

<b>LANGUAGE – Reading</b>		
<p><b>Grades 1-3</b> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p><i>[Name]</i> is reading at grade level and is able to comprehend and retell what <i>[he/she]</i> has read. <i>[Name]</i> regularly uses reading strategies such as looking at the pictures, sounding out words and figuring out what would make sense in the text.</p>	<p><i>[Name]</i> is encouraged to work on <i>[his/her]</i> reading skills to understand what <i>[he/she]</i> has read. Looking at pictures, sounding out words and figuring out what would make sense in the text are strategies that would assist <i>[Name]</i>. <i>[Suggest a specific task, such as Reading simple books and focusing on these strategies at home would help [Name] gain confidence and improve his/her reading.]</i></p>
<p><b>Grades 4-6</b> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p><i>[Name]</i> reads with fluency and expression. <i>[He/She]</i> uses many reading strategies to comprehend and make connections with the text.</p>	<p><i>[Name]</i> needs to gain <i>[specific skill, such as fluency]</i> in reading. Developing reading strategies, such as rereading and determining what would make sense, would help <i>[Name]</i> improve <i>[his/her]</i> reading skills.</p>
<p><b>Grades 7-8</b> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p><i>[Name]</i> reads and demonstrates an understanding of a variety of texts, including those read for enjoyment and others read for information. For example, <i>[specific example, such as the research conducted about Childhood Obesity for his/her speech was thorough and used many forms of informational resources, including internet, non-fiction books and a novel].</i></p>	<p><i>[Name]</i> is encouraged to work on <i>[his/her]</i> reading to understand what <i>[s/he]</i> has read. To do this, <i>[he/she]</i> should practice reading at home with someone. After reading a paragraph <i>[he/she]</i> should pause and talk about what was just read.</p>
<p><b>Grades 1-3</b> 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p><i>[Name]</i> understands the difference between fiction (story books) and non-fiction (information books) and knows the purpose of each kind of text.</p>	<p><i>[Name]</i> is still developing an understanding of different kinds of texts, such as fiction (story books) and non-fiction (information books). When reading books at home, have <i>[Name]</i> identify the book as fiction or non-fiction and explain how <i>[he/she]</i> knows.</p>
<p><b>Grades 4-6</b> 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p><i>[Name]</i> understands that there are many forms of texts, and that each form has its own format to suit its purpose (e.g., novels have chapters and information books have an index and glossary).</p>	
<p><b>Grades 7-8</b> 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate</p>	<p><i>[Name]</i> can explain the differences between fiction (story) and non-fiction (information) books as well as</p>	<p><i>[Name]</i> is still developing an understanding of different kinds texts, such as fiction (story) and non-fiction (information). When</p>

<p>understanding of how they help communicate meaning.</p>	<p>plays and articles. <i>[He/she]</i> understands characteristics and purposes of each kind of text.</p>	<p>reading books at home, have <i>[Name]</i> identify the book as fiction or non-fiction; a novel, article, etc., and explain how <i>[he/she]</i> knows it is this type of text.</p>
<p><b>Grades 1-3</b> 3. use knowledge of words and cueing systems to read fluently.</p>	<p><i>[Name]</i> has developed many sights words and phrases that have assisted <i>[him/her]</i> in reading fluently. <i>[He/She]</i> is able to monitor <i>[his/her]</i> own reading and self-correct errors.</p>	<p><i>[Name]</i> needs to work on reading with more fluency and make <i>[his/her]</i> oral reading “sound like talking”. Developing greater knowledge of words, rereading or reading poetry would help develop this skill.</p>
<p><b>Grades 4-6</b> 3. use knowledge of words and cueing systems to read fluently.</p>	<p><i>[Name]</i> has a strong knowledge of words, phonetics and phrasing, and therefore <i>[he/she]</i> is able to read very fluently.</p>	<p><i>[Name]</i> is still developing <i>[his/her]</i> knowledge of words and phrasing. Further practice reading aloud will help <i>[Name]</i> to gain fluency and an understanding of what <i>[he/she]</i> is reading.</p>
<p><b>Grades 7-8</b> 3. use knowledge of words and cueing systems to read fluently.</p>	<p><i>[Name]</i> uses <i>[specific cues, such as meaning, language structure and/or graphic clues]</i> to read fluently. <i>[He/she]</i> reads with expression and confidence, as shown when <i>[specific evidence, such as he/she read the intentions at mass last month]</i>.</p>	<p><i>[Name]</i> should work on reading out loud with more fluency. <i>[He/She]</i> should practice specific strategies, such as paying attention to word order and punctuation.</p>
<p><b>Grades 1-3</b> 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	<p><i>[Name]</i> can identify <i>[his/her]</i> own strengths as a reader and is aware of what <i>[he/she]</i> needs to do to improve as a reader.</p>	<p><i>[Name]</i> is encouraged to explain what <i>[he/she]</i> is good at and what <i>[he/she]</i> needs to improve on when reading.</p>
<p><b>Grades 4-6</b> 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	<p><i>[Name]</i> can identify <i>[his/her]</i> own strengths as a reader and is aware of what <i>[he/she]</i> needs to do to improve.</p>	<p><i>[Name]</i> is encouraged to explain what <i>[he/she]</i> is good at and what <i>[he/she]</i> needs to improve on when reading.</p>
<p><b>Grades 7-8</b> 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	<p><i>[Name]</i> can identify <i>[his/her]</i> own strengths as a reader and is aware of what <i>[he/she]</i> needs to improve. This was demonstrated through <i>[specific evidence, such as conversation and in Name’s written journal responses on this topic]</i>.</p>	<p><i>[Name]</i> is encouraged to explain what <i>[he/she]</i> is good at and what <i>[he/she]</i> needs to improve on when reading. By being more aware of <i>[his/her]</i> specific strengths and weaknesses, <i>[he/she]</i> will be more aware of how she can improve.</p>