

READING CONTINUUM

(Pre-Emergent through Fluent 8)

KEY:

Bold= mastered (blue)
 Regular=ongoing (yellow)
Italics=introduced (purple)

Revised 11-4-10

Student Name _____ Date _____

Reading Continuum (Early Childhood)

	Pre-Emergent (-0 entry)
Reading Process	<p><u>Meaning</u></p> <ul style="list-style-type: none"> Understands that ideas can be written and then read by others. Begins to tell a simple story using illustrations. <p><u>Visual</u></p> <ul style="list-style-type: none"> Show progress in identifying and associating letters with their names and sounds. Begins to understand some print and book handling concepts including directionality, title etc. <p><u>Structure</u></p> <ul style="list-style-type: none"> Begins to use appropriate book handling skills (holds the book the right way, turns the pages, treats books with respect). May explore several books at a sitting (<i>flips through pages quickly</i>).
Genre and Author	<ul style="list-style-type: none"> Develops an understanding of the roles of authors and illustrators.
Comprehension Narrative	<ul style="list-style-type: none"> Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions) Participate in play activities with sounds (e.g., rhyming games, finger plays) Enjoys exploring new and familiar books
Comprehension Informational	<ul style="list-style-type: none"> Understands that printed materials have various forms and functions (e.g., signs, labels, notes, letter types). Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events) Enlarge their vocabularies both with words from conversation and instructional materials and activities. Demonstrates reading-like behaviors with familiar written materials (i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon at time..."); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds).
Meta-cognition (Thinking)	<ul style="list-style-type: none"> Gain information from listening (conversations, stories, songs, poems, etc.)
Reflection Response	<ul style="list-style-type: none"> Responds to stories read aloud (e.g. personal connections, questions, meaningful comments.) Understands that people read for many purposes (e.g., enjoyment, information, to understand directions, etc.) Begins to identify some favorite books Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).

Reading Continuum/Rubric (Beginning Stage- Kindergarten June)

	(0) 0=Even with help the student demonstrates a lack of grade level skills	(1-2) 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills		(3-4) 3=while reading grade-appropriate material, the student applies skills 4=while reading above grade level material, the student applies skills	
	Emergent (0 entry)	Emergent (A) (0.25- October of K)	Emergent (B) (0.5- January of K)	Emergent (C) (0.75 -March of K)	Early 1 (D) (1.0-June of K)
Reading Process	<p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Develops phonemic awareness by listening to songs, nursery rhymes, dramatic activities, storytelling, and poetry <p>Meaning</p> <ul style="list-style-type: none"> Uses pictures to tell a simple story with little or no teacher support. Responds to a text read aloud (from teacher questioning) <p>Visual</p> <ul style="list-style-type: none"> Knows and can identify where to look for the title (COP) Knows where to begin reading the story (COP) Turns pages appropriately <u>Distinguished between front and back of book, top and bottom of page (COP)</u> Recognizes the difference between numerals and letters. Recognize a few personally meaningful words including their own name, signs, and other print in their environment. Beginning to use some concepts about print to engage in reading (title, pages, title page, text, illustration, cover, etc.) <p>Structure</p> <ul style="list-style-type: none"> Holds the book the right way. (COP) Shows awareness of directionality Reading pace is slowed as students attend to book more intentionally (interacts with pictures and begins to notice print on the page). 	<p>SOURCES OF INFORMATION</p> <p>Meaning</p> <ul style="list-style-type: none"> <u>Uses title and illustrations to anticipate what the text might be about. (infer and predict)</u> <u>Uses picture to create meaning and tell a story</u> <p>Visual</p> <ul style="list-style-type: none"> Understands concept of letters <u>Begins to recognize and use sounds symbol relationships</u> <u>Recognizes environmental print.</u> (Recognizes familiar letters found in his or her environment (ex. letters in his/her name) <u>Identifies the title page of a book</u> Understands the direction in which to read (COP) Understands where to go at the end of a line (COP) <u>Recognizes and names all upper and lower case letters and sounds of the alphabet</u> Begins to use 1-1 matching when reading (COP) Begins to use letter sounds (primary attempting to use beginning sounds in words) Develops a memory for text 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Relates own personal experiences to the text read. <p>STRATEGIES</p> <ul style="list-style-type: none"> Uses patterns of oral language to predict words and phrases. Uses pictures to predict words. <u>Recognizes and produces rhyming words</u> <p>SOURCES OF INFORMATION</p> <p>Meaning</p> <ul style="list-style-type: none"> Understands that pictures and words can be combined to make meaning and carry the message. <u>Understands concept of words and is able to locate them.</u> <u>Recognizes some high frequency words by sight.</u> <u>Demonstrates 1-1 letter sound correspondence by producing many consonant sounds while reading</u> Identifies and rereads when meaning is lost. Retells a known story in sequence (with beginning, middle and end) <p>Visual</p> <ul style="list-style-type: none"> Recognizes the differences between lower and uppercase letters. <u>Following word from left to right, top to bottom, and page by page</u> Understands function of spaces Can identify punctuation marks (. ? ! " " ,) (COP) 	<p>STRATEGIES</p> <ul style="list-style-type: none"> Uses pictures to predict and tell a story. <p>SOURCES OF INFORMATION</p> <p>Meaning</p> <ul style="list-style-type: none"> Understands the meaning of a sentence. <u>Knows when text makes sense and when it does not.</u> Answers who, why, what, and when questions Uses pictures to predict print. Begins to self-correct. Begins to use sounds to check and confirm with support. <u>Uses word, images, and text combined to make meaning.</u> <u>Reading emergent reader texts with purpose and understanding</u> <u>Asks/answers questions about unknown words in a text.</u> <p>Visual</p> <ul style="list-style-type: none"> Attends to initial letters when decoding <u>Recognizes 20-30 high frequency words in context separated by spaces</u> <u>Recognizing familiar parts within words</u> Is aware of differences/uses of some print conventions (i.e. full stops, capital letters, questions marks (COP) <u>Demonstrating understanding of the organization and basic features of print (COP)</u> 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> <u>Uses prior knowledge to link concepts in text to personal experiences</u> <p>SOURCES OF INFORMATION</p> <p>Meaning</p> <ul style="list-style-type: none"> <u>Uses visual information (letters, sounds, print conventions) from text as background knowledge.</u> <u>Re-reads a word, phrase, or sentence when meaning is lost.</u> <u>Uses meaning and visual clue to self-correct</u> <u>Knows when the text sounds right and when it does not.</u> <u>Realizes that print carries meaning</u> <u>Connecting information from text to prior knowledge and making changes in thinking to accommodate the new information.</u> Retells a simple story of two or three incidents Knows about 50 sight words. Doesn't always use the pictures as the predictive cue Does not always use finger pointing Copes with text above illustrations as well as below. <p>Structure</p> <ul style="list-style-type: none"> Reading primarily in 3 or 4 word phrases; some smooth, expressive interpretation <p>Visual</p> <ul style="list-style-type: none"> Integrates letter/sound knowledge to read new and unfamiliar words. Uses long and short vowel sounds <u>Attends to initial, medial vowel, and final sounds (recognizes specific sequence of letters).</u> Knows and begins to use some common blends
Text Types and Purposes	<p>LITERATURE</p> <p>Theme</p> <ul style="list-style-type: none"> Replies on topic Engages in conversation about a book staying on topic and taking turns. 	<p>LITERATURE</p> <ul style="list-style-type: none"> Identifies the main character <u>Defines the roles of the illustrator and author in telling the story. (verbally)</u> 	<p>LITERATURE</p> <ul style="list-style-type: none"> <u>Actively engage in group reading activities with purpose and understanding</u> <u>Identifies the emotions/actions of characters in text</u> Makes personal connections with the character Names the author and illustrator of a story and defines the role of each in telling the story. Identifies SOME elements of setting from a picture (WHERE are they?) Identifies the beginning, middle, end of a story <p>INFORMATIONAL</p> <ul style="list-style-type: none"> <u>Recognizing labels and graphics used in text.</u> <u>Identify key concepts and how it is presented</u> <u>With prompting and support, identifies the reasons an author gives to support points in a text.</u> 	<p>LITERATURE</p> <ul style="list-style-type: none"> Retelling familiar stories <u>Describes the setting. (WHAT DOES IT LOOK LIKE?)</u> <u>Identifies dialogue used by characters.</u> <u>Explains thoughts and feelings about a topic.</u> <u>Comparing and contrasting the adventures and experiences of characters in familiar stories with prompting</u> <p>INFORMATIONAL</p> <ul style="list-style-type: none"> <u>Asking and answering questions about key details in a text with prompting</u> <u>Identifies the main topic and retell key details of a text with prompting and support.</u> <u>Describes the connection between two individuals, events, ideas, or pieces of information in a text or between two texts of the same topic with prompting and support</u> <u>Recognizes the difference between photographs and illustrations and is able to make inferences to gain meaning.</u> <u>Identify signal words to show time order</u> 	<p>LITERATURE</p> <p>Character</p> <ul style="list-style-type: none"> Describes the action of a main character. <u>Making inferences about the features/traits of characters</u> Compares characters <p>Plot</p> <ul style="list-style-type: none"> <u>Discuss the ending of the story-Decides if is it satisfying or not.</u> <u>Discuss how a series of events shapes the final outcome.</u> <u>Recognizing common types of texts (e.g., storybooks, poems)</u> <p>INFORMATIONAL</p> <ul style="list-style-type: none"> <u>Identifying senses that enhance descriptive structure (i.e. people and objects seen, what is happening, what is heard, what it feels like and smells like, what you are reminded of)</u> <u>Analyzes how the author uses description and sequence to present concepts</u> Identifies the topic Gives an oral report
Reflection Response	<ul style="list-style-type: none"> Plays at reading Is eager to hear and use new language. Enjoys playing with language Is eager to listen to stories, rhymes 	<ul style="list-style-type: none"> Is eager to listen to poems Is eager to participate in stories, rhymes, and poems Expects books to amuse, delight, comfort, and excite Wants to read and sees him- or herself as a reader Returns to favorite books Chooses to read independently at times Knows the reward or reading and re-reading 	<ul style="list-style-type: none"> Uses pictures, text and background knowledge to make connections and draw conclusions. Selects books, tapes, and music related to things they are interested in or are learning about. Is confident in making an attempt Explores new (unfamiliar) books independently. Experiences success, which drives the child to further reading 	<ul style="list-style-type: none"> Articulates behaviors used to gain meaning from text ("how do you know?") Choosing books and sharing with others Shares a story read with an audience Reading a variety of genres independently 	<ul style="list-style-type: none"> Synthesizes what they have read or heard through retelling the important facts/events that shaped the whole text. Identifies favorite books and sharing the choice of them
Attitudes and Behaviors					

Reading Continuum/Rubric (1st Grade September-1st Grade June)

	(0)	(1-2)	(3-4)	
	0=Even with help the student demonstrates a lack of grade level skills See Kindergarten	0=Even with help the student demonstrates a lack of grade level skills 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills	3=while reading grade-appropriate material, the student applies skills 4=while reading above grade level material, the student applies skills	
	1.25 Oct. of 1 st (E)	1.5 Jan. of 1 st (G)	1.75 Mar. of 1 st (I)	
	2.0 June of 1 st (J)			
Reading Process	PRIOR KNOWLEDGE ● Selects from memory, relevant knowledge related to meaning of text. STRATEGIES ● Uses pictures to check meaning SOURCES OF INFORMATION ● Begins to integrate all reading cues Meaning ● <u>Monitoring for meaning (Does it make sense)?</u> ● Rereads a word or phrase when meaning is lost. ● Uses pictures and context clues to develop vocabulary and meaning. ● Uses the title to understand the focus of the text. Structure ● <u>Monitoring for structure (Does it sound right)?</u> ● Uses grammatical structure and syntax (word order) to convey meaning. Visual ● Monitors for visual cues ● Recognizes more than 50 high frequency words by sight. ● Recognizes blends ● <u>Decoding regularly spelled one-syllable words</u> Distinguishing long from short vowel sounds in spoken single-syllable words	PRIOR KNOWLEDGE ● Uses visual information (letters, sounds, print conventions) from text as background knowledge. SOURCES OF INFORMATION ● Works consistently for accuracy Meaning ● <u>Uses pictures and context clues to develop vocabulary and meaning</u> ● Identifies main idea of text. ● Distinguishes between dialogue and description text. ● Reads fluently to an audience (with expression) ● Predicting, checking, and confirming ● Identifies the layers of meaning in illustrations Structure ● <u>Using context to confirm or self-correct word recognition and understanding, rereading as necessary</u> ● <u>Uses sentence structure and word order to predict words, phrases and text.</u> ● Reading primarily in 3 or 4 word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress Visual ● <u>Applies common 2 letter blends.</u> ● <u>Attends to initial, middle and final sound</u> ● Knowing final -e and common vowel teams ● Understands role of different fonts in text ● <u>Uses common patterns (rhyming, word families or words within a word) to decode new and unfamiliar words</u>	SOURCES OF INFORMATION Meaning ● Sustains effort on longer and wider range of texts ● Distinguishes detail and sequence ● Listens/reads for a specific purpose ● <u>Articulates the behaviors used to gain meaning from text (how do you know?)</u> ● <u>Making predictions, confirming their predictions and articulating their developing meaning as they read on</u> ● <u>Reading on-level text with purpose and understanding</u> Structure ● Reading word endings (ing, ed, er) and articulates the changes in meaning ● Attends to tense change ● <u>Using context to confirm or self-correct word recognition and understanding, rereading when necessary.</u> Visual ● <u>Reading words with inflectional endings (ie: ing, e des)</u> ● <u>Begins to apply some three-letter blends, e.g., str</u> ● <u>Understands contractions—knows letter omitted</u>	STRATEGIES ● Attends, searches, predicts, checks, confirms, and self-corrects. ● Uses prior knowledge, experience, and context to construct meaning. SOURCES OF INFORMATION ● Integrates sources of information efficiently and uses a variety of reading strategies to solve difficulties. Meaning ● <u>Creating visual images to draw conclusions and create unique interpretations</u> ● Develops meanings of words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). ● Develops understanding of simple homophones (two/too/to; their/there/they're) ● Understands longer descriptions and explanations included in sentences ● Creates meaning with text consisting of more complex sentences, more phrases and clauses. ● <u>Identifies techniques used by the author.</u> ● <u>Reading on-level text orally with accuracy, appropriate rate and expression on successive readings.</u> Structure ● Reading primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing, guided by author's meaning and punctuation; appropriate stress Visual ● Recognizing and reading grade appropriate irregularly spelled words
Genre Comprehension (Narrative)	NARRATIVE ELEMENTS Character ● Describes the actions and feelings of the main character ● <u>Describes key details of a character in a story and illustrations</u> ● Identifies emotions of characters in text. Plot ● <u>Explains the problem</u> ● Identifies layers of meaning ● <u>Identifies main ideas during reading</u> ● <u>Makes predictions about text, confirm their predictions and articulates their developing meaning as they read on.</u> ● Begins to show awareness of underlying theme. ● Choosing to read a wider range of structures including some non-fiction, poems, rhymes, letters LYRIC AND POEMS <i>Reads and understands features of poems (See Curriculum for specific objectives)</i> ● Retelling stories, including key details	NARRATIVE ELEMENTS Character ● <u>Identifies the features and traits of characters from illustrations and text.</u> ● Talk about a character's emotions ● Describes the actions and feelings of a main character Setting ● Understands the importance of setting to the story ● <u>Identifying the language that conveys setting</u> Plot ● Discusses how a series of events shape the final outcome ● Describes the author's use of dialogue ● <u>Recognizes how the author created an engaging beginning</u> REALISTIC FICTION <i>Reads and understands features of contemporary realistic fiction (See Curriculum for specific objectives)</i>	NARRATIVE ELEMENTS ● <u>Asking and answering questions about key details and events in a text before, during and after reading</u> ● <u>Retelling stories including key details, and demonstrates understanding of their central message or lesson</u> Character ● <u>Making inferences about features, traits and emotions of characters</u> Setting ● Orally starts sentences with phrases and clauses of time and place. ● <u>Identifies text language that conveys setting.</u> Plot ● <u>Explains how dialogue adds meaning to the story.</u> ● <u>Explaining the problem and how it is resolved</u> ● <u>Identify the main idea and the details that support it</u> FOLKTALES <i>Reads and understands features of folktales (See Curriculum for specific objectives)</i>	NARRATIVE ELEMENTS Character ● <u>Identifies who is telling the story at various points in the text</u> ● <u>Identifies words or phrases in a story or a poem that suggest feelings or appeal to the senses</u> Setting ● Identify language that conveys setting and its importance to the story Plot ● Understands the organization used by the author (beginning, middle, end) ● Prioritizes and develops events sequentially (simple narrative). ● <u>Recognizing how the author created an engaging beginning and a satisfying ending</u> ● Identifies the main idea and how details support the main idea ● <u>Comparing and contrasting the adventures and experiences of characters in other stories</u> POETRY ● Reading prose and poetry of appropriate complexity for grade 1 with accuracy
(Genre and Author)				
Comprehension (Informational)	● Uses title and heading to identify focus and make predictions ● <u>Identifying the main topic</u> ● <u>Asking and answering questions about key details in a text</u> ● <u>Using the photographs/illustrations and details in a text to describe key ideas</u>	● Paraphrases content ● Makes inferences from the illustrations (to draw conclusions and make their own interpretations to the text) ● Uses the title to predict the focus of the text ● <u>Asking and answering questions to help determine the meaning of words in a text</u> INFORMATIONAL GENRE <i>Reads and understands features of informational text (See Curriculum for specific objectives)</i> <ul style="list-style-type: none"> ● How to Books and Articles ● Letters ● Identifies titles and subtitles. 	● Makes inferences from text rather than just the picture ● Uses titles and headings to identify focus and make predictions ● <u>Using the photographs/illustrations and details in a text to describe its key ideas.</u> ● Discussing the author's use of sequence/time and description to organize the text INFORMATIONAL GENRE <i>Reads and understands features of informational text (See Curriculum for specific objectives)</i> <ul style="list-style-type: none"> ● Magazines, Reports ● Copes with more than one text in a book ● Reading informational texts appropriately complex for grade 1 	● Explaining the text structure (magazine) including sequence/time and description ● <u>Knowing and using various text features (e.g. headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text, identify a text focus and make predictions</u> ● <u>Describing the connection between two individuals, events, ideas or pieces of information in a text.</u> ● <u>Identifying reasons an author gives to support points in a text.</u> ● <u>Identifying basic similarities and differences between two texts on the same topic</u> ● <u>Explain the major differences between books that tell stories and books that give information</u>
Meta-cognition (Thinking)	● <u>Uses pictures, text, and background knowledge to make connections and draw interpretations.</u> ● <u>Asks and answers questions before, during, and after read-aloud, instruction/practice time, and independent reading</u> ● Retelling important facts and events from the text ● <u>Making predictions and articulating their developing meaning as they read</u>	● <u>Creating visual images to draw conclusions</u> ● Checking one source of information with another ● Identifying the main idea in reading ● Connecting information from text to prior knowledge and make changes to accommodate the new information ● Discussing visual images from what is read ● Notices when an attempt does not look right, sound right, or make sense	● Adapts their images in response to the shared images of other readers ● Understands thinking beyond the text (inferential) ● Asks and answers questions before, during, and after reading ● Synthesizing through retelling the important facts/events that shaped the text ● Articulate the behaviors used to gain meaning from the text ("how do you know")	● Understands how different audiences receive the same message in different ways ● Making predictions, confirming their predictions, and articulating their developing meaning as they read on
Reflection Response	●		● Reading a variety of genres independently (such as fantasy, realistic fiction, poetry-free verse) ● Responding the multiple text types by reflecting, making meaning and making connections.	

Reading Continuum/Rubric (2nd Grade September-2nd Grade June)

	(0) 0=Even with help the student demonstrates a lack of grade level skills See First Grade	(1-2) 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills	(3-4) 3=while reading grade-appropriate material, the student applies skills 4=while reading above grade level material, the student applies skills	
2.0 June of 1 st (I)	2.25 Oct. of 2 ND (J)	2.5 Jan. of 2 ND (L)	2.75 Mar. of 2 ND (M)	
Reading Process	<p>PRIOR KNOWLEDGE</p> <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Increases bank of sight words working towards mastery of K-2 list. <p>STRATEGIES</p> <ul style="list-style-type: none"> <u>Becoming efficient at attending, searching, predicting, checking confirming, and self-correcting meaning</u> Independently monitors for meaning, syntax, and visual <p>Structure</p> <ul style="list-style-type: none"> Recognizes function of paragraphing as a means for organizing text. 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> <u>Using prior knowledge, experience, and context to construct meaning</u> <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Understands illustrations reflect mood as well as incidents Varies pace, tone, pitch <u>Beginning to Understanding some simple prefixes, suffixes and root words (pre, re, un, ing, ed)</u> <p>STRATEGIES</p> <ul style="list-style-type: none"> <u>Articulating the behaviors used to gain meaning from text ("how do you know")</u> <p>Structure</p> <ul style="list-style-type: none"> Explains when and why tense changes. Defines new vocabulary using context clues Understands how information is grouped within a text. Recognizes function of paragraphing. <p>Visual</p> <ul style="list-style-type: none"> Pays attention to larger chunks of text (phrases). Understands functions of a range of graphs and diagrams 	<ul style="list-style-type: none"> <u>Reading on-level text with purpose and understanding</u> <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> <u>Discussing how background knowledge and textual information were used to draw conclusions and make unique interpretations from text</u> <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Understands meaning of extended sentences and two part sentences. Understand words have different meanings and functions <u>Making predictions about text, confirm predictions and articulates developing meaning as they read</u> <u>Reading with sufficient accuracy and fluency to support comprehension</u> <p>STRATEGIES</p> <ul style="list-style-type: none"> <u>Using context to confirm or self-correct word recognition and understanding, rereading as necessary, using meaning (make sense?), and/or structure (sound right?)</u> <p>Meaning</p> <ul style="list-style-type: none"> <u>Shows willingness to reread for deeper meaning</u> <p>Structure</p> <ul style="list-style-type: none"> Describes structure of sentences <u>Knowing and applying grade level phonics and word analysis skills in decoding words</u> <u>Understanding simple prefixes, suffixes and root words (pre, re, un, ing, ed)</u> <p>Visual</p> <ul style="list-style-type: none"> Uses sources of information such as maps, diagrams, charts, graphs, and captions to construct meaning. Requires fewer illustrations 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Makes inferences and predictions based on information, which is both explicit and implicit in a text. Recognizes a lack of prior knowledge and know how to seek new information <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Develops new vocabulary using knowledge of multiple meaning words, content specific vocabulary, similes, and metaphors to create meaning. Infers word meaning from roots, prefixes and suffixes Uses context to determine meaning or to distinguish between alternative meanings. Reads expressively and fluently appropriately for an audience <p>STRATEGIES</p> <p>Meaning</p> <ul style="list-style-type: none"> Rereading for deeper meaning <p>Structure</p> <ul style="list-style-type: none"> Uses sentence structure, paragraph structure, and word order to predict meaning. Begins to use word knowledge to decode new and unfamiliar words (complex compound words, prefixes, suffixes, and root words.) <p>Visual</p> <ul style="list-style-type: none"> Evaluates specificity of different kinds of graphics
Genre Comprehension (Narrative)	<p>NARRATIVE ELEMENTS</p> <ul style="list-style-type: none"> Considers Table of Contents; offers connections, makes choices Picks out main idea of text Draws conclusions from stories Summarizes text Answering questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text Using illustrations to add meaning to the story <p>Theme</p> <ul style="list-style-type: none"> Shows awareness of underlying theme. Adds extra incidents to narrative <p>Character</p> <ul style="list-style-type: none"> <u>Describing the characters' thoughts and motivations</u> <p>Setting</p> <ul style="list-style-type: none"> <u>Describing the setting</u> <p>FOLKTALES/FABLE FAIRY TALE</p> <ul style="list-style-type: none"> Reads and understands features of folktales/fables/fairytales 	<p>NARRATIVE ELEMENTS</p> <ul style="list-style-type: none"> Accepts other languages may be included Understands genre shapes how text is approached Copes with stronger cultural input Understands interactive texts, e.g., letter and reply, plays, questions and answers Understands cultural significance of illustrations <p>Character</p> <ul style="list-style-type: none"> Distinguishes the role of the characters. Identifies elements in the text that develop characterization (dialogue) Connects personal experiences to emotions of characters in text. Explains connections between self and characters and events encountered in text. <p>Setting</p> <ul style="list-style-type: none"> Understands imagery as an element of setting. <p>REALISTIC FICTION</p> <ul style="list-style-type: none"> Reads and understands features of realistic fiction (See Curriculum for objectives) <p>DRAMA/PLAY</p> <ul style="list-style-type: none"> Reads and understands features of drama/plays (See Curriculum for objectives) <p>FOLKTALES/FABLE FAIRY TALE</p> <ul style="list-style-type: none"> Recounting stories, including fables and folktales from diverse cultures(See Curriculum for objectives) 	<p>NARRATIVE ELEMENTS</p> <ul style="list-style-type: none"> Understands genre shapes reading style Demonstrate understanding of key details in a text Describing the overall structure of a story, including describing how the beginning introduces story and the ending concludes the action (problem/solution) States the main idea of a text and provides several text-based details supporting it. Asking and answering such questions as who, what, where, when, why, and how to Character Follows a number of characters through text. Identifies and describes a character's thoughts and motivations Acknowledging differences in the points of view of characters, including by speaking in a different voice for each character while reading dialogue aloud <p>Theme</p> <ul style="list-style-type: none"> Identifies the theme of the text. Comparing elements of texts on a similar theme Recounting stories, including fables and folktales from diverse cultures, and determining their central message, lesson, or moral Setting Identifying imagery as an element of setting <p>FOLKTALES/LEGENDS</p> <ul style="list-style-type: none"> Reads and understands features of folktales/legends (See Curriculum for objectives) Comparing and contrasting two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures <p>FANTASY</p> <ul style="list-style-type: none"> Reads and understands features of fantasy (See Curriculum for Objectives) <p>FREE VERSE</p> <ul style="list-style-type: none"> Reads and understands features of realistic fiction (See Curriculum for objectives) 	<p>NARRATIVE ELEMENTS</p> <ul style="list-style-type: none"> Understands and distinguishes between the plot, characters, setting, mood Identifying how the author uses description to evoke your senses Understanding illustrations reflect mood as well as actions Using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot Describing how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song Reading and comprehending literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range <p>Character</p> <ul style="list-style-type: none"> Identifies the major and minor characters in a text and describes their importance to the plot. Clearly develops the main character and links action to plot. Assumes character in voice and action <p>Setting</p> <ul style="list-style-type: none"> Identifies how physical conditions (weather), social conditions (social life/local culture), and mood (feeling) impact the story. <p>Theme</p> <ul style="list-style-type: none"> Identifies theme and supports with main ideas and details. Relates story level themes to personal beliefs. <p>REALISTIC FICTION</p> <ul style="list-style-type: none"> Reads and understand features of realistic fiction (See curriculum for specific objectives) Understands there may be different versions in a story <p>PATTERNED POETRY (HAIKU)</p> <ul style="list-style-type: none"> Reads and understands features of haiku (See Curriculum for specific objectives)
Comprehension (Informational)	<p>Informational</p> <ul style="list-style-type: none"> Answering questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text 	<ul style="list-style-type: none"> Reads factual material presented in a range of forms Identifying the main topic of a multi paragraph text Knowing and using some text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently 	<ul style="list-style-type: none"> Asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text Knowing and using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently Compares and contracts information 	<ul style="list-style-type: none"> Describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text Analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent Drawing on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently Explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably Reading and comprehending informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently
Meta-cognition (Thinking)	<ul style="list-style-type: none"> Beginning to explain connections between self and characters and events encountered in text Enjoys humor Creates and describes sensory images during and after reading to understand text. 	<ul style="list-style-type: none"> Understands texts have different writing styles Begins to evaluate text analytically Sees ideas from different perspectives Begins to understand a greater range of author techniques Asks questions beyond superficial Listens for hidden message and able to convey this too Understands the changing effect of the same idea presented in different media 	<ul style="list-style-type: none"> Responds to text in more varied ways Shares and discusses personal responses to what they read Meets wider range of interactive reading Reasons with logic Relates what is read to own life or other texts Listens for bias Identifies how a second reading changes the perception of the text. Articulates when and how text I used in combination with background knowledge to seek answers to questions. Explaining connections between self and characters and events encountered in text 	<ul style="list-style-type: none"> Understands more sophisticated concepts Identifies key words according to content Understands function of imagery Adapts reading according to the text's purpose and type Knows how to interpret a text according to the purpose Evaluates effectiveness of author's techniques Discusses critically what they have read Asks rhetorical questions to cause reflection Listens to identify cause and effect Monitor for meaning by identifying where and why comprehension was lost and whether the unclear portions are critical to understanding of the text. Connects information from text to prior knowledge and makes changes to accommodate the new information

Reading Continuum/Rubric (3rd Grade)

	(1-2)		(3-4)	
	1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills		3=while reading grade-appropriate material, the student applies skills 4=while reading above grade level material, the student applies skills	
	3.25 Sept-Oct. of 3 rd (N)	3.5 Oct- Jan. of 3 rd (O)	3.75 Jan-Mar. of 3 rd (P)	3.0 Mar-June of 3 rd (Q)
Reading Process	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Connect information from text to prior knowledge and makes changes to accommodate the new information <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension Read on-level text with purpose and understanding Use context or self-correct word recognition and understanding, rereading as necessary Develops new vocabulary using knowledge of multiple meaning words, content specific vocabulary, similes, and metaphors to create meaning Infers word meaning from roots, prefixes and suffixes <p>Meaning</p> <ul style="list-style-type: none"> Discuss critically what they have read Compares and contrasts information Monitors for meaning by identifying where and why comprehension was lost and whether the unclear portions are critical to understanding of the text (able to pick a just right book) Makes connections to self, characters, events and information occurring within the text or among multiple texts <p>Visual</p> <ul style="list-style-type: none"> Knows and applies grade-level phonics and word analysis skills in decoding words Distinguish long and short vowels when reading regularly spelled one-syllable words Knows spelling-sound correspondences for additional common vowel teams Decode regularly spelled two-syllable words with long vowels. Begins to use word knowledge to decode new and unfamiliar words (complex compound words, prefixes, suffixes, and root words) 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Using prior knowledge, experience, and context to move back and forth between what is known and what is being read to construct meaning. Beginning to connect information from text to prior knowledge to make changes to accommodate new information. <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Using strategies of attending, searching, predicting, checking, confirming, and self-correcting to construct meaning Rereading prose and poetry orally with accuracy, appropriate rate, and expression on successive readings Uses context to determine meaning or to distinguish between alternative meanings. Read on-level text orally and accuracy, appropriate rate, and expression on successive readings <p>Meaning</p> <ul style="list-style-type: none"> Using knowledge of multiple meaning words and content specific vocabulary to create meaning Using context to confirm or self-correct word recognition and understanding, rereading as necessary Uses sentence structure, paragraph structure, and word order to predict meaning. Listens to identify cause and effect Makes inferences and predictions based on information, which is both explicit and implicit in a text <p>Visual</p> <ul style="list-style-type: none"> Recognize and reads grade-appropriate irregularly spelled words Decode words with common prefixes and suffixes Identify words with inconsistent but common prefixes and suffixes Identify words with inconsistent but common spelling-sound correspondences 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Using prior knowledge to make connections about characters, events, and information in the text <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Reading on level text with purpose, understanding, sufficient accuracy and fluency to support comprehension <p>Meaning</p> <ul style="list-style-type: none"> Monitors meaning and adjusting as thinking evolves Analyzing and justifying inferences and predictions in a variety of texts Using knowledge of multiple meaning words, content specific vocabulary, similes, and metaphors to create meaning Identifying and knowing the meaning of the most common prefixes and derivational suffixes <p>Visual</p> <ul style="list-style-type: none"> Decoding words with common Latin suffixes, multi syllable words, compound words 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Connecting information from text to prior knowledge to make changes to accommodate new information <p>SOURCES OF INFORMATION</p> <p>Meaning</p> <ul style="list-style-type: none"> Knows how to reread to clarify, extend meaning, and make deeper connections Identifies theme, topic and issue within a text Questions or discusses to clarify validity of information, opinions, actions in a text Recognizes the need to dip deeper for understanding (re reading, seek out additional information, etc.) Analyzes the author's techniques used (author's craft) and the impact of the techniques on meaning. <p>Visual</p> <ul style="list-style-type: none"> Evaluating specificity of graphics (fonts, illustration, graphs, subheads)
Text Types and Purposes	<p>LITERATURE</p> <ul style="list-style-type: none"> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text Describe how characters in a story respond to major events and challenges Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action Acknowledge differences in the points of view characters, including by speaking in a different voice for each character when reading dialogue aloud Using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors for from different cultures Identifies the theme and supports with main ideas and details. Evaluates effectiveness of author's techniques <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Beginning to ask and answering questions to demonstrate understanding of text Identify the main topic of a multi-paragraph text as well as the focus on specific paragraphs within the text Beginning to determine the meaning of general academic and domain-specific words in a text to a grade 3 topic Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes electronic menus, icons) to locate key facts or information in a text efficiently Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text Describe how reasons support specific points the author makes in a text Using title and heading to identify the author's topic and purpose <p>OPINION</p> <ul style="list-style-type: none"> 	<p>LITERATURE</p> <ul style="list-style-type: none"> Recognizing how characters' actions and motivations change, solve problems and generally move/impact the plot Recognizing how the author's introduction leads to rising action and how the climax builds to an effective ending Comparing and contrasting elements of text on similar themes Discussing how the author use figurative language and dialogue Recounting a story from a diverse culture Determining the central message and explaining how it is conveyed through key details in the text Determining the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language Identifies how physical conditions (weather), social conditions (social life/local culture) and mood (feeling) impact the story (setting) <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Asks and answers questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text Determine the meaning of words and phrases in a text relevant to grade level topic or subject area Identifying how details support the premise Identifying causes (why it happened), effect (what happened) and text structures and signal words that show cause/effect relationships Beginning to use some text features to locate information relevant to a given topic efficiently Compare and contrast the most important points presented by two texts on the same topic <p>OPINION</p> <ul style="list-style-type: none"> 	<p>LITERATURE</p> <ul style="list-style-type: none"> Asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers Explaining how characters' actions and motivation change, solve problems and generally move/impact the plot Referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza Comparing and contrasting elements of texts on similar themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series) Distinguishing their own point of view from that of a narrator or those of the characters Recounting stories including fables, folktales, and myths from diverse cultures Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers Identifying the bias or emphasis of perspective on the part of the author/expert Explaining how details, examples, languages and/or stories support the author's premise Interpreting the author's purpose for choosing/using title headings, subheadings, captions, table of content, index, and timelines Using text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently Comparing and contrasting the most important points and key details presented in two texts on the same topic Reading and comprehending informational text, including history/social studies, science <p>OPINION</p> <ul style="list-style-type: none"> 	<p>LITERATURE</p> <ul style="list-style-type: none"> Reading and comprehending literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently Determining the central message, lesson, or moral and explaining how it is conveyed through key details in the text Discussing how the author uses figurative language, dialogue, recurring motifs, humor, rhyme, repetition and irony <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area Describing the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language and text structures that pertain to time, sequence, and cause/effect <p>OPINION</p> <ul style="list-style-type: none">
Reflection Response Attitudes/ Behaviors	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Reading Continuum/Rubric (4th Grade)

	(1-2) 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills	(3-4) 3=while reading grade-appropriate material, the student applies skills 4=while reading above grade level material, the student applies skills		
	4.25 Sept - Nov. of 4th (Q)	4.50 Nov - Feb of 4th (S)	4.75 Feb - April of 4th (T)	
Reading Process	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Knows how to reread to clarify, extend meaning, and make deeper connections <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Knows how to reread to clarify, extend meaning, and make deeper connections <p>Meaning</p> <ul style="list-style-type: none"> Knows how to reread to clarify, extend meaning, and make deeper connections Identifies theme, topic and issue within a text Questions or discusses to clarify validity of information, opinions, actions in a text Listens to different viewpoints and synthesizes to confirm own stance. Recognizes the need to dip deeper for understanding (re reading, seek out additional information, etc.) Analyzes the author's techniques used (author's craft) and the impact of the techniques on meaning. Shows knowledge of grammar and figurative language. <ul style="list-style-type: none"> Explains how a problem was/is solved. Uses pitch and tone for emphasis and empathy. Begins to use sentence structure, paragraph structure, text organization, and word order to predict meaning. <p>Visual</p> <ul style="list-style-type: none"> Evaluating specificity of graphics (fonts, illustration, graphs, subheads) 	<p>PRIOR KNOWLEDGE</p> <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Uses and explains how prior knowledge, experience, help in understanding the text. <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Uses strategies of attending, searching, and predicting, checking, confirming, and self-correction to construct meaning in a variety of text. Reads to select, gather and organize information. Reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p>Meaning</p> <ul style="list-style-type: none"> Uses strategies of attending, searching, predicting, checking, and/or self-correcting to construct meaning. Uses and explains how prior knowledge, experience and context help to understand the text. Begins to explain how emotions affect in depth of meaning. Uses content vocabulary in context to determine meanings and/or distinguish between alternative meanings. Identifies how transition words convey meanings Uses word knowledge to decode new and unfamiliar words Compound words Prefixes Suffixes Root Words <p>Visual</p> <ul style="list-style-type: none"> Uses combined knowledge of all letter/sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately context in and out of context. 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Uses and explains how prior knowledge, experience, and context, help in understanding the text. <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Uses strategies of attending, searching, and predicting, checking, confirming, and self-correction to construct meaning in a variety of text. Reading on-level text with purpose and understanding. Reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p>Meaning</p> <ul style="list-style-type: none"> Monitors meaning during reading and adjusting as reading evolves. Makes inferences and predictions based on evidence from the text to draw conclusions and form unique interpretations of the text. Uses images to draw conclusions and create unique interpretations of the text, adapting and revising as they go. Uses content vocabulary in context to determine meaning and/or distinguish between alternative meanings Analyzes how transition words convey meaning and transition the reader through the text. <p>Visual</p> <ul style="list-style-type: none"> Cont. 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Cont. <p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> Cont. Meaning Uses context for nuances of meanings Distinguishes between topic, theme, and issue. Works to identify bias. Scrutinizes and evaluates the text critically Knows how to adapt thinking according to the text type. Distinguishes between an idea and an opinion. Knows how to form and justify an opinion based on the text Begins to identify the hidden meaning of words in context to create deeper meaning. <p>Visual</p> <ul style="list-style-type: none"> Cont.
Text Types and Purposes	<p>LITERATURE</p> <ul style="list-style-type: none"> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Describes details in the text and illustrations that develop the character's reputation, actions, emotions, thoughts, motivations, and physical appearance. Determines the main idea of a text Begins to discuss the author's sense of plotline-introduction leads to the rising action then climax builds to effective ending. Pays attention to the multidimensional problems which occur in the text. <ul style="list-style-type: none"> Subplots Identifies confusing ideas, themes, and/or surface elements (words, sentences, or text structures, graphs tables, etc.) and can suggest a variety of different means to solve the problems they have. <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Summarizes the text Determines the main idea of a text Determines a theme of a story. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) <p>OPINION</p> <ul style="list-style-type: none"> 	<p>LITERATURE</p> <ul style="list-style-type: none"> Describes in depth specific details in the text and illustrations that develop the characters reputation, actions, emotions, thoughts, motivations, and physical appearance and identify its effect on the plot. <ul style="list-style-type: none"> Character motivations link to the theme of the text. Develops both major and minor characters and links to the plot. Gives multiple reasons for why characters do what they do. Infer character actions and thoughts. Explains the author's sense of plotline-introduction leads to the rising action then climax builds to effective ending. <ul style="list-style-type: none"> Recognizes major and minor details and refines their thoughts as they continue to read on. Explains the author's use of a variety of techniques to express aspects of the story's setting (time, place, and atmosphere) including the use of flashbacks. Analyzes how the author's use of imagery, metaphors, similes, and alliterations enhance the meaning/effect of a story or a poem. <ul style="list-style-type: none"> Play on words PUN Figure of Speech Recognizes the need to get some additional information to understand a text because it is foreign to reader's experiences. Explains major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking. <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Determines the main idea of a text and explains how it is supported by key details. Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. <p>OPINION</p> <ul style="list-style-type: none"> 	<p>LITERATURE</p> <ul style="list-style-type: none"> Compares and contrasts the point of view from which different stories are narrated, including the difference between first and third narrations. Compares and contrasts the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature. Reads and comprehends literature, including stories, drama, and poetry in the grades 4-5 text band proficiently, with scaffolding as needed at the high end of the range. <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Describes the overall structure of events, ideas, concepts, or information in a text or part of a text. <ul style="list-style-type: none"> Chronology Cause/Effect – Link to earlier parts of the book Problem/Solution Explains how an author uses reason and evidence to support particular points in a text. Reads and comprehends informal texts, including history, social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <p>OPINION</p> <ul style="list-style-type: none"> 	<p>LITERATURE</p> <ul style="list-style-type: none"> Cont. <p>INFORMATIONAL</p> <ul style="list-style-type: none"> Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably. <p>OPINION</p> <ul style="list-style-type: none">
Reflection Response Attitudes/ Behaviors	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	