

# **Section 5:** Forms

# Class Record

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Score Student Name:	Reading Score		Writing Score		Listening/Speaking	
	Fall	Spring	Fall	Spring	Fall	Spring
1.						
2.						
3.						
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6.						
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8.						
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28.						
29.						
30.						
31.						

# Reading Sample

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Side 1

		FALL ( ___/___/___ )		SPRING ( ___/___/___ )	
		Rate	Comments:	Rate	Comments:
Date					
Title/Author					
Type of Text (Each type of text correlates with a scale point on the reading scale.)	1. Simple picture book 2. Patterned language / picture book 3. Easy beginning reader / short chapter / content-area book 4. Beginning reader / short content-area book 5. Easy chapter / content-area book 6. Medium-level chapter / content-area book 7. Challenging children's literature 8. Complex children's literature				
Engaged in pretend reading		1 2 3 4		1 2 3 4	
Used book language		1 2 3 4		1 2 3 4	
Understood directionality of print		1 2 3 4		1 2 3 4	
Focused on print		1 2 3 4		1 2 3 4	
Understood concept of word		1 2 3 4		1 2 3 4	
Drew on previous experience to make sense of text		1 2 3 4		1 2 3 4	
Used pictures to aid understanding		1 2 3 4		1 2 3 4	
Recognized high-frequency words in text		1 2 3 4		1 2 3 4	
Had a substantial sight vocabulary with few miscues		1 2 3 4		1 2 3 4	
Used graphophonic strategies: Beginning consonants / root words / endings / syllabication		1 2 3 4		1 2 3 4	
Used syntactic strategies: Predictable language patterns / sentence and grammatical structure		1 2 3 4		1 2 3 4	
Used semantic strategies: picture clues / recall of story line		1 2 3 4		1 2 3 4	
Used a variety of cueing systems		1 2 3 4		1 2 3 4	
Was independent in resolving text difficulties		1 2 3 4		1 2 3 4	
Monitored own reading		1 2 3 4		1 2 3 4	
Self-corrected		1 2 3 4		1 2 3 4	
Projected meaning with oral expression		1 2 3 4		1 2 3 4	
Maintained momentum and fluency		1 2 3 4		1 2 3 4	
Demonstrated confidence		1 2 3 4		1 2 3 4	

**Fluency**

Rating Key: **1** = Not at All **2** = A Little **3** = Moderately **4** = A Lot If a choice does not apply, write N/A (not applicable) in the "comments" space.

**Comprehension**

	FALL (___/___/___)		SPRING (___/___/___)	
	Rate	Comments:	Rate	Comments:
Described characters	1 2 3 4		1 2 3 4	
Identified setting	1 2 3 4		1 2 3 4	
Identified main idea or problem	1 2 3 4		1 2 3 4	
Explained resolution of problem	1 2 3 4		1 2 3 4	
Retold story / summarized text	1 2 3 4		1 2 3 4	
Sequenced events	1 2 3 4		1 2 3 4	
Recalled relevant details and/or events	1 2 3 4		1 2 3 4	
Analyzed, interpreted, made inferences	1 2 3 4		1 2 3 4	
Commented on literary aspects of text —genre, images	1 2 3 4		1 2 3 4	
Noticed nuances, subtleties of text	1 2 3 4		1 2 3 4	
Related text to other ideas or experiences	1 2 3 4		1 2 3 4	
Made predictions and/or conclusions	1 2 3 4		1 2 3 4	
<b>Suggestions for further instruction and support:</b>				

**RATING KEY**

Note the degree to which the student used the behavior, strategy, or characteristic:

- 1 = Not at all
- 2 = A little
- 3 = Moderately
- 4 = A lot

If a choice does not apply, write N/A (not applicable) in the "comments" space.

# PAUL's Reading List

Date	Title and Author	Type of Text (fiction, nonfiction, poetry, etc.)	I read this book: alone with an adult with a partner or group	Reading this book was: easy just right hard	My Opinion 1-didn't like 2-okay 3-good 4-great	Comments
1.						
2.						
3.						
4.						
5.						

# SPRING \_\_\_\_\_'s Reading List

Date	Title and Author	Type of Text (fiction, nonfiction, poetry, etc.)	I read this book: alone   with an adult   with a partner or group	Reading this book was: easy   just right   hard	My Opinion 1-didn't like 2-okay 3-good 4-great	Comments
1.						
2.						
3.						
4.						
5.						

# \_\_\_\_\_’s Reading List

**Fall/Spring**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Type of text:     fiction     nonfiction     poetry

**I read this book:**

- alone
- with an adult
- with a partner or group

**Reading this book was:**

- easy
- just right
- hard

**My Opinion:**

- I didn’t like it
- It was okay
- I liked it
- I loved It

Comments:

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# Reading Response

Choose a text that you have read. Write a letter to a friend about this text.

In the letter:

- Tell your friend what the text was about.
- Discuss one part that you liked or didn't like.
- Tell your friend why you think she/he would like (or not like) this text.

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Reading this book was:**

- easy
- just right
- hard

**I read this book:**

- alone
- with an adult
- with a partner or group

Today's date: \_\_\_\_\_

Dear \_\_\_\_\_,

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(continue on other side)



# Reading Scale

8 1/2"

	Emergent Reader		Beginning Reader	
	1 Early Emergent	2 Advanced Emergent	3 Early Beginning	4 Advanced Beginning
<b>Characteristics of text</b>	<p><b>Simple picture books:</b></p> <ul style="list-style-type: none"> <li>Text generally focuses on a single idea.</li> <li>Words in text are large and well-spaced with only one or two lines on each page.</li> <li>Words or sentence patterns in text are repeated.</li> <li>A simple illustration or picture accompanies and directly corresponds to the text.</li> <li>Texts are brief, ranging from 10 to 36 words.</li> <li>Examples of these kinds of books are <i>The Birthday Cake</i> and <i>Colors</i>.</li> </ul>	<p><b>Simple texts / patterned language / picture books:</b></p> <ul style="list-style-type: none"> <li>Text may contain rhyming, repetitive words, phrases, and actions in predictable language structures.</li> <li>Pictures provide much of the main idea.</li> <li>Texts range from 25 to 70 words.</li> <li>Examples of these kinds of books are <i>My Garden</i> and <i>Fun with Hats</i>.</li> </ul>	<p><b>Complex patterned language books / easy beginning reader / short chapter / content-area books:</b></p> <ul style="list-style-type: none"> <li>Illustrations provide important information about the text.</li> <li>There are many high-frequency words.</li> <li>Text begins to introduce simple plot, theme, problems, and/or solutions.</li> <li>Repetition of events and/or words is in each of the stories.</li> <li>Natural language patterns begin to appear.</li> <li>Text generally consists of several lines per page.</li> <li>Examples of these kinds of books are <i>Brown Bear</i> and <i>Go Dog Go</i>.</li> </ul>	<p><b>Beginning reader / short chapter / content-area books:</b></p> <ul style="list-style-type: none"> <li>Illustrations support the text.</li> <li>There are many high-frequency words.</li> <li>Text has simple theme, plot, and problems and/or solutions.</li> <li>Some repetition of events is in each of the stories.</li> <li>Natural language patterns are regularly used.</li> <li>Text generally consists of several lines per page.</li> <li>Examples of these kinds of books are <i>Noisy Nora</i> and <i>More Spaghetti I Say</i>.</li> </ul>
<b>Reading strategies student demonstrates</b>	<ul style="list-style-type: none"> <li>Can identify some letters of the alphabet.</li> <li>Displays awareness of some conventions of print such as front/back of book, left-to-right progression, and top/bottom of page.</li> <li>Begins to know difference between pictures and print.</li> <li>Recognizes familiar words occasionally.</li> <li>May engage in pretend reading.</li> <li>Needs much assistance and support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes most letters of the alphabet.</li> <li>Displays awareness of conventions of print.</li> <li>Focuses on print as well as pictures.</li> <li>Knows difference between pictures and print.</li> <li>Understands concept of word.</li> <li>Knows a few familiar words on sight.</li> <li>Begins to discriminate between rhyming and non-rhyming words.</li> <li>May engage in pretend reading, using language of imaginative text, such as "once upon a time" and "the end."</li> <li>May "read" from memory.</li> <li>May use predictable language patterns to anticipate or recall the text.</li> <li>Demonstrates awareness of some letter-sound relationships, mostly beginning consonants.</li> <li>Needs assistance and support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes most letters of the alphabet.</li> <li>Focuses primarily on print to decipher meaning; relies on picture clues for crucial support.</li> <li>Understands concept of word.</li> <li>Demonstrates command of a small sight-word vocabulary.</li> <li>Recognizes some high-frequency words in text.</li> <li>Can distinguish between rhyming and non-rhyming words.</li> <li>Uses some aspects of cueing systems: letter-sound relationships (especially beginning and ending consonants, root words), recall of story line, and predictable language structures.</li> <li>Monitors and self-corrects own reading infrequently.</li> <li>Requires considerable effort to read and needs continued assistance from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes all letters of the alphabet.</li> <li>Focuses on print to decipher meaning; refers to pictures only for support.</li> <li>Demonstrates command of a stable sight vocabulary.</li> <li>Recognizes 100 high-frequency words.</li> <li>Can distinguish between rhyming and non-rhyming words.</li> <li>Uses wider range of cueing systems while reading, including knowledge of short vowel sounds and regular spelling patterns.</li> <li>Monitors and self-corrects own reading periodically.</li> <li>Requires some effort to read and needs assistance from an adult.</li> </ul>
<b>Comprehension skills student demonstrates</b>	<ul style="list-style-type: none"> <li>Relies on pictures almost exclusively to make sense of printed text.</li> <li>Talks about the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Relies mostly on picture clues and recall to make sense of printed text.</li> <li>Demonstrates understanding of a printed text through comments, reactions, discussion, and/or drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Relies more on print to find the meaning of text, but pictures play an important role.</li> <li>Can identify some story elements such as character, setting, and plot.</li> <li>Retells story, but awareness of sequence of events may not be demonstrated.</li> <li>Identifies main idea of informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Relies mainly on print to find meaning of text with pictures playing a supporting role.</li> <li>Identifies characters, setting, and plot.</li> <li>Retells story with some awareness of sequence of events.</li> <li>Identifies main idea of informational text and provides some supporting details.</li> </ul>

14"



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Name: \_\_\_\_\_

Independent Reader		Experienced Reader	
5 Early Independent	6 Advanced Independent	7 Experienced	8 Very Experienced
<p><b>Easy chapter / content-area books:</b></p> <ul style="list-style-type: none"> <li>• Texts may have illustrations that provide moderate to minimum support.</li> <li>• Text has clearly evident theme or plot with conclusions.</li> <li>• Literary language is beginning to appear along with natural language.</li> <li>• Examples of these kinds of books are <i>Nate the Great</i> and <i>Madeline</i>.</li> </ul>	<p><b>Medium-level chapter / content-area books:</b></p> <ul style="list-style-type: none"> <li>• Texts have illustrations that provide minimal to incidental support.</li> <li>• Increasingly complex information, plot line, character, or relationships.</li> <li>• Literary language is used extensively.</li> <li>• Examples of these kinds of books range from <i>The Stories Julian Tells</i> to <i>Freckle Juice</i>.</li> </ul>	<p><b>Challenging children's literature:</b></p> <ul style="list-style-type: none"> <li>• Occasional pictures enhance the story.</li> <li>• Language structures and vocabulary are increasingly complex.</li> <li>• Background knowledge and higher-level thinking skills may be needed to understand and appreciate humor, problem, or suspense.</li> <li>• Chapters build upon each other.</li> <li>• Text size is usually a bit smaller.</li> <li>• Examples of these kinds of books range from <i>Amber Brown Is Not a Crayon</i> to <i>Little House on the Prairie</i>.</li> </ul>	<p><b>Complex children's literature:</b></p> <ul style="list-style-type: none"> <li>• Texts may not have any illustrations.</li> <li>• Texts address issues and/or information with shades of meaning requiring interpretation and analysis.</li> <li>• Imagery and metaphors may be used.</li> <li>• Chapters may move in time, place, and perspective.</li> <li>• Examples of these kinds of books range from <i>Charlie and the Chocolate Factory</i> to <i>Roll of Thunder, Hear My Cry</i>.</li> </ul>
<ul style="list-style-type: none"> <li>• Uses cueing systems to problem-solve text difficulties with increasing independence.</li> <li>• Demonstrates command of a substantial sight vocabulary.</li> <li>• Monitors and self-corrects regularly.</li> <li>• Demonstrates some momentum and expression when reading aloud.</li> <li>• Shows some evidence of confidence and independence as a reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses cueing systems to problem-solve text difficulties independently.</li> <li>• Recognizes most words in text.</li> <li>• Monitors and self-corrects regularly and quickly to solve problems.</li> <li>• Demonstrates increasing momentum and expression, with attention to some punctuation when reading aloud.</li> <li>• Demonstrates increasing confidence and independence as a reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses cueing systems to problem-solve correctly and confidently.</li> <li>• Encounters few word problems during reading.</li> <li>• Uses problem-solving strategies that are mostly internalized.</li> <li>• Demonstrates momentum and fluency when reading aloud.</li> <li>• Demonstrates oral expression with attention to punctuation when reading aloud.</li> <li>• Demonstrates confidence and independence as a reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Encounters word problems rarely during reading.</li> <li>• Demonstrates understanding of writer's intent and purpose when reading aloud.</li> <li>• Demonstrates complete confidence and independence as a reader.</li> <li>• Demonstrates stamina and appropriate reading pace.</li> </ul>
<ul style="list-style-type: none"> <li>• Provides summary of text.</li> <li>• Identifies and discusses characters, setting, and plot.</li> <li>• Retells and discusses story events with awareness of sequence of events.</li> <li>• Identifies some data, facts, and ideas in informational text.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides summary of text.</li> <li>• Identifies and discusses characters, setting, plot, and theme.</li> <li>• Retells and discusses story with awareness of sequence of events and attention to details.</li> <li>• Identifies relevant data, facts, and ideas in informational text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates evidence of developing analytical and interpretation skills.</li> <li>• Demonstrates awareness of literary aspects and/or nuances and subtleties of text.</li> <li>• Connects ideas in text to other ideas, experiences, and/or literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates analytical and interpretation skills.</li> <li>• Demonstrates strong awareness of literary aspects and/or nuances and subtleties of text.</li> <li>• Connects ideas in text independently to other ideas, experiences, and/or literature.</li> </ul>

# Writing Scale

	Emergent Writer		Beginning Writer	
	1 Early Emergent	2 Advanced Emergent	3 Early Beginning	4 Advanced Beginning
Development, meaning, and language use	<ul style="list-style-type: none"> <li>• Uses drawings/symbols to convey ideas or information.</li> <li>• Uses letters to stand for words.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses drawings, letters, and minimal words to convey ideas or information.</li> <li>• May label drawings with letters or words.</li> </ul>	<ul style="list-style-type: none"> <li>• May develop a topic or theme.</li> <li>• Strings words together in sentence format.</li> <li>• Repeats names and favorite words.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a topic or theme.</li> <li>• Uses simple, repetitive sentences.</li> <li>• May mimic sentence patterns and/or ideas as seen in other texts.</li> <li>• Uses simple, repetitive vocabulary.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Writes in pictures or random letters that show little or no organization on the page.</li> </ul>	<ul style="list-style-type: none"> <li>• May demonstrate left/right and top/bottom organization of letters and pictures on the page.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates clear left/right and top/bottom organization of letters on the page.</li> <li>• Uses sentence format sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes in sentences to present information or develop a theme, but sentences may not be in sequential order.</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>• Makes marks and random letters to represent ideas/information/words.</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduces words from signs and other sources in environment.</li> <li>• May use one or a few letters to represent a whole word.</li> <li>• May use all capitals.</li> <li>• Uses sound-symbol linkages, relying heavily on most obvious sounds of a word (i.e., beginning and ending consonants).</li> </ul>	<ul style="list-style-type: none"> <li>• Writes legibly, using recognizable words.</li> <li>• Uses mix of capital and lower-case letters.</li> <li>• May use spacing between words.</li> <li>• Spells words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes legibly, using recognizable sentences.</li> <li>• Uses a mix of conventional and phonetic spelling.</li> <li>• Uses punctuation, capitalization, and upper- and lower-case letters sometimes.</li> </ul>



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8 1/2"

Name: \_\_\_\_\_

Independent Writer		Experienced Writer	
5 Early Independent	6 Advanced Independent	7 Experienced	8 Very Experienced
<ul style="list-style-type: none"> <li>Establishes a topic, theme, or main idea supported with some detail.</li> <li>May vary sentence patterns.</li> <li>Includes some descriptive words.</li> <li>May demonstrate a developing sense of voice.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a topic, theme, or main idea supported with ample detail.</li> <li>Uses varied sentence patterns.</li> <li>Includes relevant descriptive words.</li> <li>Demonstrates some sense of voice.</li> </ul>	<ul style="list-style-type: none"> <li>Connects topic, theme, or main idea with other ideas/themes.</li> <li>Connects ideas to indicate point of view, sense of context, and/or characters.</li> <li>Presents and develops ideas with supporting details.</li> <li>Uses varied language and sentence patterns.</li> <li>Uses varied and descriptive vocabulary.</li> <li>Demonstrates a sense of voice.</li> <li>Writes appropriately to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Connects topic, theme, or main idea solidly with other ideas/themes.</li> <li>Connects ideas to clearly present point of view, sense of context, and/or characters.</li> <li>Presents, develops, and elaborates ideas fully, using many supportive details.</li> <li>Uses varied and elegant language and sentence patterns.</li> <li>Uses varied, descriptive, and lively vocabulary.</li> <li>Uses strategies such as dialogue and suspense effectively.</li> <li>Uses expressive, individual voice.</li> <li>Writes engagingly and appropriately to an audience.</li> </ul>
<ul style="list-style-type: none"> <li>Writes sentences in sequential order to develop a theme or present information.</li> <li>May include a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>Structures writing around theme with a clear beginning, middle, and end.</li> <li>Writing is easy to follow and understand.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas and information in clear order and logical sequence, making use of some of the following: paragraphs, transitions, introductions, and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas and information in clear order and logical sequence, making ample use of the following: paragraphs, transitions, introductions, and conclusions.</li> <li>Structures writing so that it has distinctive shape and focus.</li> </ul>
<ul style="list-style-type: none"> <li>Uses conventions of standard written English, such as spelling, punctuation, capitalization, upper- and lower-case letters, and verb tense often.</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventions of standard written English, such as spelling, punctuation, capitalization, upper- and lower-case letters, and verb tense consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates control of simple conventions of standard written English, such as compound sentences and subordinate clauses; complex conventions begin to appear.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates control of simple conventions; complex conventions are increasingly evident.</li> </ul>

# Listening/Speaking Scale

Student's Name: \_\_\_\_\_

Date and Context of Observation: \_\_\_\_\_

Student should be observed in a group. Please note the date and context of the observation.

Scale Score: \_\_\_\_\_

Fall: \_\_\_\_\_

Spring: \_\_\_\_\_

	1 Emerging	2 Beginning	3 Independent	4 Experienced
<b>Responsiveness</b>	<p><u>Listening.</u></p> <ul style="list-style-type: none"> <li>Focuses on own perspective with little or no awareness of others' perspectives.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Offers little or no response to directions/questions posed by others.</li> <li>May respond to directions/questions with information that is generally unrelated to the topic or situation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some awareness of other perspectives but is predominantly focused on own.</li> <li>Responds to some directions/questions posed by others.</li> <li>Responds to directions/questions at times with information that is relevant to the topic or situation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates awareness and understanding of other perspectives/points of view.</li> <li>Responds to most directions/questions.</li> <li>Responds consistently to directions/questions with information that is relevant to the topic or situation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding and respect for other perspectives/points of view.</li> <li>Responds to all directions/questions and elicits additional information.</li> <li>Responds consistently to directions/questions with relevant information and may extend response beyond what is asked.</li> </ul>
<b>Participation</b>	<p><u>Listening.</u></p> <ul style="list-style-type: none"> <li>Focuses attention when listening for a minimal period of time.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Participates minimally in discussion or not at all.</li> <li>May raise questions or issues that are random or disconnected from the discussion.</li> <li>May speak spontaneously without awareness of the need to take turns.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses attention when listening for a limited period of time.</li> <li>Participates in discussion at times.</li> <li>May raise questions or issues that are related to the discussion.</li> <li>Takes turns and/or shares the conversation with others at times.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses attention when listening for a significant period of time.</li> <li>Participates substantively in discussion, allowing for the contributions of others.</li> <li>Makes appropriate comments and/or asks relevant questions.</li> <li>Takes turns with others and shares the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses attention when listening for an extended period of time.</li> <li>Participates fully and actively in discussion, encouraging the contributions of others.</li> <li>Makes insightful comments and asks thoughtful questions.</li> <li>Takes turns, shares the conversation, and holds the attention of others when speaking.</li> </ul>
<b>Clarity</b>	<p><u>Listening.</u></p> <ul style="list-style-type: none"> <li>Reacts to what others say in ways that may be unrelated to the topic or situation.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Demonstrates some awareness of audience by conveying ideas.</li> <li>Communicates in a way that is difficult to understand.</li> <li>Uses limited vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Reacts to what others say in ways that correspond to the meaning of the topic or situation.</li> <li>Demonstrates awareness of audience; tries to connect to their interests.</li> <li>Communicates in a way that is comprehensible.</li> <li>Uses simple, repetitive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Reacts to what others say in ways that indicate an understanding of the topic or situation.</li> <li>Demonstrates an awareness of audience by connecting to their interests through explanation.</li> <li>Communicates ideas clearly with some supporting details.</li> <li>Uses descriptive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Reacts to what others say in ways that show understanding and that may enhance the situation.</li> <li>Demonstrates an awareness of audience by providing listeners with complete information and detailed explanations.</li> <li>Communicates well-developed ideas clearly, elaborating with relevant details.</li> <li>Uses lively and descriptive vocabulary.</li> </ul>
<b>Organization</b>	<p><u>Listening.</u></p> <ul style="list-style-type: none"> <li>Absorbs information with difficulty.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Communicates in a fragmentary or random manner.</li> <li>Coordinates tone of voice and facial gestures with ideas occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>Absorbs information, but with little discrimination between what is relevant and irrelevant.</li> <li>Communicates gist of the idea but may wander from topic; overall coherence is tentative.</li> <li>Coordinates tone of voice and facial gestures with ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Absorbs relevant information and discriminates between what is and is not relevant.</li> <li>Communicates main idea effectively; may make connections to other ideas.</li> <li>Coordinates tone of voice, as well as facial and body gestures, to convey meaning of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates keen awareness of what has been conveyed; discriminates sharply between what is and is not relevant.</li> <li>Communicates ideas effectively in an organized and cohesive manner with meaningful connections.</li> <li>Uses tone of voice, volume, pace, repetition, and gestures to enhance meaning of ideas.</li> </ul>

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## *100 Most Frequent Words in Books for Beginning Readers*

- |          |            |           |           |
|----------|------------|-----------|-----------|
| 1. the   | 26. he     | 51. be    | 76. cat   |
| 2. a     | 27. out    | 52. now   | 77. them  |
| 3. and   | 28. that   | 53. when  | 78. tree  |
| 4. to    | 29. one    | 54. there | 79. where |
| 5. I     | 30. big    | 55. into  | 80. away  |
| 6. in    | 31. go     | 56. day   | 81. time  |
| 7. is    | 32. was    | 57. look  | 82. as    |
| 8. on    | 33. like   | 58. eat   | 83. water |
| 9. you   | 34. what   | 59. make  | 84. home  |
| 10. it   | 35. not    | 60. his   | 85. made  |
| 11. of   | 36. do     | 61. here  | 86. long  |
| 12. said | 37. then   | 62. your  | 87. has   |
| 13. can  | 38. this   | 63. an    | 88. help  |
| 14. for  | 39. no     | 64. back  | 89. good  |
| 15. my   | 40. too    | 65. mom   | 90. going |
| 16. but  | 41. she    | 66. dog   | 91. by    |
| 17. all  | 42. went   | 67. very  | 92. how   |
| 18. we   | 43. see    | 68. did   | 93. house |
| 19. are  | 44. will   | 69. her   | 94. dad   |
| 20. up   | 45. so     | 70. from  | 95. or    |
| 21. at   | 46. some   | 71. had   | 96. two   |
| 22. with | 47. down   | 72. got   | 97. red   |
| 23. me   | 48. little | 73. put   | 98. am    |
| 24. they | 49. come   | 74. came  | 99. over  |
| 25. have | 50. get    | 75. just  | 100. saw  |

This list was derived from a survey of 1,000 pre-primer, early, and first readers.

For additional information on the books used, visit our Web site

<http://www.mcrel.org/resources/literacy/road/100words.asp>

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For additional literacy resources, see the McRel Web site at [www.mcrel.org](http://www.mcrel.org)



## **Resources that Informed the Development of the Early Literacy Profile**

- *An Observation Survey of Early Literacy Achievement*, Marie Clay
- The Primary Language Record / California Learning Record
- The Reading/Writing Scale of the South Brunswick, New Jersey, Public Schools
- The Student Outcomes and Developmental Stages of the Rochester, New York, Public Schools
- "Taking A Reading": A Teacher's Guide to Reading Assessment, The Southern California Comprehensive Assistance Center
- *Preventing Reading Difficulties in Young Children*, National Research Council
- The Victoria Literacy Profile Scales and the "First Steps" Developmental Continuums of the Education Department of Western Australia