Reading Rubric: Foundations/Approaching 1c

AF	Strategy & Skill		Foundations 1	Foundations 2	Foundations 3	Foundations 4
AF 1 & AF 4	**Early Concepts of Print & Book Handling (Text Features)**		-Recognizes some environmental text, signs, or symbols *Concepts of Letter & Word:* Recognizes initial letter of own name, makes sound of initial letter of own name *Book Concepts*: Shows some understanding of how books work and can hold the book the right way up *Reading Concepts:* Beginning to understand that printed material contains a message	- Reads words and symbols in the environment, including their name card (e.g., stop sign, sign for the toilet) - *Concepts of Letter & Word:* Learn initial letter and sound of peers' names - *Book Concepts:* Distinguishes between the text and the pictures, holds book the correct way, starts at the beginning, and turns the pages - *Reading Concepts*: Understands that printed material contains a message - *Directionality Concepts:* Follows the teacher's pointer in a coordinated way while reading texts with group support	- Reads a growing repertoire of words and symbols in the environment, including the names of some peers - *Concepts of Letter & Word*: - Matches a small number of sight words (e.g., word card to printed text – morning message, shared poem, or book) - Aware their name is made up of letters and recognizes the letters in their own first name - Knows the name, shape and sound of some letters in their own name - Locates some known letters in print - *Book Concepts:* Identifies the front cover, back cover and points to the title - *Reading Concepts:* Understands that printed material contains a message and imitates reading-like behaviour by telling a story with finger sweeping and flipping pages - *Directionality Concepts:* Knows where to begin reading, understands left to right, top to bottom, and page following page	- *Concepts of Letter & Word:* - Recognizes and reads a few high frequency words (e.g., a few words from HFW List 1) - Locates first and last word of a page/sentence - Locates the first and last letter in a word - Recognizes at least half of the letters of the alphabet by shape, name, or sound - *Book Concepts*: Uses simple book terminology (e.g., author, illustrator, title); points to title, labels, captions, different styles of type and simple end punctuation; notices when two books are alike in some way with respect to their features - *Reading Concepts*: Demonstrates one-to-one voice print matching by pointing to each word as a familiar/repetitive/simple text is <u>read aloud to them</u> - *Directionality Concepts*: Shows an awareness of return sweep when a sentence breaks lines
AF 1	**Using Phonetic Knowledge (Phonological)** Understanding how language can be divided into its components: sentences, words, compound words, syllables and the smallest component, sounds	**Rhyme**	- Enjoys rhyming and rhythmic activities in rhyme exposure experiences - Listens and engages with familiar rhymes in rhyme exposure experiences	- Shows awareness of rhyme and can identify rhymes in songs, poems, and text - Identifies when two provided words rhyme or do not rhyme (i.e. rhyme recognition) -Identifies odd word out in a rhyming string (e.g., cat, hat, sat, look) (i.e. rhyme judgment), may use picture cards to support identification	- Independently produces some rhymes during rhyme completion and rhyme production activities	- Independently produces rhymes (including both real and non-sense words) for a variety of monosyllabic and polysyllabic words
		Segmenting Sentences	- Tells whether words or sounds are the same or different during word and sound discrimination activities	- Counts words in a short sentence (3 to 4 words) with familiar, simple, monosyllabic words	- Counts words in longer sentences (5 to 6 words) with more complex, multisyllabic words	- Counts words in longer sentences (5 to 6 words) with more complex, multisyllabic words and can identify and repeat the first and last words of the sentence
		Compound Words	-Beginning to discriminate between compound and monosyllabic words	- Identifies two words that make up a compound word (i.e. Segmenting) and may blend two words together to create a compound word (i.e. blending)	- Deletes first or last word in a compound word (i.e. isolation)	- Manipulates words in a compound word to make up a new, nonsense word (e.g., cupboard – boardcup) (i.e. manipulation)
		Syllables		- Some awareness that words have syllables (e.g., clapping syllables in songs with teacher)	- Segments and counts syllables in words	- Blends segmented syllables into words
	Using Phonetic Knowledge (Phonemic) A subset of phonological awareness, in which listeners are able to hear, identify and manipulate individual phonemes, the smallest units of sound			- Shows awareness of alliteration by recognizing objects/words that begin with the same sound - Orally identifies a word's onset (sound before the vowel) and rime (sounds after the vowel)	- Isolates initial and final sound of a word - Orally blends and segments monosyllabic words by isolating onset and rime - Orally blends VC and CVC words	- Identifies initial, final, and medial sounds of a word - Accurately blends teacher-provided phonemes into words - Accurately and orally segments words into individual sounds
	Using Phonetic Knowledge The relationship between the sounds of spoken language (phonemes) and letters of the written language (graphemes)			- Still learning to consistently correlate letters (graphemes) to the sounds (phonemes) -Links some personally significant individual phonemes (sounds) to their appropriate graphemes (letters) (e.g., letters in their name, simple onsets and rimes)	- Links personally significant individual phonemes (sounds) to their appropriate graphemes (letters) - Selects and recognizes or reads a small number of words or symbols linked to a familiar vocabulary (e.g., name, people, objects, actions)	- Begins to show some awareness of letter/sound associations by making plausible attempts at blending monosyllabic words
	Self-Monitoring and Correcting				- In shared experiences, notices when a familiar phrase or sentence is mixed up or a word omitted (e.g. awareness that something isn't right)	- In shared experiences, notices when a familiar phrase or sentence is mixed up or a word omitted, and is able to make suggestions to correct these "mistakes"
	Word Solving Strategies		- In shared experiences, begins to join in during familiar and repetitive texts and makes suggestions to complete phrases (e.g., "I'll huff and I'll ….")	- In shared experiences, finishes lines of familiar, repetitive texts	- In shared experiences, reads longer portions of texts simultaneously with the teacher and from texts read in shared experiences, and may even recite some portions of familiar, repetitive texts/verses/Nursery Rhymes by heart	- In shared experiences, begins to use knowledge of letter-sound correspondence and text visuals to help predict unknown words when reading - In shared experiences, uses knowledge of language structure to predict what a word missing from a sentence might be (e.g., a word covered by a sticky note)
	Fluency, Expression and Phrasing		- In shared experiences and when prompted, repeats some words with limited expression	- In shared experiences, mimics the teacher's expression	- In shared experiences, mimics the teacher's expression and word stress when reenacting a text or joining in	- In shared experiences, engages in teacher-directed echo reading with mimicked expression of simple, repetitive books and begins to think about why the teacher has used different voices/volumes/pitches/intonations, etc.
	Metacognition		N/A	N/A	N/A	N/A

The following targets are applicable when the student is engaged in shared or guided reading experiences

AF	Skill				
AF 2	Recalling & Searching for Information / Determining Importance	- After a shared text, relies on pictures to find answers to simple, basic 2 key word questions and to point out and discuss literal details	- After a shared text, relies on pictures to find answers to simple questions and to point out and discuss details	- After a shared text, answers literal, simple questions about a story, including some who, what, where questions with details directly from the shared text - After a shared text, talks about characters and an event in a story	- After a shared text, answers literal, simple questions, including most who, what, and where questions - After a shared text, locates specific details in the text, most often using the illustrations as cues (e.g., "find me the picture where . . .") - Uses details from illustrations to discuss a story or informational text and is beginning to include reasons (text based or personal experience) to support their thinking
AF 3	Predicting		- In shared experiences, begins to anticipate key events and important phrases	- In shared experiences, predicts what will happen in a repetitive story	- In shared experiences, predicts an action/event/picture that may happen on the next page of a story (e.g., something happening directly after) - In shared experiences, beginning to predict story content based on title, illustration(s), and/or prior events before and during reading
	Asking Questions	N/A	N/A	N/A	- After a shared text, asks some questions about textual content; questions may stem from the text but need supportive prompts in order to clarify
	Inferring		- In shared experiences, uses picture cues to attempt to make basic inferences with prompting (e.g., character feelings, setting – time of day, weather, etc.) (e.g., "I see Max getting out of bed. What time of day is it?")	- In shared experiences, uses picture cues to make some basic inferences with prompting (e.g., character feelings, setting – time of day, weather, etc.) - In shared or guided experiences, can interpret basic meaning from an illustration	- In shared experiences, uses pictures and some textual content to make basic inferences with prompting (e.g., character feelings, setting – time of day, weather, etc.) - In shared or guided experiences, can deduce a simple storyline from illustrations during a picture walk
	Sensory Images / Visualising	N/A	N/A	- Classifies environmental sounds and visualises the sound source (e.g., classifies all animal sounds, visualises the animal making that sound)	- In shared sensory experiences and with prompting, describes a scene in some detail (e.g., after hearing a sound effect of a wave and with the question, "Where are you?", can describe some aspects of the beach)
AF 4	Retell and Summarise	- In a shared or guided experience, after a shared text, sequences 2 to 3 pictures from a story with prompting	- After a shared experience, demonstrates understanding through basic artistic or dramatic representation, may focus on only one aspect of the content (e.g., draws a picture of the main character, the Gruffalo) - In a shared or guided experience, after a shared text, sequences 2 to 3 pictures from a story	- After a shared experience, demonstrates understanding through artistic or dramatic representation (e.g., in the dramatic play centre, students role play the billy goats and the troll) - After a shared experience, orally retells one main part of a story or one fact and may be supported by visual cues - After a shared text, in a guided session, sequences 2 to 3 pictures from a story and with prompting, comments on each picture with relevant detail from the text - Beginning to understand simple story conventions such as the terms: character, beginning, and end	- After a shared experience, orally retells a few main parts of a story or a few facts and may be supported by visual cues - After a shared text, independently sequences 2 to 3 pictures from a story and can comment on each picture with relevant detail from the text - Shows an understanding of the elements of stories (e.g., main characters, sequence of events and settings)
AF 6	Author's Purpose (Evaluating / Critique)	- After a shared experience, states whether he/she liked or disliked the text	- Has favourite books that are often requested to be re-read; may need support to try engaging with other books - After a shared experience, comments on a story (e.g., says "It's funny.")	- Chooses a favorite book out of a selection of several books - Shows emerging confidence when talking about points of interest in a story read in a shared experience	- After a text read in a shared experience, comments on the shared text (e.g., favourite page, favourite character, etc.) - Understands that information can be retrieved from texts
AF 7	Synthesise & Prior Knowledge (Schema)			- In a shared experience and with prompting, talks about some prior knowledge related to a topic or character before reading	- After a shared experience, talks about some interesting information learned from a text - In a shared experience and with prompting, talks about prior knowledge related to a topic or character before reading
	Making Connections (Schema)			- After a shared experience and with prompting, notices similarities between the text and their own experiences, which may be unrelated to the meaning of the text	- After a shared experience, notices similarities between the text and their own experiences and/or other texts and media

*The majority of the above outcomes are applicable when the student is engaged in a **shared reading** experience and is reading **WITH** the teacher.

AF 1 - Use a range of strategies, including accurate decoding of text, to read for meaning, **AF 2** - Understand, describe, select, or retrieve information, events or ideas from texts and use quotations and references to text, **AF 3** - Deduce, infer, or interpret information, events or ideas from texts, **AF 4** - Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level, **AF 5** - Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level, **AF 6** - Identify and comment on the writer's purposes and viewpoints, and the overall effect of the text on the reader, **AF 7** - Relate texts to their social, cultural, and historical traditions