Stage 3

Early Independent Reader

Tutor's Name _____

Student's Name _____

Name of Program _____

Reading Strategies and Behaviors

The ways in which individuals make meaning out of print.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Uses genre (e.g. fairy tales, letters) to figure out unknown words. *Example:* Letter begins with "Dear."			
▶ Uses content to figure out unknown words. *Example:* Topic is baseball, word beginning with "c" is "catcher."			
▶ Rereads text in order to clarify meaning.			
▶ Uses knowledge of book language and English syntax to facilitate reading. *Example:* "Once upon a time..."			
▶ Figures out unknown words by applying knowledge of: • Consonant blends in beginning, middle, and end of words • Digraphs in beginning, middle, and end of words • Long vowels • Short vowels			
▶ Uses prefixes and suffixes to figure out unknown words. *Example:* -tion, -ing			

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Reading Strategies and Behaviors (continued)

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Uses knowledge of how to break words into syllables to figure out unknown words.			
▶ Identifies words within words to read the complete word. *Examples:* schoolyard, birthday, herself, matter			
▶ Easily reads words that appear repeatedly in text.			
▶ Recognizes a large body of sight words.			
▶ Reads using basic punctuation; stops at period, pauses at comma.			
▶ Changes tone of voice when reading dialogue.			
▶ Identifies multiple strategies used to read.			
▶ Uses several different strategies to read.			
▶ Monitors reading and self-corrects when a mistake is perceived.			
TOTAL POINTS	_____	_____	_____

Listening Comprehension

The ability to use prior knowledge to make meaning of the text while listening to a story.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Makes sensible predictions about story based on title and illustrations.			
▶ Revises initial predictions as story unfolds.			
▶ Recalls and retells sequence of events in story in detail.			
▶ Incorporates language from text when discussing book. *Examples:* "The lion's mane was the color of the sun." "The wolf huffed and he puffed and he blew the house down."			
▶ Makes interpretations about events in story. *Example:* "The boy did that because he was angry with his sister."			
▶ Makes personal connections to story. *Example:* "That story reminds me of my grandfather."			
TOTAL POINTS	_____	_____	_____

Reading Comprehension

The ability to use prior knowledge to understand the meaning of written text.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Uses prior knowledge and personal experiences when discussing a book. *Example:* "I just knew she was going to fall—that's what happened to me and my friends when we were learning how to skateboard."			
▶ Describes similarities and differences among books. Examples: "Most kids' books have happy endings." "Mystery books always try to trick you."			
▶ Visualizes and describes scenes and characters in books with few illustrations.			
▶ Supports own ideas or interpretations by giving examples from text.			
▶ Identifies the main ideas in a story or non-fiction book.			
▶ Describes characters' moods and motives.			
TOTAL POINTS	_____	_____	_____

Writing

The ability to express thoughts in written language.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Idea Development			
▶ Writes for different purposes: reports, letters, fiction.			
▶ Responds to story in written form by including specific details from the text. *Example:* "The story was funny because the clown popped the balloons."			
▶ Revises writing to make content changes.			
Organization of Writing			
▶ Writes with awareness of the beginning, middle, and end.			
▶ Stays on topic throughout writing.			

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Writing (continued)

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Conventions of Writing			
▶ Uses appropriate spaces between words.			
▶ Punctuates sentences using periods, exclamation points, and question marks.			
▶ Uses upper- and lowercase letters correctly.			
▶ Uses simple and compound sentences.			
▶ Rereads writing to make grammatical changes.			
Spelling When Writing			
▶ Uses knowledge of word families, vowel combinations, consonant blends, and digraphs when spelling. *Examples:* "brathr"–brother; "fethr"–feather.			
▶ Recognizes and attempts to correct misspellings.			
▶ Spells a number of words correctly.			
TOTAL POINTS	_____	_____	_____