

RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT  
STUDENT LITERACY PROFILE  
EARLY READERS  
LEVEL D-G

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

Grade: \_\_\_\_\_

School Year: \_\_\_\_\_

INDICATORS	Date: _____	Date: _____	Date: _____	Date: _____	COMMENTS
	Level: _____	Level: _____	Level: _____	Level: _____	
	√ indicates instructional focus X indicates student is proficient at level				
<b>ORAL READING FLUENCY:</b>					
<i>Phrasing:</i>					
Student reads in phrases during shared reading					
Student groups words into phrases in big books and poetry charts					
Student rereads familiar texts to build fluency					
<i>Monitoring/Self-Corrections:</i>					
Student uses one-to-one matching as a means to self-monitor					
Student uses known words as a means to self-monitor					
Student confirms and discounts word choice using meaning, language, and visual information					
Student reads for meaning, self-correcting when a word doesn't make sense or sound right					
Student monitors visual information, self-correcting when a word doesn't look right					
<i>Problem-Solving Unknown Words:</i>					
Student uses beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words					
Student takes words apart (onset and rime) to problem-solve unknown words					
<b>COMPREHENSION:</b>					
<i>Previewing:</i>					
Student creates a story from illustrations					
Student previews a book before reading					
<i>Retelling (fiction):</i>					
Student retells familiar stories					
Student understands the elements of a good retelling					
Student creates and uses story maps to aid retelling					
Student retells a story in sequence					
Student uses characters' names when retelling a story					
Student uses key language/vocabulary from the text in a retelling					
<i>Retelling (non-fiction):</i>					
Student retells the ideas and facts presented in an informational text					
Student identifies important information (key ideas and facts) to include in a retelling					
Student retells information in a logical order					
Student uses key vocabulary/language from the text in a retelling					
Student refers to the text for specific information					
<i>Nonfiction Text Features :</i>					
Student reads information presented graphically					
Student uses graphic organizers to keep track and present facts and ideas					
Student locates and uses nonfiction text features (e.g. charts, graphs maps, tables, heading, glossary, bold words, etc.) to aid in comprehension of text					
<i>Strategies:</i>					
Student uses comprehension strategies to aid in constructing meaning from text (fiction, nonfiction)...					
Makes and confirms predictions					
Makes connections:					
• text-to-self					
• text-to-text					
• text-to-world					
Visualizes					
Infers					
Asks questions					

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	Level: _____	Level: _____	Level: _____	Level: _____	
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<i>Speaking/Listening:</i>					
Student listens and focuses attention for appropriate period of time					
Student speaks in front of class to share information or experiences					
Student uses language which is clear, audible, and appropriate for the intended audience or situation					
Student asks appropriate questions					