</li> <li><input type="checkbox"/> Uses the various components of fiction and non-fiction text to construct and maintain meaning</li> <li><input type="checkbox"/> Visualizes and demonstrates understanding of text</li> <li><input type="checkbox"/> Reads and rereads text images and text likely to text in terms of theme, author's purpose, and style</li> <li><input type="checkbox"/> Oral and written responses include content specific vocabulary encountered while reading</li> <li><input type="checkbox"/> Shares personal thoughts, feelings, and images evoked by texts</li> <li><input type="checkbox"/> Demonstrates an understanding of how authors use language to create mental images for the reader</li> <li><input type="checkbox"/> Immerses self in text so that story detail is recalled emotionally</li> <li><input type="checkbox"/> Incorporates newfound awareness of sensitive issues into own thinking</li> <li><input type="checkbox"/> Paraphrases and summarizes content to confirm or reject predictions, inferences, and conclusions</li> </ul>	<p><b>Independent</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates the importance of bringing knowledge to text prior to reading</li> <li><input type="checkbox"/> Asks relevant questions to bring additional information to the text</li> <li><input type="checkbox"/> Recognizes bias and stereotyping in text</li> <li><input type="checkbox"/> Distinguishes the relationship of the relationship of literary aspects (e.g., techniques and elements, language, artistry, purpose, audience, form, genre, context). "Reads like a writer, writes like a reader."</li> <li><input type="checkbox"/> Identifies and comprehends underlying themes, conflicts, and larger truths in fictional genres</li> <li><input type="checkbox"/> Evaluates, interprets, and analyzes text content critically</li> <li><input type="checkbox"/> Makes connections among self, texts, world, and cultural issues</li> <li><input type="checkbox"/> Engages in controversial debates regarding reading (small or large group)</li> <li><input type="checkbox"/> Chooses and comprehends a wide variety of challenging texts to meet a variety of purposes (e.g., newspapers, magazines, manuals, poetry)</li> <li><input type="checkbox"/> Sustains interest and understanding over long text and reads over an extended period of time</li> <li><input type="checkbox"/> Intentionally chooses and reads a text that evokes emotional responses</li> <li><input type="checkbox"/> Sets a purpose for reading based on an inquiry or research project</li> </ul>			
				<p><b>Grade</b></p>	<p><b>Teacher</b></p>	<p><b>Year</b></p>

"Learning is a journey, not a race."

Revised: June 2010

**FRONTIER SCHOOL DIVISION  
WRITING CONTINUUM  
Student Characteristics**

Student Name: _____		School: _____				
<p><b>Emergent</b></p> <ul style="list-style-type: none"> <li>Talks/shares personal experiences, feelings and ideas before writing</li> <li>Connects symbols in environment to print and uses them in own writing</li> <li>Writes (types) or attempts to write own name</li> <li>Uses letters, numbers and symbols interchangeably and/or randomly on the page</li> <li>Makes marks other than drawing</li> <li>Recognizes and prints most letters of the alphabet</li> <li>Writes initial letters for familiar words</li> <li>Includes scribbles as symbols</li> <li>Tells about own writing/drawing</li> <li>Relies on pictures to convey meaning when telling about their writing</li> <li>Asks questions for inquiry, to satisfy curiosity and for information needs</li> <li>Responds to stories by actively listening/drawing/writing</li> </ul>	<p><b>Early</b></p> <ul style="list-style-type: none"> <li>Experiments with own ideas</li> <li>Recognizes difference among the concepts of a letter, number, and a word</li> <li>Connects sound, letter, picture to meaning (uses one or two letters to represent a word)</li> <li>Can copy familiar words using print from the classroom environment (for example, word walls)</li> <li>Writes from left to right and top to bottom</li> <li>Uses upper case letters randomly</li> <li>Begins to use periods</li> <li>Uses patterned sentences in stories</li> <li>Attempts to write a few familiar words correctly</li> <li>Recognizes that print carries a message</li> <li>Adds labels and details to stories and drawings</li> <li>Uses print and pictures to convey meaning</li> <li>Sees self as a writer, knows writing has meaning, can read own writing, but others may not be able to read it</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>Takes greater risks expressing their own ideas in writing</li> <li>Uses or attempts to use unfamiliar words</li> <li>Writes words with spaces between them</li> <li>Uses words in writing that they have learned in other contexts, e.g., uses words from shared reading</li> <li>Uses beginning, middle, and end sounds to make words</li> <li>Forms all letters legibly, upper and lower case, whether writing or using the keyboard</li> <li>Constructs simple complete sentences</li> <li>Begins to use capitalization, including I, their name, beginnings of sentences</li> <li>Begins to use punctuation, including periods (.) and question marks (?)</li> <li>Begins to write familiar words correctly</li> <li>Writes pieces with beginning, middle, and end</li> <li>Represents information in categories according to similarities, differences, and sequence</li> <li>Writes pieces that make sense to self and others</li> </ul>	<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Develops and arranges ideas using pre-established organizers, such as story maps and planners with guidance</li> <li>Includes idea/information from other sources in own words</li> <li>Uses a variety of forms for particular audiences and purposes, such as letters, narratives, poems, reports and other expository writing with guidance</li> <li>Uses phonetic spelling to write unfamiliar words independently</li> <li>Writes familiar words correctly</li> <li>Composes complete sentences with more detail by adding detail with guidance</li> <li>Expands use of punctuation such as commas in a series, apostrophes, and quotation marks with guidance</li> <li>Expands use of capitalization to include days of the week, months and most proper nouns</li> <li>Edits for complete sentences including end punctuation</li> <li>Begins to use basic transition words with guidance</li> <li>Composes pieces with clear beginning, middle, and end independently</li> <li>Sets goals based on feedback with guidance</li> </ul>	<p><b>Expanding</b></p> <ul style="list-style-type: none"> <li>Considers audience, purpose, and form with guidance</li> <li>Uses a variety of pre-writing strategies such as webs, charts, lists, graphs, maps independently</li> <li>Composes more complex sentences using conjunctions and sentence combining with guidance</li> <li>Shares writing and begins to use feedback to improve writing</li> <li>Offers feedback on writing using pre-established criteria</li> <li>Revises by expanding descriptions using adjectives, adverbs and prepositional phrases</li> <li>Begins to edit for spelling using word walls, dictionaries, spell check, online resources, etc. with guidance</li> <li>Edits for commas in a series, apostrophes, quotation marks, and more sophisticated uses of capitalization with guidance</li> <li>Recognizes the importance of reflection in writing with guidance</li> <li>Reflects on writing using pre-established criteria</li> <li>Sets goals based on reflection with guidance</li> </ul>		
<p><b>Bridging</b></p> <ul style="list-style-type: none"> <li>Recognizes the relationship among audience, purpose and form</li> <li>Asks questions to fill gaps in information</li> <li>Includes an opening</li> <li>Organizes ideas in logical sequence</li> <li>Eliminates unnecessary information (repetition of words and ideas) with guidance</li> <li>Begins to use paragraphing</li> <li>Use pre-determined criteria to revise during contracting and reflection</li> <li>Considers others' ideas for revision</li> <li>Recognizes spelling errors in unfamiliar words and edits with guidance</li> <li>Edits for capitalization, end punctuation, commas in series, and quotation marks</li> <li>Uses relevant supporting details</li> <li>Revises to expand ideas using supporting details or information with guidance</li> <li>Creates voice by taking risks with word choice to evoke an emotional response</li> <li>Identifies areas of success and sets goals for writing with guidance</li> </ul>	<p><b>Conventional</b></p> <ul style="list-style-type: none"> <li>Uses pre-writing strategies to guide the drafting process</li> <li>Contributes ideas from self and other sources</li> <li>Maintains a variety of given forms</li> <li>Begins to write paragraphs with introductions and conclusions, supporting details, and a variety of sentence patterns</li> <li>Begins to use transition words appropriate for text, structure and form</li> <li>Begins to use interesting language and literary devices</li> <li>Revises for specific writing traits (including ideas, organization, word choice, sentence fluency, and voice) with guidance</li> <li>Asks questions relevant to main ideas and supporting details</li> <li>Compares own and others' ideas during revision</li> <li>Edits for correct verb use (subject/verb agreement, tense) and pronoun reference</li> <li>Edits for conventional punctuation</li> <li>Consistently applies spelling conventions to writing</li> <li>Reflects on writing process and product with guidance</li> </ul>	<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>Chooses pre-writing strategy appropriate to form/audience/purpose independently</li> <li>Maintains form appropriate to audience and purpose</li> <li>Uses openings to catch readers' attention and direct purpose</li> <li>Uses strong conditions</li> <li>Uses a variety of sentences</li> <li>Uses transitional devices to maintain flow of ideas</li> <li>Revises for specific writing traits (ideas, word choice, sentence fluency, and voice) independently</li> <li>Acknowledges the value of, and integrates others' ideas into own writing</li> <li>Uses a variety of tools to edit for unfamiliar words (dictionary, spell-check, online resources, thesaurus, etc)</li> <li>Reflects on stages of process</li> <li>Reflects on product</li> <li>Sets future goals in writing based on self-assessment of process and product using pre-determined criteria</li> <li>Uses words, language and sentence variation to create sensory images and mood</li> <li>Evaluates new information for completeness and relevance to audience and purpose using predetermined criteria</li> </ul>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Adapts specific forms to match content/audience/purpose, i.e., story to diagram, news report to poem comic strip</li> <li>Creates well developed paragraphs</li> <li>Uses writing elements that work together to support purpose</li> <li>Uses different types of format and presentation for effect</li> <li>Revises to enhance meaning and effect according to pre-determined criteria</li> <li>Edits and proofreads own and others' work independently</li> <li>Reflects upon overall effect of writing process and product independently</li> <li>Takes responsibility for the planning, revising, and editing to ensure writing achieves its purpose</li> <li>Uses dialogue to create an effect appropriate to purpose and audience with guidance</li> <li>Uses relevant details that go beyond the obvious or predictable</li> <li>Selects from a variety of previously acquired tools and strategies for gathering and evaluating information</li> </ul>	<p><b>Grade</b></p>	<p><b>Teacher</b></p>	<p><b>Year</b></p>



\*Learning is a journey, not a race.\*



Revised September 2009