RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
STUDENT LITERACY PROFILE
EXTENDING READERS
LEVEL M-P

Student Name: _____   **Grade:** _____   **School Year:** _____

INDICATORS	Date:_____ Level:____	Date:_____ Level:____	Date:_____ Level:____	Date:_____ Level:____	COMMENTS
	√ indicates instructional focus X indicates student is proficient at level				
READING ENGAGEMENT:					
Wide Reading:					
Student uses strategies to select appropriately leveled texts for independent reading					
Student reads materials from a variety of genres and purposes					
Student uses strategies to build reading stamina					
Student uses a reading log to monitor book selection and set reading goals					
Self-Assessment/Goal Setting:					
Student uses strategies of good readers					
Student develops reading goals and a plan of action to improve reading					
Student revises ongoing reading goals					
ORAL READING FLUENCY:					
Expression and Phrasing:					
Student reads in longer, meaningful phrases with appropriate expression					
Student uses appropriate expression with familiar texts					
Student recognizes and emphasizes key phrases and words					
Student heeds punctuation					
Rate:					
Student repeats reading and timed readings to increase reading rate					
Student reads lower-level and/or familiar texts at an appropriate rate					
Accuracy: Word Analysis					
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:					
Retelling (fiction & nonfiction):					
Student identifies important events in a retelling					
Student uses character names/key vocabulary/language from the text in a retelling					
Student creates and uses story maps to aid retelling					
Student supports opinion(s) with details from the text					
Student retells information in a logical order					
Nonfiction Text Features:					
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, headings, glossary, bold words, etc.) to aid in comprehension of text					
Nonfiction Text Structures:					
Student recognizes and applies compare & contrast					
Student recognizes and applies sequencing structure					
Student recognizes and applies cause & effect structure					
Student recognizes and applies author's use of description					
Student recognizes and applies problem/solution structure					

INDICATORS	Date:_____ Level:____	Date:_____ Level:____	Date:_____ Level:____	Date:_____ Level:____	COMMENTS
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Student recognizes the author's use of literary techniques to aid in comprehension of text:					
alliteration					
hyperbole					
metaphor					
onomatopoeia					
personification					
simile					
symbolism					
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					
Speaking/Listening:					
Student listens and focuses attention for appropriate period of time					
Student communicates thoughts and ideas effectively					
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					
Student listens and applies note-taking strategies to answer questions					