

**Stage  
3**

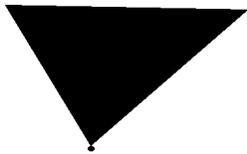


**Early  
Independent  
Reader**

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. <i>Example:</i> Letter begins with "Dear."			
▶ Uses content to figure out unknown words. <i>Example:</i> 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. <i>Example:</i> "Once upon a time..."			
▶ Figures out unknown words by applying knowledge of: <ul style="list-style-type: none"> <li>• Consonant blends in beginning, middle, and end of words</li> <li>• Digraphs in beginning, middle, and end of words</li> <li>• Long vowels</li> <li>• Short vowels</li> </ul>			
▶ Uses prefixes and suffixes to figure out unknown words. <i>Example:</i> -tion, -ing			

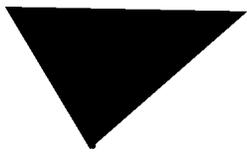
continued on next page

## 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. <i>Examples:</i> 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.			
<b>TOTAL POINTS</b>	_____	_____	_____

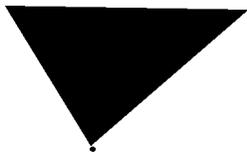


# Listening Comprehension

.....▶ 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. <i>Examples:</i> "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. <i>Example:</i> "The boy did that because he was angry with his sister."			
▶ Makes personal connections to story. <i>Example:</i> "That story reminds me of my grandfather."			
<b>TOTAL POINTS</b>	_____	_____	_____

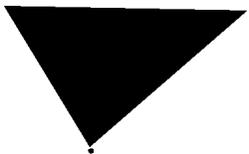


# Reading Comprehension

.....▶ 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. <i>Example:</i> "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.			
<b>TOTAL POINTS</b>	_____	_____	_____



# Writing

.....▶ The ability to express thoughts in written language.

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

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

continued on next page

# Writing (continued)

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

<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
--------------	--------------	--------------

## 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**

_____	_____	_____
-------	-------	-------