

RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
STUDENT LITERACY PROFILE
TRANSITIONAL READERS
LEVEL H-L

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					
ORAL READING FLUENCY:					
<i>Expression and Phrasing:</i>					
Student practices appropriate phrasing and expression with familiar texts					
Student reads longer meaningful phrases with appropriate expression					
Student attends to punctuation					
Student participates in choral reading and/or reader's theater					
<i>Rate:</i>					
Student participates in repeated reading activities to increase reading rate					
Student reads lower-level and/or familiar texts at an appropriate rate					
<i>Accuracy: Word Analysis</i>					
Student self-corrects miscues					
Student takes words apart (onset and rime, syllables) to problem-solve unknown words					
Student uses word chunks and analogies to problem-solve unknown words					
Student uses spelling activities and word sorts to help recognize patterns in words					
COMPREHENSION:					
<i>Previewing:</i>					
Student creates a story from illustrations					
Student previews a book before reading					
<i>Retelling (fiction):</i>					
Student retells a story					
Student identifies important events in a retelling					
Student retells a story in sequence					
Student uses characters' names when retelling a story					
Student identifies important details to include in a retelling					
Student uses key vocabulary/language from the text in a retelling					
Student creates and uses story maps to aid 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>Nonfiction Text Structures:</i>					
Student recognizes compare and contrast					
Student recognizes sequencing					
Student recognizes cause and effect					
Student recognizes author's use of description					
Student recognizes problem/solution					

INDICATORS	Date: _____	Date: _____	Date: _____	Date: _____	COMMENTS
	Level: _____	Level: _____	Level: _____	Level: _____	
	√ indicates instructional focus X indicates student is proficient at level				
Strategies:					
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					
Synthesizes					
Determines importance					
Summary:					
Student identifies characteristics of good summaries					
Student identifies story elements					
Student uses text features to organize a summary of non-fiction text					
Student determines theme and author's purpose					
Student supports opinions with detail from text					
Speaking/Listening:					
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					
Student participates appropriately in classroom discussion					