

## Set 1 - The Four Traits of a Strategic Reader

### Trait 4 - Reacting Beyond the Lines for Creation "Text Critic"

Strategic Readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the selection. Readers are encouraged to share their perspectives, ideas, opinions and values. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.

## Attributes of a Strategic Reader

### Attributes for Narrative Text

#### Vocabulary

Judges the effectiveness of word choice  
Explores and uses the multiple meanings, functions and interpretations of words

#### Self Perspective

Expresses opinions using supporting ideas  
Reads self-selected materials for entertainment, enjoyment, information and/or self improvement  
Processes and makes sense of complex, multi-layered literary texts  
Applies understanding of prior reading to current reading

#### Perspective of Others

Constructs meaning and experiments with ideas beyond the literary text  
Challenges the text and author with questions  
Shifts perspective to examine points of view  
Connects ideas and literary devices in text to other media

#### Worldly Perspectives

Recognises cultural overtones and biases  
Makes connections between text and own experiences, other literature and the world

### Attributes for Informative Text

#### Vocabulary

Judges the effectiveness of word choice  
Explores and uses the multiple meanings, functions and interpretations of words

#### Self Perspective

Expresses opinions using supporting ideas  
Reads self-selected materials for entertainment, enjoyment, information and/or self-improvement  
Processes and makes sense of complex, multi-layered informative texts  
Uses information from multiple sources to produce new ideas

#### Perspective of Others

Constructs meaning and experiments with ideas beyond the informative text  
Challenges the text and author with questions  
Shifts perspective to examine points of view  
Connects ideas in text to other media

#### Worldly Perspectives

Recognises cultural overtones and biases  
Makes connections between text and own experiences, other information sources and the world



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## Set 1 - The Four Traits of a Strategic Reader

### Trait 1 - Reading the Lines for Recognition

When Strategic Readers read silently or orally they decode the words, recognise the genre and make use of the symbols, patterns and text features. These acts build the foundation for comprehension.

## Attributes of a Strategic Reader

### Attributes for Narrative Text

#### Vocabulary

Reads known words automatically  
Uses known words to figure out unfamiliar text  
Learns new words

#### Interpreting Symbols

Attributes meaning to symbols (for example, letter combinations, capitals, spacing, punctuation)  
Decodes words using phonetic and structural analysis

#### Structure

Uses knowledge of how words are combined and work with each other in the context of the sentence and/or paragraph in order to support fluency and comprehension  
Recognises genre (poem, play, essay, story)  
Distinguishes organisational patterns of text  
Distinguishes story elements  
Overviews and makes use of text format and features (maps, charts, graphics, illustrations, pictures and styles of type) to gain meaning

### Attributes for Informational Text

#### Vocabulary

Reads known words automatically  
Uses known words to figure out unfamiliar text  
Learns new words

#### Interpreting Symbols

Attributes meaning to symbols (letters, legends, scientific notation, mathematical symbols)  
Decodes words using phonetic and structural analysis

#### Structure

Uses knowledge of how words are combined and work with each other in the context of the sentences and/or paragraph in order to support fluency and comprehension  
Distinguishes organisational patterns of text  
Overviews and makes use of text format and features (maps, charts, graphs, illustrations, pictures and styles of type) to gain meaning  
Distinguishes main idea/details



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## Set 1 - The Four Traits of a Strategic Reader

### Trait 3 - Reading Between the Lines for Application "Text User"

When Strategic Readers comprehend and interpret text, they apply their prior knowledge and skills to perform tasks, to revise text and to answer questions using defensible sources. Making sense of the whole text comes from the ability to manipulate the parts.

## Attributes of a Strategic Reader

### Attributes for Narrative Text

#### Vocabulary

Learns new words representing known and new concepts  
Infers nuances of meaning in words

#### Knowing the Meaning

Recognises the meaning of a literary selection  
Has knowledge of author's styles

#### Interpreting the Meaning

Makes inferences and can document to support  
Summarises information read  
Explains different interpretations of selection  
Connects interpretations to themes

#### Using the Meaning

Uses a variety of organisational patterns to analyse information  
Draws connections to world issues  
Analyses evidence of social issues  
Integrates new ideas, connecting them to a bigger picture

### Attributes for Informative Text

#### Vocabulary

Learns new words representing known and new concepts  
Infers nuances of meaning in words

#### Knowing the Meaning

Recognises the meaning of an informative selection  
Has knowledge of a variety of writing styles

#### Interpreting the Meaning

Makes inferences and can document to support  
Summarises information read  
Explains different interpretations of informative text  
Connects interpretations to a main idea

#### Using the Meaning

Uses a variety of organisational patterns to analyse information  
Draws connections to world issues  
Analyses evidence of social issues  
Integrates new ideas, connects them to a bigger picture



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## Set 1 - The Four Traits of a Strategic Reader

### Trait 2 - Reading Inside the Lines for Meaning

Strategic Readers reflect on their own processing skills while reading. When readers are aware of and use reading strategies, they are able to monitor their understanding before, during and after reading. Strategic Readers strive to achieve fluency and comprehension.

## Attributes of a Strategic Reader

### Attributes for Narrative Text

#### Vocabulary

Learns new meanings for known words

#### Before Reading

Establishes purpose for reading  
Makes predictions before reading  
Builds on prior knowledge  
Asks questions before reading

#### During Reading

Asks questions during reading  
Checks predetermined predictions during reading  
Adjusts rates of reading to text  
Applies appropriate fix-it strategies to understand text  
Reads to understand author's ideas  
Uses appropriate expression and intonation  
Creates visual images during reading

#### After Reading

Looks back to clarify information  
Draws conclusions from text  
Reflects on own reading process

### Attributes for Informational Text

#### Vocabulary

Learns new meanings for known words

#### Before Reading

Establishes purpose for reading  
Makes predictions before reading  
Builds on prior knowledge  
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Asks questions during reading  
Checks predetermined predictions during reading  
Adjusts rate of reading to text  
Applies appropriate fix-it strategies to understand text  
Reads to understand author's ideas  
Uses appropriate expression and intonation  
Creates visual images during reading

#### After Reading

Looks back to clarify information  
Draws conclusions from text  
Reflects on own reading process



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## Set 2 - The Four Traits and P-3 Reading Continuums

### Trait 4 - Reacting Beyond the Lines for Creation, P-3 Continuum

Strategic Readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the selection. Readers are encouraged to share their perspectives, ideas, opinions and values. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.

#### Emerging

Participates in discussions of stories where ideas differ from their own  
 Uses themes from reading in artwork  
 Sees relationships between the text and time, history, culture and society with guidance

#### Developing

Discusses aspects such as theme, conflict and author's style  
 Detects inconsistencies in arguments  
 Identifies point of view (who is talking now?)  
 Links ideas from complex sentences and paragraphs  
 Discusses a range of interpretations

#### Engaging

Uses dictionary and thesaurus to validate word choice  
 Constructs meaning by integrating information from a variety of resources  
 Retells and discusses own interpretation of texts  
 Uses table of contents or index, telephone and street directories to locate information  
 Improvises in role play  
 Compares information from various sources  
 Matches sources to learning tasks  
 Selects argument or opinion with evidence from outside sources  
 Describes links between experience, arguments and points of view on a topic  
 Adopts an alternative point of view to the author's  
 Form generalisations about genre, e.g.: "what makes a myth a myth?", short story, fairytale  
 Articulates "difference" in stories: race, class, gender  
 Responds to issues and ideas in literature as well as facts or story events  
 Questions and reflects on issues encountered in texts

#### Expanding

Uses information in research  
 Expresses and supports an opinion on whether an author's point of view is valid  
 Makes comparisons between texts  
 Illustrates the successful use of story elements (The ending was good because I was surprised)  
 Formulates questions about a subject based on prior reading  
 Extracts ideas embedded in text

Sources: *The Nebraska/Iowa Primary Program*. (1993); and Thompson, Lesley. (1998). *Creating Readers Using Assessment and Instruction*.

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## Set 2 - The Four Traits and P-3 Reading Continuums

### Trait 1 - Reading the Lines for Recognition, P-3 Continuum

When Strategic Readers read silently or orally they decode the words, recognise the genre and make use of the symbols, patterns and text features. These acts build the foundation for comprehension.

#### Pre-Conventional

Plays with books, paper, pencils  
 Engages in songs, rhymes and chants  
 Engages in word plays, changing letters in words, making up silly songs...  
 Recognises own names and the letters in name  
 Is curious about print in own environment  
 Reads print in familiar environments (restaurant signs, traffic signs)  
 Holds the book the right way  
 Turns pages from front to the back, scans print from top to bottom and left to right  
 Understands the purpose of text and its relationship to pictures

#### Emerging

Is curious about print word forms and spellings  
 Recites repetitive familiar text  
 Locates own name and other familiar words in a short text  
 Distinguishes onsets and rimes in spoken words  
 Knows most letter-sound correspondences  
 Identifies the basic parts of book: front/back, cover, text, pictures  
 Recognises some personally significant words in context  
 Recognises environmental print away from its familiar context  
 Locates title and author on book cover

#### Developing

Has a basic sight vocabulary of functional and personal words  
 Substitutes words with similar meaning when reading aloud  
 Uses knowledge of onset and rhymes to decode  
 Uses letter-sound cues when reading orally  
 Responds to basic punctuation when reading orally  
 Uses sound-symbol relationships to predict and self-correct  
 Uses pictures to confirm words  
 Uses book jargon: "letters, words, sentence, text, title, author, illustrator..."

#### Engaging

Recognises a large core of frequently used words on sight  
 Recognises base words within other words  
 Identifies known, familiar words in other contexts  
 Reads aloud fluently in more than one genre  
 Responds to most punctuation marks when reading aloud  
 Reads familiar text, decoding automatically  
 Identifies unfamiliar words through connections to known words

#### Expanding

Interprets new words by reference to suffixes, prefixes and meanings of word parts  
 Identifies common genres (mysteries, autobiographies, fantasies)  
 Reads aloud fluently in multiple genres  
 Skims before reading, using text features to support fluency

Sources: *The Nebraska/Iowa Primary Program*. (1993); and Thompson, Lesley. (1998). *Creating Readers Using Assessment and Instruction*.



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## Set 2 - The Four Traits and P-3 Reading Continuums

### Trait 3 - Reading Between the Lines of Application, P-3 Continuum

When Strategic Readers comprehend and interpret text, they apply their prior knowledge and skill to perform tasks, revise text and answer questions using defensible sources. Making sense of the whole text comes from the ability to manipulate the parts.

#### Pre-Conventional

Points to pictures and talks about story  
Uses some book language when retelling a story ("once upon a time")  
Draws pictures in response to print

#### Emerging

Explains why they disliked or liked story using own words  
Shows interest in topics, characters and events  
Retells using beginning, middle and end  
Identifies characters  
Questions why something happened in a story  
Makes initial attempts at inferences  
Expresses personal views of the character and actions

#### Developing

Identifies the turning moments of a story  
Distinguishes between fact and opinion with modelling, guidance and example  
Retells using story elements (characters, plot, setting)  
Participates in discussions to expand meaning  
Expresses cause and effect with guidance  
Comments and expresses feelings about characters  
Attempts to resolve a problem in the story  
Integrates information from non-fiction to develop a deeper understanding of a topic  
Gains information from a variety of forms (graphs, maps, charts)  
Reads novels, chapter books  
Uses other resources (reference books and non-fiction sources) to gain information  
Asks questions about characters and story plot  
Respects other interpretations of the story  
Shows meaning inferred from text in own writing  
Distinguishes between significant and supporting details

#### Engaging

Writes, role plays or draws in response to a text  
Rewrites information from text in own words  
Uses text as a model for own writing  
Maps out the plot and character development  
Makes good guesses at the time period of the story  
Distinguishes between fact and opinion  
Discusses author's intent  
Discusses author's styles  
Finds relationships in the text  
Gives reasons for why a story is liked or disliked  
Organises information in text  
Follows written instructions  
Participates in discussions  
Shares information with others  
Uses charts, graphs and tables to retell stories or information  
Deals with detail while keeping main idea in mind  
Finds explicit similarities and differences in characters  
Discusses implied motives of characters  
Makes inferences and provides justification

#### Expanding

Reads for a variety of purposes and chooses from a wide range of material  
Recommends books to others  
Uses resources to locate information independently  
Adds depth to responses by connecting to other reading and/or experiences  
Uses vocabulary and sentence structure from reading materials in written work and in conversation  
Retells, discusses and expresses opinions  
Reads for meaning and solves problems independently  
Justifies ideas based on evidence from the text  
Generates thoughtful oral and written responses based on questions  
Develops extended responses to discussion questions

Sources: *The Nebraska/Iowa Primary Program*. (1993); and Thompson, Lesley. (1998). *Creating Readers Using Assessment and Instruction*.

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## Set 2 - The Four Traits and P-3 Reading Continuums

### Trait 2 - Reading Inside the Lines for Meaning, P-3 Continuum

Strategic Readers reflect on their own processing skills while reading. When readers are aware of and use reading strategies, they are able to monitor their understanding before, during and after reading. Strategic Readers strive to achieve fluency and comprehension.

#### Pre-Conventional

Focuses on viewed, listened to or read aloud story/program and responds with understanding  
Makes connections to own life experiences when listening to or reading books  
Participates in choral readings, poetry reciting, shared reading and other activities which promote reading fluency  
Focuses on whole story rather than individual words  
Realises that print carries the messages but may read the lines differently each time  
Knows that books are sources of information

#### Emerging

Uses print, but relies more heavily on illustrations for meaning  
Uses patterns of language to predict words or phrases  
Seeks print to find out about new things  
Makes meaningful predictions based upon illustrations  
Has a sense of story  
Knows that print tells the story  
Uses picture cues to make appropriate responses for unknown words

#### Developing

Makes use of context to predict and confirm meaning: uses context clues to self-correct  
Reads unfamiliar text word-by-word or line-by-line  
Makes use of three cueing systems: "Does it look right? Sound right? Make sense?"  
Reads familiar text aloud with fluency and expression  
Makes use of modelled reading strategies  
Adjusts reading rate to suit purpose of text  
Concentrates on silent reading for longer periods  
Relies less on pictures and more on print  
Retells with approximate sequence  
Shows interest in spelling and word meaning  
Sets purpose for reading (interest, topic, favourite author)  
Chooses more than one type of book  
Seeks recommendations for book  
Seeks recommendations for reading books  
Identifies story part (beginning, middle, end)

#### Engaging

Makes use of context to predict and confirm  
Uses contextual vocabulary  
Focuses on phrasing and expression  
Exhibits behaviours such as monitoring, searching, cross-checking and self-correcting  
Uses text structure, organisation and language features  
Concentrates on reading for lengthy periods  
Reads more complex texts  
Relies more on text than pictures  
Makes meaningful substitutions  
Identifies and talks about a range of different text forms (letters, lists, recipes...)  
Reads punctuation accurately  
Cross checks semantic, syntactic and graphophonic cues  
Reads for information and to solve problems  
Reads at different speeds using scanning and skimming as appropriate  
Identifies the tone of the author or story  
Interprets simple maps, tables, graphs and charts

#### Expanding

Controls self-monitoring strategies: rereads, reads on, slows down...  
Maintains meaning from texts that are read over periods of time  
Recognises figurative language, jargon and technical language  
Interprets text orally  
Actively seeks challenging materials across content areas  
Identifies reading strengths and weaknesses and sets goals  
Puts story in chronological order  
Separates important information in text from less relevant information  
Recognises bias, stereotyping and propaganda

Sources: *The Nebraska/Iowa Primary Program*. (1993); and Thompson, Lesley. (1998). *Creating Readers Using Assessment and Instruction*.

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# Set 3 - The Four Traits and Narrative Text Scoring Guides

## Trait 4 - Reacting Beyond the Lines for Creation - Narrative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - effectiveness of words - multiple meanings, functions and interpretation of words	Identifies words that convey author's intended meaning Explores new ways of using words	Works with others to critique effectiveness of word choice based on a set of criteria Explores new ways of using words when writing and speaking	Critiques effectiveness of word choice in a selection based on a set of criteria Uses new words in writing and speaking to represent multiple interpretations	Explores alternative word choices to enhance meaning of selection Shows sophisticated command of vocabulary which allows for new interpretations
<b>Self Perspective</b> - opinions w/ support - self-selected materials - complex/multi-layered text - prior knowledge	Offers literal interpretations with no support from the text Relies on others to select reading material Comprehends at a literal level Knows prior knowledge assists with understanding of selection	States opinions about selection and justifies these with general references from selection Selects reading material that is familiar, somewhat challenging Recognises literal level and, with modelling and guidance, comprehends symbolic and thematic levels Uses understanding of prior knowledge to current reading when prompted	Expresses opinions about a literary selection using supportive evidence, and uses specific quotes as support Independently seeks a variety of reading material based on purpose Comprehends the various levels of literary selection – literal, symbolic and thematic Applies understanding of prior knowledge to current reading	Expresses opinions as analytical interpretations of the literary selection and cites quotes and other sources as evidence of own analysis Seeks challenging and thought-provoking new reading material Elaborates on information comprehended at various levels of literary text – literal, symbolic and thematic Integrates understanding of prior knowledge to current reading
<b>Perspective of Others</b> - ideas beyond text - challenges w/ questions - other points of view - connections to media	Needs guidance and modelling to extend meaning beyond text Is unaware of bias and distortion in text, and needs guidance in questioning author Recognises that different perspectives exist Knows ideas in text can relate to other media	Expands literal meaning beyond text Notifies bias and distortion within selection but needs guidance in questioning author Needs to be reminded to think from different perspectives Makes connections between text and other media upon occasion	Constructs understanding by considering relevant facts and issues beyond literary text Challenges interpretations by questioning overt examples of bias and distortion Shifts perspective to examine alternative points of view Connects ideas and literary devices in text to other media	Seeks unique meaning to enhance text interpretation Challenges author's ideas by questioning implied bias and distortion, or lack of text coherence within selection Integrates different perspectives to broaden understanding of selection Compares and contrasts ideas with other media
<b>Worldly Perspectives</b> - cultural overtones and biases - connections to self, other sources and world	Needs guidance to make connections between the literary text and issues of race, class, gender, history and society Knows connections exist between selection and self, other selections and the world, but needs prompting	Connects reading with issues of race, class, gender, history and society, using broad generalisations Provides examples connecting learning from selection to self, but needs assistance to connect with other readings and the world	Connects reading with issues of race, class, gender, history and society, citing supportive information and examples from selection read Provides examples to connect learning from literary selection to self, other readings and the world	Uses defensible evidence and explicit examples from various literary selections to connect reading with issues of race, class, gender, history and society Expands upon connections between selection read, self, other readings and the world



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# Set 3 - The Four Traits and Narrative Text Scoring Guides

## Trait 1 - Reading the Lines for Recognition - Narrative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - recognises words(s) - uses word(s) - learns new word(s)	Knows words for own name, family names and environmental print connected to personal experiences Becomes aware of using known words to read unfamiliar text Learns new words in isolation	Knows high frequency words in context Makes attempts to read unfamiliar text using known words Transfers newly-learned words to literary use	Recognises known words independently within a familiar context Uses known words to figure out unfamiliar text Applies learned words in multiple contexts and recognises the need to learn new words.	Recognises known words automatically, in or out of context Challenges self to use known words with difficult, unfamiliar text Knows when and how to increase vocabulary and transforms understanding of new words
<b>Interpreting Symbols</b> - attributes meaning - decodes	Makes the connection between letters and sounds, but is not aware of the connection between sounds and print Reads primarily from memory, imitating behaviours of strategic readers	Makes the connection between letters and sounds, but needs assistance connecting the sounds with print Uses pictures, graphic clues and written symbols to decode words simultaneously	Knows a variety of strategies for attributing meaning to symbols Uses isolated phonics and structural analysis strategies, and returns to the whole text without difficulty	Attributes meaning to symbols automatically during the reading process Uses phonics and structural analysis strategies without hesitation while reading the literary text
<b>Structure</b> - fluency - genre - organisational patterns - story elements - text format and feature	Reads primarily word-by-word Is exposed to genre, but does not express recognition Knows different organisational patterns exist when reading Is aware of different story elements Is aware of text format and features but may disregard their role in aiding comprehension	Reads in two word phrases with some three or four word groupings Recognises different genre when prompted Identifies organisational patterns with assistance Identifies various story elements in literary selection with assistance Uses text format and features as aids to comprehension when reminded	Reads primarily in meaningful phrase groups Recognises differences between genres when reading literary text automatically Distinguishes organisational patterns of text in literary selection without difficulty Distinguishes story elements independently when reading a literary selection Uses text format and features to aid comprehension	Reads in meaningful phrase groups Describes characteristics of different genres Compares the characteristics of different organisational patterns of text Uses all story elements in creating own story Overviews and makes use of text format and features automatically



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# Set 3 - The Four Traits and Narrative Text Scoring Guides

## Trait 3 - Reading Between the Lines for Application - Narrative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - new words - nuances of meaning	Identifies unknown words which interfere with comprehension Knows that there are several words which can mean almost the same idea	Works with others to construct meaning for new words representing known and new concepts in literary text Identifies synonyms for new words but respects the author's choice of words	Constructs meaning for new words representing known and new concepts in narrative text Infers nuances of meaning for words in context	Elaborates and applies meaning for new words representing known and new concepts in narrative text Analyses words for subtle differences of meaning e.g.: worth and values
<b>Knowing the Meaning</b> - meaning of selection - author styles	Works with others to gain meaning from the selection Knows that authors write in particular styles and differ from one another	Relies on words in the text to explain the meaning of the selection Uses prior knowledge of an author's style to expose meaning	Paraphrases meaning of the selection using own words Develops a repertoire of author's styles to gain meaning	Uses metaphor when paraphrasing the meaning of selection Analyses a variety of author's styles to discern meaning
<b>Interpreting the Meaning</b> - inferences - summaries - interpretations - themes	Works with others to understand inferences Retells highlights from selection randomly Restates others' interpretations of selection Identifies theme when given options	Formulates inferences from obvious clues within selection Summarises main ideas including necessary details Explains an interpretation of selection Recognises theme within selection	Draws inferences based on evidence in the selection Creates a concise and accurate summary of selection Compares different interpretations of selection Explains themes based on different interpretations	Identifies subtle clues in selection and creates vivid inferences Uses descriptive language to create an engaging summary Discusses and defends interpretations of selection Debates different interpretations of themes
<b>Using the Meaning</b> - organisational patterns - world issues - social issues - new ideas	Has knowledge of different organisational patterns Has knowledge of world issues Understands the use of social issues to enhance meaning Identifies new ideas in selection	Identifies organisational patterns in selection Identifies a world issue related to selection theme Makes connections between selection and social issue Explains new ideas using prior knowledge	Analyses information using a variety of organisational patterns Draws connections between themes and world issues Makes practical applications between selection and social issues Integrates new ideas, connecting them to a bigger picture	Uses knowledge of organisational patterns to present ideas in a new context Integrates multiple interpretations of world issues with themes Analyses implications of social issues Incorporates new ideas into personal experiences and ways of thinking



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# Set 3 - The Four Traits and Narrative Text Scoring Guides

## Trait 2 - Reading the Lines for Meaning - Narrative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - new meaning	Needs assistance to recognise multiple meanings of words	Recognises words have multiple meanings but occasionally needs assistance constructing new meanings	Understands words can have multiple meanings and independently constructs new meaning for known words	Constructs new meaning for known words and selects the appropriate meaning for words in context
<b>Before Reading</b> - purpose - predictions - prior knowledge - questions	Works with others to establish purpose Makes vague predictions Needs to build prior knowledge Works with others to formulate basic questions	Establishes purpose when reminded Is inconsistent in making accurate predictions Activates prior knowledge when prompted Asks questions loosely related to the selection	Sets logical purpose for reading independently Established meaningful predictions before reading Connects prior knowledge with literary selection Formulates relevant questions to guide reading	Incorporates purpose with personal preferences and interests Uses prior knowledge to establish insightful predictions Creates thought-provoking questions based on prior knowledge to guide reading
<b>During Reading</b> - questions - predictions - rate of reading - fix-it strategies - author's ideas - expression - visual images	Rarely formulates questions to assist understanding Checks predictions when reminded Reads everything at the same rate Has knowledge of fix-it strategies Identifies author's ideas literally Reads without inflection Uses visual images when reminded	Formulates questions occasionally during reading Interprets reading to justify established predictions Is aware of different reading rates but forgets to make adjustments Applies fix-it strategies with increasing success Connects author's ideas Attempts to use expression and intonation Attempts to use imagery independently	Asks questions to construct meaning while reading Monitors accuracy of established predictions Adjusts reading rate for selection Monitors understanding and uses appropriate strategies Interprets author's ideas Uses appropriate expression and intonation Creates visual images	Revises questions to guide learning while reading Monitors and adjusts established predictions Scans ahead and adjusts rate to enhance meaning Embeds fix-it strategies in the reading process Expands upon author's ideas Uses expressive intonation Incorporates specific details relating to visual images
<b>After Reading</b> - clarification - conclusions - self assessment	Searches text randomly to clarify understanding Draws unclear conclusions Has a general sense of self as a reader but cannot assess specific strengths and weaknesses	Scans entire text to clarify understanding Bases conclusions on the obvious Self-assesses with accuracy when given a specific focus	Searches logical passages to clarify understanding Draws conclusions based upon connections in selection Reflects on own strengths and weaknesses as a reader and works on them	Visualises and locates passages to clarify understanding Draws insightful conclusions by moving beyond selection Seeks constructive feedback from others and integrates it with self-assessment



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# Set 4 - The Four Traits and Informational Text Scoring Guides

## Trait 4 - Reacting Beyond the Lines of Creation - Informational Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - effectiveness of words - multiple meanings, functions, interpretation of words	Identifies words that convey author's intended meaning Explores new ways of using words	Works with others to critique effectiveness of word choice based on a set of criteria Explores new way of using words when writing and speaking	Critiques effectiveness of word choice in a selection based on a set of criteria Uses new words in writing and speaking to represent multiple interpretations	Explores alternative word choice to enhance meaning of selection Shows sophisticated command of vocabulary which allows for new interpretations
<b>Self Perspective</b> - opinions w/ support - self-selected materials - complex/multi-layered text - multiple sources to produce new ideas	Offers literal interpretations with no specific support from the text Relies on others to select reading material Comprehends at a literal level Uses multiple sources with assistance	States opinions about selection using vague references from the text Selects reading material that is familiar and minimally challenging Recognises literal level and, with modelling and guidance, comprehends the symbolic and thematic levels Selects accurate multiple sources but tends to generate same information	Expresses opinions about a selection using supportive evidence and specific quotes Independently seeks a variety of reading material based on purpose Comprehends the various levels of selection - literal, symbolic and thematic Uses information from multiple sources to generate new ideas about the topic	Expresses opinions as analytical interpretations of literary selection and cites quotes and other sources as evidence of own analysis Seeks challenging and thought-provoking new reading material based on own purpose Elaborates on information comprehended at various levels of text - literal, symbolic and thematic Uses a variety of sources to contrast and/or support accuracy of information
<b>Perspective of Others</b> - ideas beyond text - challenges w/ questions - other points of view - connections to media	Needs guidance and modelling to extend meaning beyond selection Is uncertain or unaware of bias and distortion in selection and needs guidance to question author Recognises that different perspectives exist Knows ideas in text can relate to other media	Expands meaning beyond text Notifies bias and distortion within selection but needs guidance in questioning author Needs to be reminded to think from different perspectives Makes connections between selection and other media occasionally	Constructs understanding by considering relevant facts and issues beyond selection Challenges interpretations by questioning overt examples of bias and distortion Shifts perspective to examine alternative points of view Connects ideas from selection with other media	Seeks unique meanings to enhance text interpretation Challenges author's ideas by questioning implied bias and distortion or lack of text coherence within selection Integrates different perspectives to broaden understanding Compares and contrasts ideas with other media
<b>Worldly Perspectives</b> - cultural overtones and biases - connections to self, other sources and world	Needs guidance to make connections between the selection read and issues of race, class, gender, history and society Knows connections exist between selection and self, other selections and the world, but needs prompting	Makes broad connections between selection read and issues of race, class, gender, history and society Provides examples connecting learning from selection to self, but needs assistance to connect with other readings and the world	Connects reading with issues of race, class, gender, history and society, citing supportive information from selection read Provides examples to connect learning from selection read to self, other readings and the world	Uses defensible evidence and explicit examples from various selections to connect reading with issues of race, class, gender, history and society Expands upon connections between selection read and self, other readings and the world.



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# Set 4 - The Four Traits and Informational Text Scoring Guides

## Trait 1 - Reading the Lines for Recognition - Informative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - recognises words(s) - uses word(s) - learns new word(s)	Knows words for own name, family names and environmental print connected to personal experiences Uses known words to read unfamiliar text Learns new words in isolation	Knows high frequency words in context Makes attempts to read unfamiliar text using known words Transfers newly learned words into use when reading informational text	Recognises known words independently within a familiar context Uses known words to figure out unfamiliar text Applies learned words in multiple contexts and recognises the need to learn new words	Recognises known words automatically in or out of context Challenges self to use known words with difficult unfamiliar text Has a repertoire of strategies for learning new words and knows when and how to increase vocabulary as needed
<b>Interpreting Symbols</b> - attributes meaning - decodes	Can name symbols (legends, scientific notation, mathematical symbols, letters) Reads primarily from memory, imitating behaviours of strategic readers	Knows a variety of strategies for attributing meaning to symbols Uses pictures, graphic clues and written symbols to decode words	Uses symbols to enhance understanding of text Uses isolated phonics and structural analysis strategies and returns to the whole text without difficulty	Attributes meaning to symbols to understand text automatically Uses phonics and structural analysis strategies while reading the informational text
<b>Structure</b> - fluency - organisational patterns - text format and features - main idea/details	Reads primarily word-by-word Knows different organisational patterns exist when reading but does not use them as an aid to comprehension Is aware of text format and features but may disregard their roles in aiding comprehension Uses main idea and supporting details interchangeably	Reads in two word phrases with some three or four word groupings Identifies organisational patterns with assistance Uses text format and features as an aid to comprehension when reminded Distinguishes main idea and supporting details with guidance	Reads primarily in meaningful phrase groups Distinguishes organisational patterns of text in informational selections Uses text format and features to aid comprehension Distinguishes main idea and supporting details consistently	Reads in meaningful phrase groups Compares the characteristics of different organisational patterns within informational text Overviews and makes use of text format and features automatically Elaborates when distinguishing main idea and supporting details



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# Set 4 - The Four Traits and Informational Text Scoring Guides

## Trait 3 - Reading Between the Lines for Application - Informational Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - new words - nuances of meaning	Identifies unknown words which interfere with comprehension Knows that there are several words which can mean almost the same idea	Works with others to construct meaning for new words representing known and new concepts Identifies synonyms for new words but respects the author's choice of words	Constructs meaning for new words representing known and new concepts Infers nuances of meaning for words in context	Elaborates and applies meaning for new words representing known and new concepts Analyses words for subtle differences of meaning
<b>Knowing the Meaning</b> - meaning of selection - writing styles	Works with others to gain meaning from the selection Knows information is available in a variety of writing styles	Relies on words in the text to explain the meaning of the selection Shows a preference for a particular informational writing style	Paraphrases meaning of selection using own words Uses knowledge from a variety of informational sources to gain meaning	Provides examples when explaining the meaning of selection Compares/contrasts informational sources for deeper understanding
<b>Interpreting the Meaning</b> - inferences - summaries - interpretations - main idea	Works with others to understand inferences within selection Retells details randomly from selection Restates others' interpretations of selection Identifies the main idea of selection when given options	Formulates inferences from obvious clues within selection Summarises main ideas including necessary details Explains an interpretation of selection Recognises the main idea within selection	Draws inferences based on evidence in the selection Creates concise and accurate summary of selection Compares different interpretations of selection Connects interpretations to develop an understanding of the main idea	Identifies subtle clues in selection and creates useful inferences Uses technical language to create a meaningful summary Discusses and defends interpretations of selection Makes decisions based upon inferences supporting the main idea
<b>Using the Meaning</b> - organisational patterns - world issues - social issues - new ideas	Has knowledge of different organisational patterns Draws on prior knowledge of others to connect world issues to information Understands the use of social issues to enhance meaning Identifies new ideas in selection	Identifies organisational patterns used in a selection Identifies a world issue related to selection information Makes connections between selection and social issue Discusses new ideas using prior knowledge	Analyses information using a variety of organisational patterns Draws connections between world issues and selection information Makes practical application between selection and social issue Integrates new ideas into a bigger picture	Uses knowledge of organisational patterns to present ideas in a new context Integrates multiple interpretations of world issues with selection information Analyses implication of social issues Incorporates new ideas into personal experiences and ways of thinking



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# Set 4 - The Four Traits and Informational Text Scoring Guides

## Trait 2 - Reading Inside the Lines of Meaning - Informative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
<b>Vocabulary</b> - new meanings	Needs assistance to recognise multiple meanings of words	Recognises words have multiple meanings but occasionally needs assistance constructing new meanings	Understands words can have multiple meanings and independently constructs new meaning for known words	Constructs new meaning for known words and selects the appropriate meaning for words in context
<b>Before Reading</b> - purpose - predictions - prior knowledge - questions	Works with others to establish purpose Makes vague predictions Needs encouragement to apply prior knowledge Works with others to formulate basic questions	Establishes purpose when reminded Is inconsistent in making predictions Activates prior knowledge when prompted Asks questions loosely related to the selection	Sets logical purpose for reading independently Establishes meaningful predictions before reading Connects prior knowledge with selection Formulates relevant questions to guide reading	Incorporates purpose with personal preferences and interests Uses prior knowledge to establish insightful predictions Creates thought-provoking questions based on prior knowledge to guide reading
<b>During Reading</b> - questions - predictions - rate of reading - fix-it strategies - author's ideas - expression - visual images	Formulates questions rarely while reading to assist understanding of selection Checks predictions when reminded Reads everything at the same rate Has knowledge of fix-it strategies Identifies author's ideas literally Reads without inflection Uses visual images when reminded	Formulates questions occasionally during reading Interprets reading to justify established predictions Is aware of different reading rates but may forget to make adjustments Applies fix-it strategies with increasing success Connects the author's ideas Attempts to use expression and intonation Attempts to use imagery independently	Constructs meaning by asking questions while reading Monitors accuracy of established predictions Adjusts reading rate for selection Monitors understanding and uses appropriate strategies Interprets author's ideas Uses appropriate expression and intonation Creates visual images	Revises questions to guide learning while reading Monitors and adjusts established predictions Scans ahead and adjusts rate to enhance meaning Embeds fix-it strategies in the reading process Expands upon author's ideas Uses expressive intonation Incorporates specific details relating to visual images
<b>After Reader</b> - clarification - conclusion - self assessment	Searches text randomly to clarify understanding Draws unclear conclusions Has a general sense of self as reader but cannot assess specific strengths and weaknesses	Scans entire text to clarify understanding Bases conclusions on the obvious Self-assesses with accuracy when given a specific focus	Searches logical passages to clarify understanding Draws conclusion based upon connections in the selection Reflects on own strengths and weaknesses as a reader and works on them	Visualises and locates passages needed to clarify understanding Draws insightful conclusions by moving beyond selection Seeks constructive feedback from others and integrates it with self-assessment



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