Reading Rubric: National Curriculum Levels 2 - 3

(Approximately Years 3 & 4)

AF	Strategy & Skill	Early Developmental Stage (DRA 6 – 24)			Transitional to Extending Reader (DRA 28 to 38)		
		Level 2c	**Level 2b**	**Level 2a**	**Level 3c**	**Level 3b**	**Level 3a**
AF 1	Knowledge of Sight Words	-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	- With rapid recognition, accurately reads all words from Cayman Islands' HFW lists 1, 2, 3, 4 and 5	-With rapid recognition, accurately reads all words from Cayman Islands' HFW lists 1, 2, 3 4, 5 and 6	- With rapid recognition, accurately reads all words from Cayman Islands' HFW lists 1, 2, 3, 4, 5, 6 and 7
	Using Phonetic Knowledge	-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	-Blends two and three syllable words including plurals, contractions, possessives, and compound words and is beginning to apply this to words with complex spelling patterns	-Blends words with three or more syllables, including plurals, contractions, possessives, compound words, and with a variety of complex spelling patterns	- Quickly blends words with three or more syllables, including plurals, contractions, possessives, compound words, and with a variety of complex spelling patterns
	Self-Monitoring and Correcting	-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/Sentence Level** -Quickly self-corrects miscues at the point of error and is beginning to self-correct when errors detract from the meaning of the text - When reading aloud, is beginning to self-correct some intonation, punctuation and expression errors when they do not reflect the meaning **Text Level** - With prompting, is beginning to check on understanding	**Word/Sentence Level** -Quickly self-corrects miscues at the point of error and self-corrects with increasing proficiency when errors detract from the meaning of the text - When reading aloud, self-corrects some intonation, punctuation and expression errors when they do not reflect the meaning **Text Level** - Beginning to check on understanding and sometimes applies a fix-up strategy (e.g., go back and re-read, read slower, take notes, etc.)	**Word/Sentence Level** -Quickly and proficiently self-corrects miscues at the point of error and self-corrects when errors detract from the meaning of the text - When reading aloud, self-corrects most intonation, punctuation and expression errors when they do not reflect the meaning **Text Level** - Checks on understanding and uses a few fix-up strategies (e.g., go back and re-read, read slower, take notes, etc.)
	Word Solving Strategies	When solving unknown words or correcting miscues: -Uses a range of word solving strategies and beginning to explain thinking, such as: • 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: • 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: • 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?	When solving unknown words or correcting miscues: - Demonstrates active word solving while reading at a good pace - Flexibly uses a wide range of word solving strategies and confidently explains thinking, such as: • through multiple sources of information (M, S, V) • noticing simple word parts, endings, prefixes • using known words to solve new words • using the sentence, paragraph, or whole text to determine the meaning of a word (e.g., inferring at the word level, context clues) • segmenting a longer word into syllables in order to decode manageable units • using graphics and definitions embedded in the text to solve content specific words • re-reading	When solving unknown words or correcting miscues: - Demonstrates competent, active word solving while reading at a good pace - Flexibly uses a wide range of word solving strategies and confidently explains thinking, such as: • through multiple sources of information (M, S, V) • noticing simple word parts, endings, prefixes • using known words to solve new words • using the sentence, paragraph, or whole text to determine the meaning of a word (e.g., inferring at the word level, context clues) • segmenting a longer word into syllables in order to decode manageable units • using graphics and definitions embedded in the text to solve content specific words • re-reading	When solving unknown words or correcting miscues: - Demonstrates competent, active word solving while reading at a good pace with less overt problem solving - Flexibly uses a wide range of word solving strategies and confidently explains thinking, such as: • through multiple sources of information (M, S, V) • noticing simple word parts, endings, prefixes • using known words to solve new words • using the sentence, paragraph, or whole text to determine the meaning of a word (e.g., inferring at the word level, context clues) • segmenting a longer word into syllables in order to decode manageable units • using graphics and definitions embedded in the text to solve content-specific words • re-reading
	Fluency, Expression and Phrasing	-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.	- Generally reads in longer phrases, demonstrating appropriate stress on key words, pausing and phrasing, intonation, and use of end punctuation and commas - Demonstrates ability to sustain reading for at least 15 minutes with interest and engagement	- Consistently reads in longer phrases, demonstrating appropriate stress on key words, pausing and phrasing, intonation, and use of end punctuation and commas - Expression reflects mood, pace, and tension at times - Demonstrates ability to sustain reading for 15 to 20 minutes with interest and engagement	- Effectively demonstrates phrased, fluent oral reading, with appropriate stress on key words, pausing and phrasing, intonation, and use of the full range of punctuation, using size of font, bold and italics - Expression reflects mood, pace, and tension and shows understanding of the text - Demonstrates ability to sustain reading for at least 20 minutes with interest and engagement
	Metacognition	-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	- Identifies and uses at least one metacognitive strategy (e.g., predicting, text-to-self connections, activating prior knowledge, etc.) with limited prompting	- Identifies and uses at least one metacognitive strategy (e.g., predicting, text-to-self connections, activating prior knowledge, etc.)	- Identifies and uses at least one metacognitive strategy (e.g., predicting, text-to-self connections, activating prior knowledge, etc.) and gives a limited example
AF 2	Recalling & Searching for Information / Determining Importance	-Notices, recalls, searches for, remembers, and discusses some information that is directly stated in the text	-Notices, recalls, searches for, remembers, and discusses some clearer straight forward ideas that are important for understanding the text	-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., *character names, ingredients, 5 W's*) -After reading, beginning to realize when more information is needed and beginning to return to the text to look for that information	- Recalls main points of a text and, when prompted, sometimes refers to the text to support comments - After reading, realizes when more information is needed and returns to the text to search for more information	- Recalls main points of a text and sometimes refers to the text to support comments - After reading, locates some important information from the text to accurately respond to questions or prompts	- Recall main points of a text and refers to the text to support comments with some relevant details that are generally accurate - After reading, locates all important information from the text to accurately respond to questions or prompts

		Level 2c	Level 2b	Level 2a	Level 3c	Level 3b	Level 3a
AF 2	**Recalling & Searching for Information / Determining Importance**	-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	-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	-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	- Re-reads text and knows how to use a variety of readers' tools to search for and gather information, such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, and author's notes	- Re-reads text and knows how to use a variety of reading tools to search for and gather information, such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, and author's notes.	- Re-reads text and knows how to use a variety of readers' tools to search for and gather information, such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, author's notes.
AF3	**Predicting**	-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 -Searches for text evidence that confirms or refutes predictions -Justifies predictions using evidence	- Before and during reading, makes logical predictions based on personal experiences, content knowledge, and knowledge of similar texts/text structure -Consistently searches for text evidence that confirms or refutes predictions - Justifies predictions using evidence and explains in some detail	- Before and during reading, makes a wide range of logical predictions (e.g., plot, characters, topic and/or sub-topics) based on personal experiences, content knowledge, and knowledge of similar texts/text structure - Adjusts predictions during reading when new and/or contradicting information is presented - Justifies predictions using evidence and explains in detail	- Before and during reading, make a wide range of thoughtful predictions (e.g., plot, characters, topic and/or sub-topic) based on personal experiences, content knowledge, and knowledge of similar texts/text structure - Adjusts predictions during reading when new and/or contradicting information is presented and justifies changes with text evidence - Justifies predictions using evidence and explains in detail
	Asking Questions (*See Q-chart and Blooms Taxonomy)	-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	- Before, during, and after reading, asks logical, factual, predictive and some analytical questions within the text and beyond the text	- Before, during, and after reading, asks logical, factual, predictive and analytical questions within the text and beyond the text	- Before, during and after reading, ask a wide range of thoughtful factual, predictive and analytical questions within the text and beyond the text
	Inferring	- 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	- Infers and discusses characters, their feelings/motives, problems/outcomes, setting, and big ideas, and uses some evidence (e.g., character actions, etc.) to support statements	- Infers and discusses characters, their feelings/motives, character traits, problems/outcomes, big ideas, and uses evidence (e.g., character actions, dialogue, etc.) to support statements	- Infers and discusses characters, their feelings/motives, character traits, changes over time, problems/outcomes, narrator, lesson learned, big ideas, and uses evidence (e.g., character actions, dialogue, etc.) to support statements
	Sensory Images / Visualising	-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	- Describes logical visual, sensory and/or emotional images that go beyond the literal text and include more personal experiences - Identifies key words in the text that help to create a mental image	- Describes logical and elaborate visual, sensory and/or emotional images that go beyond the literal text and include more personal experiences - Identifies key words and phrases in the text that help to create a mental image	- Describes logical and elaborate visual, sensory and/or emotional images that go beyond the literal text and include more personal experiences in detail - Identifies key sections of the text that help to create a mental image
AF 4	**Retell and Summarise**	-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	- Provides an organized retell that includes many important ideas (e.g., events, problem/solution, steps, ideas, facts – in the correct order when appropriate) - Retells include some key vocabulary, but are generally in own language and include most characters' names	- Provides an organized summary using a scaffold (e.g., graphic organizer, summary frame, etc.) - Summary is in own language and includes most characters' names, some details, and important events/steps/facts in the correct order (when appropriate), as well as the problem and solution	- Provides an organized summary of a longer text with multiple episodes using a scaffold (e.g., graphic organizer, summary frame, etc.) - Summary is in own language and includes necessary information, including most characters' names, details, and important events/steps/facts in the correct order (when appropriate), as well as the problem and solution
	Analyse Text Features (Organisation & Punctuation)	-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	Identifies and discusses a few basic features of how a text is organized related to the purpose for reading, including: • Aspects of a few different genres • Organizational structures (description, compare/contrast, temporal sequence, problem/solution, question/answer) • Layout (words in bold or larger font, or italics, variety in layout, and use of illustrations and other graphics)	Identifies and discusses an increasing range of basic features of how a text is organized related to the purpose for reading, including: • Aspects of a few different genres • Organizational structures (description, compare/contrast, temporal sequence, problem/solution, question/answer) • Layout (words in bold or larger font, or italics, variety in layout, and use of illustrations and other graphics)	Identifies and discusses most basic features of how a text is organized related to the purpose for reading, including: • Aspects of a few different genres • Organizational structures (description, compare/contrast, temporal sequence, problem/solution, question/answer) • Layout (words in bold or larger font, or italics, variety in layout, and use of illustrations and other graphics)
AF 5	**Analyse Text Features (Word Choice)**	-Sometimes notices and comments on interesting words (e.g., adjectives) that the author has selected to enhance the text (e.g., *"I think the word rough is a good word which tells us what an alligator feels like."*)	-Sometimes notices and discusses the writer's use of specific words (e.g., adjectives, proper nouns, and adverbs) to convey meaning (e.g., *"I think the author used the word 'slowly' to show that the boy was scared of what was behind the door."*)	-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., *For narrative: "The very next morning;" Procedural: "first, next, last."*)	- Identifies and comments on a few basic features of word choice, including: • Language of time • Effect of specific words or phrases • Descriptive and specific language (e.g., adjectives, verbs, adverbs, proper nouns) • Basic figurative language (e.g., alliteration, onomatopoeia)	- Identifies and comments on an increasing range of features of word choice, including: • Language of time • Effect of specific words or phrases • Descriptive and specific language (e.g., adjectives, verbs, adverbs, proper nouns) • Basic figurative language (e.g., alliteration, onomatopoeia, simile) and how it adds meaning or enjoyment of a text	- Identifies and comments on most basic features of word choice, including: • Language of time • Effect of specific words or phrases • Descriptive and specific language (e.g., adjectives, verbs, adverbs, proper nouns) • Basic figurative language (e.g., alliteration, onomatopoeia, simile) and how it adds meaning or enjoyment of a text; beginning to infer meaning

		Level 2c	Level 2b	Level 2a	Level 3c	Level 3b	Level 3a
AF 6	**Author's Purpose (Evaluating / Critique)**	-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: • 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: • 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., "*the text tells you how to do something*", "*the text makes me laugh*")	- Shares opinions/personal response about the quality of the text and **provides evidence from the text to support** them by: • Agreeing or disagreeing with the ideas in the text • Judging the text as interesting, enjoyable, or exciting, and specifying why • Identifying the main purpose of text (e.g. "*The text is trying to convince me…*") with increasing awareness of the writer's viewpoint • Discussing the quality of the illustrations or graphics • Hypothesizing how characters could have behaved differently	- Shares opinions/personal response about the quality of the text and **provides evidence to support** them by: • Agreeing or disagreeing with the ideas in the text • Judging the text as interesting, enjoyable, or exciting, and specifying why • Identifying the main purpose of text (e.g. "*The text is trying to convince me…*") with increasing awareness of the writer's viewpoint • Discussing the quality of the illustrations or graphics • Hypothesizing how characters could have behaved differently • Evaluating aspects of a text that add to enjoyment (e.g., loveable characters or familiar situations)	- Shares opinions/personal response about the quality of the text and **provides evidence to support** them by: • Agreeing or disagreeing with the ideas in the text • Judging the text as interesting, enjoyable, or exciting, and specifying why • Identifying the main purpose of the text (e.g. "*The text is trying to convince me…*") with increasing awareness of the writer's viewpoint • Discussing the quality of the illustrations or graphics, and how they add to the quality of the text or provide additional information • Hypothesizing how characters could have behaved differently • Evaluating aspects of a text that add to enjoyment (e.g., loveable characters or familiar situations) • Noticing the author's qualifications to write an informational text (e.g., evaluating the credibility of a source) • Assessing whether a text is authentic and consistent with life experience or prior knowledge (i.e. in historical fiction)
AF 7	**Synthesise & Prior Knowledge (Schema)**	-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	- Applies background knowledge (e.g., personal experiences, content/topic knowledge, etc.) to the understanding of a text and differentiates between prior knowledge and new information with a wide range of texts - Incorporates a few new ideas into present understanding - Beginning to express changes in ideas after reading a text	- Applies background knowledge (e.g., personal experiences, content/topic knowledge, etc.) to the understanding of a text and differentiates between prior knowledge and new information with a wide range of texts of increasing complexity - Incorporates many new ideas into present understanding -Expresses changes in ideas after reading a text, including noticing misconceptions	- Applies background knowledge (e.g., personal experiences, content/topic knowledge, etc.) to the understanding of a text and differentiates between prior knowledge and new information with a wide range of texts of increasing complexity and unfamiliar topics - Consistently incorporates most new ideas into present understanding -Expresses changes in ideas after reading a text, including explaining misconceptions with some justification
	Making Connections (Schema)	-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	- Makes text-to-self, text-to-text and text-to-world connections that are increasingly relevant and reflect a deeper understanding of the text - Justifies connections using evidence and explains in some detail	- Makes relevant text-to-self-, text-to-text and text-to-world connections that reflect a deeper understanding of the text - Justifies connections using evidence and explains in detail	- Makes relevant text-to-self-, text-to-text and text-to-world connections that reflect a deeper understanding of the text, including people who live in different times or places - Justifies connections using evidence and explains in detail

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

***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