A Parent’s Guide to the Comprehensive Literacy Report Card

Reading

**Exhibits positive reading attitude & participation**-

* engages in reading
* exhibits a joy for reading
* is so interested in what they or teacher is reading that they don’t want the reading to stop
* reads independently when given a choice (at home and school)
* engages in whole group reading

**Reading Level**-The benchmark book is where we expect a1st grader to be at that quarter. This is an independent text level, not the instructional level used for guided reading. The instructional level teachers use is generally one level higher than their independent level.

**Phonics: generates & blends sounds into words**-We will listen to your child as they are reading or when they stretch out words as they are writing. Can the student break down words or blend words together?

**Word Study: uses known parts to analyze & read words**-

* looks for chunks inside of word to read it
* looks at parts of a word (contractions, ending, prefix/suffix)

**High Frequency Words**-Students are assessed quarterly on kindergarten, and 1st grade, and if appropriate 2nd grade words. These words are encountered numerous times in reading. Most high frequency words are hard to sound out and will need to be memorized. Students will need to read 75 words by the end of the year.

**Retells & Summarizes**-

* Can go over the main points of a story
* Can retell what happened in a story
* Can answer questions about a story

**Uses strategic action to gain meaning from text**-

* Monitors: notices when something doesn’t make sense, sound right, or look right
* Rereads: reads text again when they get stuck on a word, or when confused with the reading, or to confirm what he/she has read
* Self-Corrects: corrects a word or phrase when they know an error has occurred

**Read with fluency**-Based on a few different assessments and listening during one on one reading (guided reading groups). Students are rated on rate (words per minute / not too fast or slow), accuracy (sounding out words without thinking), expression (using different tones of voice to make it sound interesting), and flow of reading (sounds like student is talking).

\*see attached reading fluency definition sheet

**Uses comprehension strategies**-some of the strategies that we focus on are:

* Schema: using what they already know; prior knowledge
* Connections: student can relate story to themselves, another text, or to the world
* Main idea: important details on what reader learned
* Inferring: wondering and thinking about questions the text doesn’t answer; reading between the lines
* Synthesizing: combining what they know with new information to understand the text
* Questioning: asking things like… I wonder?/why?/how come?
* Visualizing: painting a picture in their mind

**Recognizes genres in reading**-Genres are the “types” of stories. We have read a few different types this 1st quarter that the students should be able to describe and distinguish between. The reasoning for recognizing a variety of genres is for students to be able to know which form of literature is best suited for their purpose of reading.

* Fiction
* Non-fiction
* Realistic fiction
* Plays
* poetry

**Identifies parts of a story**-

* Sequences beginning, middle, and end of a story
* Knows characters, setting, plot, theme (lesson) of the story

**Recognizes & uses qualities of informational text**-

* Can locate and use the table of contents to find information
* Can locate and use the glossary to find information
* Others that will be introduced include: index, headings, captions, maps, graphs

Writing

**Exhibits positive writing attitude & participation**-

* Writes for enjoyment
* Writes for a variety of purposes (letters, stories, poems, messages, etc)
* Has pride in what they write
* Writes independently: chooses to write in free time or at home

**Writes in a variety of genres**-By the end of 1st grade, each child will be assessed on how they write the following types of writing:

* A personal narrative: a story about themselves with a begging, middle, and end
* Informational text: gives facts/information about a topic
* Poetry: writing that uses feeling

**Writes to respond & reflect to text**-

* Can predict, retell or summarize a text
* Reflect how they feel about a text or reflect on their own reading
* Can write answers to questions about a text

**Engages in the writing process**-We are working on the writing process during writer’s workshop time. By the end of the year, we will have covered:

* Choosing a topic
* Making a plan
* Writing/drafting
* Editing: edit mistakes such as spelling errors, [punctuation mistakes](http://homeworktips.about.com/b/2008/08/25/problematical-punctuation-marks.htm), [common word mix-ups](http://homeworktips.about.com/od/proofreading/qt/worduse.htm), and other mechanical problems.
* Revising: make sure that sentences flow and that it is readable
* Publishing and sharing

**Uses appropriate conventions**-

* Uses good spacing between words and between sentences
* Uses uppercase and lowercase letters correctly
* Use ? . ! correctly (ending punctuation)
* Uses complete sentences (subject and verb)

**Uses spelling strategies**-Students are able to use and spell correctly the spelling strategies covered in class. We use WORD POWER and daily work to assess this standard. (If we have covered words that have blends in them, the students should be able to spell some words with blends correctly on their own)

**Spells high frequency words correctly when writing**-The students should be able to spell the high frequency words that we have covered so far in class. They should be able to spell them correctly for assessments and carry it over into daily written work.

**Prints legibly with correct spacing**-

* Makes letters correctly
* Uses appropriate lines when writing
* Has an appropriate space between words and between sentences
* Writes left to right

Communication

**Listens & observes**-

* Listens with eyes on speaker
* Listens with hands in lap or at side
* Hears what speaker is saying and can repeat/summarize speaker’s words

**Speaks clearly & effectively** –

* Speaks at a good rate (not too fast or too slow)
* Faces audience with eyes on them when necessary
* Speaks with good volume (not too quiet or too loud)

Reading Fluency Definition

[**s!**](http://www.ehow.com/account/simple_login.aspx)

What's This?

Reading fluency indicates that a child can read successfully. Successful reading is defined as reading with accuracy and automaticity, with expression and proper speed and intonation. Children will not be able to comprehend text if they do not become fluent readers.

Proper Rate

1. A fluent reader will be able to read at an acceptable rate for comprehension. Reading that is rushed or slow and labored will leave the reader and listener confused and less likely to retain the information.

Accuracy

1. Fluent readers have the ability to decode (sound out) words as they read. They are able to do this without thinking about it because they have mastered the rules of phonics.

Expression

1. Fluency involves the reader's tone of voice. Fluent readers look ahead to the punctuation at the end of a sentence and adjust their voices accordingly. They also know if the punctuation dictates stopping or pausing when reading.

Flow of Reading

1. Reading smoothly is a major component of fluency. Reading that is choppy or monotone does not lend itself to comprehension. Listening to teachers model smooth reading helps a student improve this skill.