

READING SCALE 3, GRADES 9-12: BECOMING ACCOMPLISHED AS A READER 9-12

Not Yet Accomplished

Accomplished



1 Ready for Accomplishment	2 Somewhat Accomplished	3 Moderately Accomplished	4 Accomplished	5 Exceptionally Accomplished
<ul style="list-style-type: none"> • Able to derive meaning from a variety of texts. Usually inexperienced in a.) challenging the writer's claims, evidence, or ideas, or b.) critiquing a text for style, logic, organization. • Expects texts to yield single interpretations. • Sees most text as unrelated to life outside of school. • May express frustration with density of course texts. • Frequently abandons the reading of books, even those he or she has ostensibly chosen. • Strategies include the use of non-print media (<i>e.g., film, video, audiotape</i>) to collect information and a reliance on others for interpretations of text. • Lacks familiarity with common text organizers, <i>e.g., headings, index</i>. • May define him or herself as one who does not read. 	<ul style="list-style-type: none"> • Reads assigned course texts with preparation and support of visual, kinesthetic and/or auditory supplement, <i>e.g., graphics, enactment, listening to oral readings</i>. • Usually reads to fulfill assignments rather than for personal fulfillment or gain. • Strategies for getting course information include media other than text, <i>e.g., film, video or audio tapes</i>; • Collaborates with peers to construct meaning in text; • Unconsciously uses the text's organization or characteristics of different types of reading, <i>e.g., chapters, subheadings, etc.</i> • Applies prior experience to some aspects of stories, biographies and/or current events but may be unable to relate his or her own experience to more abstract ideas in course texts 	<ul style="list-style-type: none"> • Has some favorite kinds of reading. • With preparation and support, can read aloud expressively from course texts . • Knows the characteristics of a few genres. • Relies on a few strategies to construct meaning. • Shows a willingness to persist with some difficult texts. • Makes associations between personal experience and text, including connections with abstract ideas. • Can explain the ways some texts are organized to help the reader derive meaning. • Becoming aware, in interpreting texts, of the influence of their contexts, <i>e.g., time period, subject matter, gender/status of author</i>. • Learning to share text interpretations with others. • Developing skill in using course texts and outside reading as resources in class discussions & assignments. 	<ul style="list-style-type: none"> • Acknowledges the potential of texts to provoke multiple valid interpretations. • Assesses self as an effective reader of particular genres and can provide convincing evidence of same. • Has strategies for unlocking difficult text. • Evaluates information from multiple sources, <i>e.g., texts and personal experiences</i>. • Acknowledges contradictory interpretations of text and previously held misconceptions . • Brings outside reading to bear on course work. • Selects books for pleasure reading and for use in problem solving. • Manages the reading of long texts outside of class. 	<ul style="list-style-type: none"> • Reads avidly. • Travels back and forth easily across the continuum of reading purposes : from reading for information to reading for enhancement of personal experience. • Discusses text interpretations tentatively, ready to modify and/or deepen initial impressions. • Elaborates on connections he or she is making with text and presents convincing reasons as to what the connections add to personal understanding. • Weighs and compares relative strength and weakness, style, structure, credibility, or aesthetics of given and self-selected texts. • Explains, orally and/or in writing, the significance of the social, cultural or political history of a text. • Reads aloud fluently, with appropriate expression.