

Reading Rubric: National Curriculum Levels 1 – 2
(Approximately Years 1 and 2)

AF	Strategy & Skill	Emergent Reader (DRA 1-4)			Early Developmental Stage (DRA 6 – 24)		
		Level 1c	Level 1b	Level 1a	Level 2c	Level 2b	Level 2a
AF 1	Knowledge of Sight Words	-With rapid recognition, accurately reads half of the Cayman Islands' High Frequency Word List (HFW) 1	-With rapid recognition, accurately reads a few key personal words and high-frequency words, including all of HFW List 1 and a quarter of HFW List 2	-With rapid recognition, accurately reads some key personal words and high-frequency words, including all words on HFW List 1 and three-quarters of HFW List 2	-With rapid recognition, accurately reads most personal and high-frequency words, all words on HFW Lists 1 & 2 and a quarter of HFW Lists 3 & 4	-With rapid recognition, accurately reads all key personal vocabulary and all words from HFW Lists 1 & 2 and half of HFW Lists 3 & 4	-With rapid recognition, accurately reads all personal vocabulary and all words from HFW Lists 1 & 2 and three-quarters of HFW Lists 3 & 4
	Using Phonetic Knowledge	-Beginning to blend some familiar CVC words <u>Phonological & Phonemic Awareness</u> <i>Syllables:</i> Deletes initial, final, and medial syllables in words <i>Phonemic:</i> Manipulates individual sounds in words through deleting initial and final sound	-Blends familiar CVC words -Use the beginning consonant sound to identify words <u>Phonological and Phonemic Awareness</u> <i>Syllables:</i> Manipulates the syllables in words to create new words, which may include nonsense words <i>Phonemic:</i> Manipulates individual sounds in words through deleting initial, final and medial sound	-Blends familiar and some unfamiliar CVC, CVVC, CCVC words <u>Phonological and Phonemic Awareness</u> <i>Phonemic:</i> Manipulates individual sounds in words through substituting initial, final and medial sound to make new words, which may be nonsense words	-Blends most one-to-two syllable words and some three syllable words that are easily predictable in their letter-sound relationships -Reads some words with plurals and contractions and some easy compound words	-Blends one-to-two syllable words consistently and most three-syllable words, including simple compound words -Reads words with plurals, some contractions, and possessives	-Blends two syllable and three syllable words that include plurals, contractions, possessives, and compound words
	Self-Monitoring and Correcting	-Limited awareness of miscues, although might notice if something isn't right	-Notices and attempts to self-correct some simple miscues, although might overlook others	-Notices and attempts to self-correct most simple miscues, although might overlook a few	-Notices and self-corrects most miscues, but some might be overlooked	-Self-corrects most miscues at the point of error	-Quickly self-corrects miscues at the point of error
	Word Solving Strategies	When solving unknown words or correcting miscues: -Needs prompting to solve unknown words with word solving strategies such as: <ul style="list-style-type: none"> relies on picture clues or pattern of the text slows speech to assist in voice-print match rereads the sentence using finger pointing to distinguish between easy sight words and unknown word(s) cuing systems, asking does it look right, sound right and make sense? 	When solving unknown words or correcting miscues: -Relies primarily on one or two word solving strategies, such as: <ul style="list-style-type: none"> uses picture clue or pattern of the text and cross-checks with initial sound of the word slows down speech to assist in voice-print match rereads the sentence to confirm meaning cuing systems, asking does it look right, sound right and make sense? 	When solving unknown words or correcting miscues: -Relies primarily on three or four word solving strategies, such as: <ul style="list-style-type: none"> uses picture clue or pattern of the text and cross-checks with initial sound of the word says the words slowly segments CVC, CVVC, CCVC words by individually saying letter sounds although focus is heavily on consonants rereads the sentence to confirm meaning uses syllables cuing systems, asking does it look right, sound right and make sense? 	When solving unknown words or correcting miscues: -Uses a range of word solving strategies and beginning to explain thinking, such as: <ul style="list-style-type: none"> removes ending from base words uses letter-sound analysis uses language structure and visuals in a coordinated way segments compound words use onsets and rimes to solve words cuing systems, asking does it look right, sound right and make sense? 	When solving unknown words or correcting miscues: -Uses a range of word solving and explains thinking, such as: <ul style="list-style-type: none"> uses consonant and vowel sound -letter relationships identifies connections between sound and spelling patterns looks for words within words segments words to identify consonants, consonant clusters, and vowels uses sentences or pictures to provide context clues cuing systems, asking does it look right, sound right and make sense? 	When solving unknown words or correcting miscues: - Uses a wide range of word solving strategies and confidently explains thinking, such as: <ul style="list-style-type: none"> through multiple sources of information noticing simple word parts, endings, prefixes using known words to solve new words using the sentence context to derive meaning segments a longer word into syllables in order to decode manageable units cuing systems, asking does it look right, sound right and make sense?
	Fluency, Expression and Phrasing	-Usually reads at a slow, word by word rate -Reads left to right across one line of print and usually matches spoken words to the printed word through crisp pointing -Limited awareness of full stops, although sometimes reflected in voice	-Usually reads word by word and sometimes in short phrases -Uses return sweep and utilizes crisp pointing, consistently matching spoken word to printed word -Some awareness of full stops and sometimes reflected in voice	-Usually reads in short phrases -Awareness of full stops and usually reflected in voice -Some awareness of exclamation marks and bolded words and beginning to reflect them in voice	-Consistently reads in short phrases -Consistently heeds full stops and exclamation marks and they are reflected in voice	-Consistently reads in short phrases and beginning to include some longer phrases -Consistently heeds full stops, exclamation marks, and question marks and they are reflected in voice -Demonstrates ability to sustain reading for at least 10 minutes with interest and engagement.	-Sometimes reads in longer phrases with some expression -Utilizes appropriate pausing and intonation when reading end punctuation -Beginning to pause at commas -Demonstrates ability to sustain reading for at least 10-15 minutes with interest and engagement.
	Metacognition		-Little to no awareness of the need to think while reading	-Some awareness of the need to think while reading	-Awareness of the need to think while reading	-With prompting, beginning to identify at least 1 metacognitive strategy used before or during, or after reading	-With prompting, beginning to identify, a few metacognitive strategies used before, during, and/or after reading
AF 2	Recalling & Searching for Information / Determining Importance	-Recalls, remembers, and discusses familiar text through the use of pictures -Searches for information using pictures	-Recalls, remembers, and discusses familiar text through the use of language patterns and pictures -Searches for and uses information from pictures and print	-Recalls, remembers and discusses some simple ideas found in a familiar text -Searches for and uses information or ideas found to be interesting in fiction and nonfiction -Discusses how font, labels and titles help when searching for information	-Notices, recalls, searches for, remembers, and discusses some information that is directly stated in the text -Re-reads text and uses some readers' tools, such as a table of contents, graphics, and labeled pictures to find specific facts in nonfiction and fiction	-Notices, recalls, searches for, remembers, and discusses some clearer straight forward ideas that are important for understanding the text -Re-reads text and uses readers' tools, such as a table of contents, simple graphics, and labeled pictures to locate information in nonfiction and fiction	-Notices, remembers, and discusses some straight forward ideas that are important to understanding the text, including long sentences with embedded phrases and clauses, as well as subject-specific vocabulary (e.g., <i>character names, ingredients, 5 W's</i>) -After reading, beginning to realize when more information is needed and beginning to return to the text to look for that information -Re-reads text and knows how to use many readers' tools (e.g., labels, captions, simple diagrams, glossary, headings) to find information and/or predict content in nonfiction and fiction

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AF3	Predicting	-Usually makes predictions using the repetitive language pattern, pictures, and personal experiences	-Makes predictions using the repetitive language pattern, pictures, personal experiences -Predicts the end of a text based on reading the beginning and middle	-Makes predictions using knowledge of language structures to anticipate the text; relies on personal experiences, picture information, and information gained before and during reading	-Makes predictions using knowledge of language structures to anticipate the text; relies on personal experiences, information gained through reading, and knowledge of characters and/or some simple nonfiction features. (e.g., pictures, books in a series, picture walk of fiction and nonfiction).	-Makes predictions based on language structure, knowledge of characters or nonfiction text, and background information -Beginning to support predictions with evidence from the text or personal experiences	-Makes predictions based on personal experiences, content knowledge and knowledge of similar texts -Justifies predictions using evidence -Searches for text evidence that confirms or refutes predictions
	Asking Questions (*See Q-chart and Blooms Taxonomy for question stems)	-With prompting, generates questions sometimes related to the story (e.g., <i>"Look carefully at this picture. What are you wondering about the character?"</i>)	-With limited prompting, uses prior knowledge and picture clues to generate simple, obvious questions (e.g., <i>"After your picture walk, think of one question."</i> Student example: <i>"I wonder what his name is?"</i>)	-Uses some prior knowledge and picture clues to generate simple, obvious questions	-Uses prior knowledge, picture clues, and knowledge about text to generate literal, factual questions	-Uses prior knowledge, picture clues, and knowledge about text to generate literal, factual and some predictive questions	-Uses prior knowledge, picture clues, and knowledge about text to generate logical, factual and predictive questions
	Inferring	-With prompting, uses pictures and some textual content to make basic inferences	-With limited prompting, uses pictures and some textual content to make basic inferences -Shows evidence from print or pictures to support inferences	-Make reasonable inferences at basic level by identifying who is speaking in a story, talking about characters' feelings, and motives. -Uses print, pictures or photographs to support inferences.	- Makes reasonable inferences about characters' feelings, motives, and actions - Shows empathy for characters - Beginning to infer causes and effects as implied - Finds some supporting evidence through the print or pictures	- Infers characters' feelings, motives and actions. - Shows empathy for characters. - Infers causes and effects implied by text - Finds supporting evidence in print or pictures	-Infers and discusses what characters are like from what they say or do as well as their underlying motives -Makes plausible inferences about events, causes of problems, and information outcomes -Justifies inferences with text evidence in fiction and nonfiction
	Sensory Images / Visualising	-Limited ability to describe visual, sensory, or emotional images	-With prompting, beginning to describe some visual, sensory and/or emotional images that are tied directly to text or pictures	-With prompting, describes visual, sensory, and/or emotional images that are tied directly to the text or pictures.	-Sometime describes visual, sensory, and/or emotional images that are tied directly to the text or pictures	-Describes visual, sensory, and/or emotional images that are tied directly to the text or pictures -Sometimes attempts to expand beyond the literal and include some personal experiences	-Consistently describes visual, sensory, and/or emotional images that are related to the text. -Images are beginning to move beyond the literal and starting to include more personal experiences
AF4	Retell and Summarise	-Talks about 1 or 2 ideas after reading to help understand parts of the story/text -Sometimes refers to characters using pronouns -Generally, a very limited understanding of the text	-Talks about at least 3 events or ideas, generally in random order -Speaks about characters using pronoun(s)	-Talks about a simple sequence of events, steps or ideas (generally in the correct order when applicable), providing a partial retell - Remembers most main characters by name (proper noun)	-Retells a simple sequence of events, steps or ideas (generally in the correct order when applicable) while using some basic text vocabulary -Remembers main characters by name (proper noun)	-Retells a sequence of events, steps or ideas (in the correct order when appropriate) while using basic text vocabulary -Refers to main characters by name (proper noun) and includes some obvious character details	-Provides an organized retell that includes the majority of important events, steps or ideas (in the correct order when appropriate) while using key text vocabulary -Refers to main characters by name (proper noun) and provides additional character details
	Analyse Text Features (Organisation & Punctuation)	-Discusses how the title is related to the text and how the ideas within the book relate to each other	-Notices and discusses how the author uses pictures and print to make a story funny - Tells the difference between fiction and nonfiction text	-Discusses simple text features, including titles, labels, or fonts that elicit basic emotion or indicate important information (e.g., the <i>story is funny or surprising</i>).	-Recognizes and discusses how print layout and a range of text features (e.g., punctuation, time sequence words, story structure) are used to reflect meaning, emotion, and interesting and/or important information	-Recognizes and beginning to discuss some of the organizational distinctions that exist between informational and fictional text based on how writers or illustrators use layout and print features for emphasis	-Comments on how the author uses text organisation and underlying structures (e.g., description, compare and contrast, time sequence, problem and solution) to differentiate text types
AF5	Analyse Text Features (Word Choice)	-With prompting, identifies rhyme in written text (e.g., <i>"This is the word 'pot'. It ends in /ot/. What other word in the text ends in /ot/?"</i>)	-With limited prompting, identifies rhyme in written text (e.g., <i>"This is the word 'pot'. Can you find a word in the text that rhymes with 'pot'?"</i>)	-Comments on obvious features of language, including rhymes and significant words and phrases (e.g., in Little Red Riding Hood, student notices the repetitive phrase, "Grandma, what big ___ you have.")	-Sometimes notices and comments on interesting words (e.g., adjectives) that the author has selected to enhance the text (e.g., <i>"I think the word rough is a good word which tells us what an alligator feels like."</i>)	-Sometimes notices and discusses the writer's use of specific words (e.g., adjectives, proper nouns, and adverbs) to convey meaning (e.g., <i>"I think the author used the word 'slowly' to show that the boy was scared of what was behind the door."</i>)	-Notices some of the effective language the author uses to enhance the text (e.g., adjectives, proper nouns, adverbs) -Beginning to notice some familiar text type patterns (e.g., <i>For narrative: "The very next morning;" Procedural: "first, next, last."</i>)
AF6	Author's Purpose (Evaluating / Critique)	-With prompting, shares comments about illustrations and the text (e.g., <i>"I like the picture of all the aliens making funny faces on page 12 of Man on the Moon!"</i>)	-With limited prompting, shares comments about the illustrations and about text as a whole (beginning, characters, ending) (e.g., <i>"I liked how the bear was happy and having fun with kids during the story."</i>)	-Shares comments about preferences mostly linked to personal experience (e.g., <i>"My favourite part was when all of class 2 ran away from the anaconda because he tried to eat them. This was a little scary but funny too!"</i>)	-Shares simple opinions about the quality of the illustrations and text -States some basic reasons for view -Makes judgments about the characters or events in a text	-Shares opinions about the quality of the illustrations and text by stating basic reasons for judgments by: <ul style="list-style-type: none"> beginning to agree or disagree with ideas in a text 	-Shares opinions about the quality of the illustrations and the text by stating reasons for opinion by: <ul style="list-style-type: none"> agreeing or disagreeing with the ideas in the text judging whether a text is interesting, humorous, or exciting, and specifying why having some awareness of the writer's viewpoints and beginning to hypothesize the purpose of the text (e.g., <i>"the text tells you how to do something", "the text makes me laugh"</i>)
AF7	Synthesise & Prior Knowledge (Schema)	-With prompting (e.g., through a shared experience, like a walk through the Project Grow garden), briefly talks about prior knowledge about a topic or character -With prompting, talks about some interesting information learned from a text <u>about a familiar topic</u>	-With limited prompting (e.g., through pictures), briefly talks about prior knowledge about a topic or character -With limited prompting, talks about some interesting information learned from a text <u>about a familiar topic</u>	-Through pictures and text, talks about prior knowledge about a topic or character - Talks about some new and interesting information from a text <u>about a familiar topic</u>	-Talks about prior knowledge about a topic or character prior to reading -Beginning to share some basic new information learned	-Talks about prior knowledge about a topic or character prior to reading in greater detail -Shares some new information learned	-Differentiates between prior knowledge and new information - Beginning to incorporate a few new ideas into present understandings
	Making Connections (Schema)	-Attempts to discuss personal experiences that relate to the text, but show a limited understanding of the story	-Discusses personal experiences that relate to the text, but show a limited understanding of the story	-Makes literal connections to the text that rely on personal experiences -Identifies recurring characters when applicable	-Beginning to make more thoughtful connections between text and personal experiences -Beginning to make connections between texts that are alike in some way (topic, ending, characters)	-Makes more thoughtful text-to-self connections based on personal experiences and knowledge -Makes connections between texts that are alike in some way	-Makes thoughtful text-to-self and text-to-text connections that reflect a deeper understanding of the text based on personal experiences and might make some text-to-world connections -Beginning to use specific examples to support connections

*The majority of the above outcomes are applicable when the student is **independently** reading within his/her developmental reading range and can confidently apply them across a variety of texts (e.g., fiction and non-fiction).

CVC words follow the pattern **consonant-vowel-consonant and are a great starting point in allowing children to practice combining individual letter sounds together to create meaningful words. Some CVC words include: *cab, sad, bag, jam, ran, pan, bat, bed, hen, jet, fib, dig, tin, dip, wit, cob, jog, dot, tub, mug, sun, hut, etc.* CVVC words are words that follow the pattern **consonant-vowel-vowel-consonant**. These words often contain a long vowel sound, like in *rain*. Some CVVC words include: *leaf, bean, seal, read, boil, coin, join, feet, peel, jail, wait, nail, tail, etc.* CVCC and CCVC words are words that **end** or **begin** with a **consonant blend/cluster or a digraph**. Some CVCC words are: *mash, cash, sand, mask, tent, best, mist, bump, pink, pond, etc.* Some CCVC words are: *crab, chin, stop, crib, stub, drip, slug, blot, swim, whip, slam, etc.*

***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