

## Reading Rubric: Kindergarten through Second Grade

Name \_\_\_\_\_  
 Teacher \_\_\_\_\_ Date \_\_\_\_\_

Stages	Stage 1 Role Play Reader	Stage 2 Emergent Reader	Stage 3 Developing Reader	Stage 4 Beginning Reader	Stage 5 Expanding Reader
<b>Making Meaning at Text Level</b>	<p><i>Displays reading-like behavior</i></p> <ul style="list-style-type: none"> <li>-Holds book right side up</li> <li>-Turns pages correctly</li> <li>-Looks at words and pictures</li> <li>-Uses pictures to construct ideas</li> </ul> <p><i>Realizes that print carries a message but may "read" it differently each time</i></p> <p><i>Makes links to personal experiences when listening to a book. Constructs stories for him or herself</i></p> <p><i>Demonstrates natural interest in books and the language of print</i></p>	<p><i>Uses memory of familiar texts to match some spoken and written words</i></p> <p><i>Understands that print contains a constant message</i></p> <p><i>Begins to point to some words</i></p> <p><i>Comments on pictures, but seldom questions written text</i></p> <p><i>Talks about favorite stories. Uses some book language (e.g., Once upon a time....)</i></p>	<p><i>Understands left to right organization of print</i></p> <p><i>May read unfamiliar texts slowly and deliberately</i></p> <p><i>Focuses on reading exactly what is on the page</i></p> <p><i>Begins to create his own strategies to decode work on unknown words</i></p> <p><i>Sometimes comments on and questions written texts</i></p>	<p><i>Begins to use a variety of reading strategies</i></p> <p><i>Makes predictions and can substantiate them</i></p> <p><i>Self-corrects when reading</i></p> <p><i>Rereads to clarify meaning</i></p> <p><i>Slows down when reading difficult texts</i></p> <p><i>Adapts reading to different types of text</i></p> <p><i>Comments on and criticizes texts</i></p>	<p><i>Reading is purposeful and automatic</i></p> <p><i>Is aware of reading strategies being employed when encountering difficult words</i></p> <p><i>Reads for a specific purpose</i></p> <p><i>Has increased ability to make connections between current knowledge and what is new</i></p> <p><i>Challenges texts, drawing on evidence from her own experience</i></p>
<b>Making Meaning Using Context</b>	<p><i>Talks about a TV show, advertisement, or picture in a magazine or book by relating it to own knowledge or experience</i></p>	<p><i>Reacts to environmental print— notices a fast food sign and requests a hamburger</i></p>	<p><i>Uses prior knowledge of context and personal experience to make meaning</i></p> <p><i>Uses patterns of language to predict words</i></p>	<p><i>Reads word-by-word when reading an unfamiliar text</i></p> <p><i>Uses picture cues and knowledge of context to check understanding of meaning</i></p>	<p><i>Makes predictions and is able to substantiate them</i></p> <p><i>Self-corrects and rereads to clarify meaning</i></p> <p><i>Is able to talk about some of the strategies for making meaning</i></p>
<b>Making Meaning at Word Level</b>	<p><i>Recognizes own name or part of it in print</i></p>	<p><i>Begins to recognize some letters (e.g., Sam says "that's my name," pointing to an /s/)</i></p>	<p><i>Recognizes some personally significant words in context (e.g., job chart, weather chart)</i></p> <p><i>Matches some spoken words with written words when reading a book</i></p>	<p><i>Has a bank of words which are recognized when encountering difficult texts</i></p> <p><i>Relies heavily on beginning letters and "sounding out" for word identification</i></p>	<p><i>Has an increasing bank of sight words including some difficult or subject specific words</i></p> <ul style="list-style-type: none"> <li>- "sounds out" to decode</li> <li>- uses initial letters as a cue</li> <li>- uses knowledge of common letter patterns</li> <li>- uses known parts of words to make sense of the whole word</li> <li>- uses blending to decode words</li> <li>- uses segmentation and syllabication to make sense of the whole word</li> </ul>