

Developmental Rubric English



Learning Area:

READING

Developmental Progression

| Developmental Progression | | | | |
|---------------------------|---|---|---|--|
| | | Level 2 | Level 3 | Level 4 |
| Indicators | 1 Text Structures | <p>Explains different text structures.</p> <p>Is able to identify the characteristics shared by similar texts.</p> | <p>Explains how content is organised, using different text structures depending on the purpose of the text.</p> | <p>Identifies different structures, their purpose and context.</p> |
| | 2 Text features and language devices | <p>Notices and discuss the language features used by the author to describe characters, settings and events or communicate information.</p> | <p>Explains an author's use of language features, images and vocabulary and how these choices result in different effects.</p> <p>Reads texts that contain varied sentence structures, a range of punctuation conventions, and images and describe how they provide the reader with additional information.</p> | <p>Explains how authors use language features; images and vocabulary to engage the interest of audiences.</p> |
| | 3 Interpretation | | <p>Identifies literal and implied meaning connecting ideas in different parts of a text.</p> | <p>Describes literal and implied meaning connecting ideas in different texts.</p> <p>Expresses preferences for particular types of texts, and respond to others' viewpoints.</p> |

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|--|---|--|--|--|
| | 5 Independent reading and response behaviours | <p>Explains the difference between real and fake reading.</p> <p>They regularly borrow books they self-select and can describe the way we select good fit books.</p> <p>Explains how reading is thinking and talk about the fix-up strategies they use at point of difficulty.</p> | <p>Justifies their selection of independent reading material.</p> <p>Identifies what independent reading is and the behaviours necessary.</p> | <p>Expresses preferences for particular types of texts, and respond to others' viewpoints.</p> |
| | 6 Reading processes and Comprehension Strategies | <p>Monitors meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge</p> <p>Makes connections between texts by comparing content.</p> | <p>Applies appropriate text processing strategies when decoding and monitoring meaning in texts</p> <p>Selects information, ideas and events in texts that relate to their own lives and to other texts.</p> | <p>Articulates what strategies they use to solve difficulties as they read.</p> <p>Explains the text they read independently and why they selected them.</p> <p>Seeks peer recommendations for future reading.</p> |
| | 7 Word Knowledge | <p>Reads texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.</p> | <p>Applies their knowledge of letter-sound relationships, and blending and segmenting to read words that are more complex.</p> | <p>Displays a growing core of words recognised automatically.</p> |