

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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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

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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

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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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