

RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
STUDENT LITERACY PROFILE
EXTENDING READERS
LEVEL U-Z

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: | | | | | |
| <i>Wide Reading:</i> | | | | | |
| 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 | | | | | |
| <i>Self-Assessment/Goal Setting:</i> | | | | | |
| 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: | | | | | |
| <i>Expression and Phrasing:</i> | | | | | |
| 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 | | | | | |
| <i>Rate:</i> | | | | | |
| Student repeats reading and timed readings 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>Retelling (fiction & nonfiction):</i> | | | | | |
| Student identifies important details to include in a retelling | | | | | |
| Student uses character names/key vocabulary/language | | | | | |
| 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 | | | | | |
| <i>Nonfiction Text Features:</i> | | | | | |
| Student reads information presented graphically | | | | | |
| Student uses graphic organizers to keep track and present | | | | | |
| Student locates and uses nonfiction text features (e.g. charts, graphs, maps, tables, headings, glossary, bold words, etc.) to aid in comprehension of text | | | | | |
| <i>Nonfiction Text Structures:</i> | | | | | |
| 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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| <i>Student recognizes the author's use of literary techniques to aid in comprehension of text:</i> | | | | | |
| alliteration | | | | | |
| cliffhanger | | | | | |
| flashback | | | | | |
| foreshadowing | | | | | |
| hyperbole | | | | | |
| idiom | | | | | |
| irony | | | | | |
| metaphor | | | | | |
| onomatopoeia | | | | | |
| personification | | | | | |
| simile | | | | | |
| symbolism | | | | | |
| <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 | | | | | |
| Synthesizes | | | | | |
| Determines importance | | | | | |
| <i>Speaking/Listening:</i> | | | | | |
| 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 | | | | | |