



Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation).

What Teachers Need to Know and Observe: The purpose of this progression is to assess children's ability to monitor their reading and apply strategies to improve comprehension. This progression is about knowing "when the text makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to overall understanding of the piece" (Keene, 2008, p.246). This progression is **not** about the mechanics of phonological awareness, decoding, or fluency, although deficiencies in these areas may impact comprehension. Children make many different types of errors when reading, often signaling a lack of comprehension. Some of the more common reading errors include: miscues, unknown vocabulary, lack of schema for topic, lack of metacognition.

Key Terms:

- **Monitoring for Meaning:** An aspect of comprehension that includes different depths of knowledge and metacognition (thinking about one's own thinking)
- **Comprehension Strategies:** Strategies children use to monitor meaning and self-correct to repair comprehension. Examples include: Cross-Checking, Cueing Systems, Phrasing and Punctuation, Making Connections, Visualizing, Predicting, Questioning, Inferring, Context Clues, Determining Importance, Summarizing, Adjusting Rate.
- **Emergent Reader:** Child on the path to fluent literacy, before conventional reading and writing skills emerge. Emergent readers demonstrate alphabet knowledge, a concept of what a word is, a sense of story (beginning, middle, end), listening and retelling skills, phonemic awareness, and verbal expression. (LearnNC)
- **Retell:** To tell the gist of a story or information presented in familiar text(s)
- **Miscues:** During oral reading, the errors a child makes; these include corrections, insertions, omissions, repetitions, reversals, and substitutions.

General Teacher Instructions:

- If a child is reading silently, the teacher should ask clarifying questions to make sure child actually read the text.
- If child wants to compose text to demonstrate comprehension, teacher should provide supports (e.g., dictated by child or child draws a picture) to children who struggle with writing.
- Teacher can provide a glossary, hyperlinks to picture definitions, or illustrations for children who need vocabulary support.

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Observation Instructions: Observe child while engaged in any reading activities.

Potential Opportunities for Observation	Potential Materials
<p>Ideal observation settings are print-rich environments where children have the opportunity to interact with a variety of materials and demonstrate comprehension of text-based materials including:</p> <ul style="list-style-type: none"> ➤ Independent reading time ➤ Reading instruction (e.g., guided reading, center time, Daily Five) ➤ Content area instruction ➤ Creative/dramatic playtime <p>Note that comprehension strategies may be displayed around the classroom (e.g., strategy posters, word wall).</p>	<ul style="list-style-type: none"> ➤ All text-based assessment materials to be read by children should be printed text or hand written text (not cursive). ➤ Text-based materials should contain enough content to require comprehension (i.e., beginning, middle, end; subject and main idea). ➤ Text-based materials can come from a variety of sources, including: <ul style="list-style-type: none"> - a book or passage (narrative or informational) - directions - teacher or classmate's writing - digital/electronic equipment (e.g., laptop, digital book or ebooks)

Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as “Emerging” for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

- **Special Note:** Determining a child’s learning status on this progression may require asking clarifying question (e.g., “Why do you think that?”)

Specific Observation Instructions:

- Skills A-C are demonstrated by pre-readers. Skills are cumulative so pre-readers who demonstrate Skills A, B, and C are at Skill C.
- Skills D-H are demonstrated by emergent readers or higher and should be observed with unfamiliar text that is slightly above the child’s independent reading level and at his/her instructional level, but not at a frustration level.

Prompts/Supports Teacher May Provide:

- Remind child that what we read has meaning
- Remind child that pictures and images have meaning.
- Remind child that what we read tells a story or provides information.



Reading Comprehension Observation Instructions & Examples by Skill Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	<u>Listens</u> to a story or informational text (with or without pictures) and <u>demonstrates an understanding</u> of the text.	<ul style="list-style-type: none"> - Observe child listening to a story or informational text - If child does not spontaneously speak about, write, draw, or perform concepts or main points of the story or informational text, teacher can say to child, "Tell me about what you just heard." 	<p>After hearing a book about horses being read aloud, Barbara Ann comments that the book is about horses.</p> <p>Logan listens to the teacher read the book "The Poky Little Puppy" aloud. In response to the teacher's prompt, "Tell me about the book I just read," Logan replies, "The book is about a puppy."</p> <p>After hearing a book about a monster party being read aloud to the class, Aaliyah draws a picture of two monsters wearing party hats.</p> <p>After hearing the story "Goldilocks and the Three Bears" being read aloud to the class, Damille acts out the story in the dramatic play area.</p>
B	<u>Views pictures or images</u> and <u>demonstrates an understanding</u> of the story or information presented.	<ul style="list-style-type: none"> - Observe child viewing a series of pictures or images related to a story or informational text - If child does not spontaneously speak about, write, draw, or perform concepts or main points of a series of pictures, teacher can say to child, "Tell me about what you were looking at." 	<p>When looking at a wordless book about a dog that travels the globe, Hank describes all the places the dog has been based on his viewing of the pictures.</p> <p>After looking at a picture book about butterflies, Janis makes a booklet (using words and drawings) describing the stages of the butterfly based on information gathered from the pictures.</p> <p>After looking at the wordless book "The Snowman," Fernando acts out the snowman melting.</p>
C	<u>Pretends to read</u> a familiar book, <u>retelling</u> the story line or information presented in the text.	<ul style="list-style-type: none"> - Observe child pretending to read a <u>familiar</u> book while orally retelling the story or information 	<p>Leticia pretends to read her favorite story to her friend by retelling important elements of the storyline and turning the pages at the appropriate points.</p>

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			<p>Pragnya pretends to read her favorite book about gardens to her teacher by retelling important information on each page and turning the pages at the appropriate points.</p> <p>Chung-Ho pretends to read "The Three Little Pigs" by reciting many of the words from memory and turning the pages at the appropriate points.</p>
D	<u>Reads without noticing</u> when the reading does not make sense.	- Observe child either during or shortly after reading <u>unfamiliar</u> text (silently or aloud)	<p>After silently reading the directions for an assignment, the teacher asks Ajay if he understands the directions. Ajay says, "I don't know."</p> <p>After Alysia silently reads an article about George Washington crossing the Delaware in a boat, the teacher asks Alysia, "Tell me about George Washington?" Alysia replies, "He was a pirate."</p> <p>The teacher overhears Raj reading a story in his small group. When reading the sentence "Jane jumped out of the <u>car</u> and ran to the playground," Raj says, "Jane jumped out of the <u>cat</u> and ran to the playground" without acknowledging he misread the word "<u>car</u>."</p> <p>After reading a book about bear habitats, the teacher asks the children to draw pictures of where bears live. Chris draws a picture of a bear sleeping in a bed.</p>
E	<u>Monitors reading</u> , noticing that the reading does not make sense, <u>without attempting to repair meaning</u> .	- Observe child either during or shortly after reading unfamiliar text (silently or aloud)	<p>Sally is reading a book during silent reading. She says, "I don't get this!" She does not attempt to understand and simply stops reading.</p> <p>When reading a book about pyramids, Remy miscues, "Some pyramids have many <u>chimneys</u>." [The text says "<u>chambers</u>."] He pauses in his reading and says, "Huh, pyramids don't have <u>chimneys</u>." He shrugs his shoulders and continues reading without self-correcting.</p>
F	<u>Monitors reading</u> , noticing that the reading does not make sense, and <u>attempts</u>	- Observe child either during or shortly after reading unfamiliar text (silently or aloud)	<p>While silently reading a story that has several characters, Malik expresses confusion about which character is doing what. He rereads for clarification, but when he is unable to figure out the characters' roles, he gives up in frustration.</p>

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	<u>unsuccessfully to repair meaning.</u>		<p>During guided reading, Brad is whisper reading as the teacher listens in. As he reads he makes several errors and realizes that what he is reading does not make sense. He rereads the passage in an attempt to make the text make sense; however, he is unsuccessful.</p> <p>While reading a book about farm animals, Karen comes across a sentence about barns that doesn't make sense to her. Karen looks back at the pictures to find some clues, but the pictures only show animals, not farm buildings. Karen shrugs her shoulders and continues reading.</p>
G	<u>Monitors reading and attempts to repair meaning by asking for and using comprehension strategies.</u>	<ul style="list-style-type: none"> - Observe child either during or shortly after reading unfamiliar text (silently or aloud) - Teacher can remind child of appropriate comprehension strategies <u>only after</u> child has asked for help with comprehension. 	<p>Sue is reading aloud, "Bob likes to go to the [zoo]" and stops when she comes to a word she doesn't know. She asks the teacher what the word is. The teacher replies, "Look at the picture to see what would make sense." Sue looks at the picture and says, "Oh, they are at the zoo." Sue correctly rereads the sentence as "Bob likes to go to the zoo."</p> <p>Kim is silently reading a book during free reading time. After reading a sentence as "Sam lives in a <u>horse</u>," she asks the teacher, "How can someone live in a <u>horse</u>?" The teacher points to the word "<u>house</u>" and says, "Where do you live?" Kim smiles and says, "Oh, Sam lives in a <u>house</u>."</p> <p>When reading a book about pyramids with his friend, Randy reads, "Some pyramids have many <u>chimneys</u>." He pauses and says, "Huh, pyramids don't have <u>chimneys</u>. That's not right." Randy's friend points to a picture at the top of the page which shows the many rooms of a pyramid. Randy says, "Oh right, pyramids have <u>chambers</u>. Some pyramids have many <u>chambers</u>."</p>

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
H	Monitors reading, successfully using self-selected comprehension strategies to maintain and improve meaning.	<ul style="list-style-type: none"> Observe child either during or shortly after reading unfamiliar text (silently or aloud) 	<p>While reading a passage about plants, Isaiah encounters an unfamiliar word, "pollen." Continuing to read, he says, "Bees are collecting something from flowers." He uses the information from the rest of the passage to help him determine the meaning of the word and gain a greater understanding of the passage. <i>[The comprehension strategy is using the context or rest of the passage to help improve meaning.]</i></p> <p>While reading silently, Liam comes to the sentence, "The food was horrendous!" He mentions to his group that he doesn't know what "horrendous" means, but the exclamation point makes him think that the word is either really good or really bad. Since the word begins with the same few letters as "horrible", he assumes that the food was really bad. <i>[The comprehension strategy is using cognates or word derivatives to help improve meaning.]</i></p> <p>Knowing that he has to create a timeline of events, José reads a passage, paying special attention to the sequence of events. He highlights each event as he reads.</p> <p>Knowing that she has to draw a picture of the main character, Helen reads a passage, paying special attention to descriptions of the main character. She attends to descriptive details as she reads.</p>



Reading Comprehension Situation

Individual Reading Time

Provide children with an opportunity to listen to, look at or read a story or informational text that is at the child's instructional level and has sufficient content to require comprehension (e.g., beginning, middle, end).

Purpose: Teacher engages child in an open-ended reading activity.

Situation Instructions: See table on next page

Suggested Group Size: Individual child

Situation Prompts: See table on next page

Materials

- All text-based assessment materials to be read by children should be printed text or hand written text (not cursive).
- Text-based materials should contain enough content to require comprehension (i.e., beginning, middle, end; subject and main idea).
- Text-based materials can come from a variety of sources, including:
 - a book or passage (narrative or informational)
 - directions
 - teacher or classmate's writing
 - digital/electronic equipment (e.g., laptop, digital book or ebooks)



Reading Comprehension Situation Instructions & Examples by Skill Level

Skill	Skill Progression	Materials	Skill-Level Teacher Instructions	Examples
A	<u>Listens</u> to a story or informational text (with or without pictures) and <u>demonstrates an understanding</u> of the text.	<ul style="list-style-type: none"> - Audio books - Text-based materials read aloud to children *Text should appropriate for child's listening comprehension level 	Teacher says, "I am going to read to you." Teacher observes as child listens to a story or informational text, and then says, "Tell me about the book I just read."	<p>In response to the teacher's prompt, "Tell me what we just read about," Walter replies, "The book was about monster trucks."</p> <p>After the teacher reads aloud about dinosaurs, the teacher asks, "What is the most interesting thing you learned?" Jose commented, "Some dinosaurs eat plants. Others eat meat."</p> <p>After the teacher reads aloud an article about zookeepers, the teacher asks the children to draw pictures of what zookeepers do. Alyssa draws a picture of a zookeeper feeding a bear in a cage.</p>
B	<u>Views pictures or images</u> and <u>demonstrates an understanding</u> of the story or information presented.	<ul style="list-style-type: none"> - Picture books - Text-based materials with strong picture support 	Teacher presents child with a picture book and says, "Please read this book." Teacher observes as child looks at a series of pictures or images related to a story or informational text, and then says, "Tell me what the book is about."	<p>When asked by the teacher to view a wordless book and to share an observation about the book with his reading partner, Javier looks at a wordless book about a traveling dog and uses the pictures to describe all the places the dog has been.</p> <p>When asked by the teacher to view a book about butterflies and to share an observation about the book with her reading partner, Janis describes the stages of the butterfly based on information gathered from the pictures.</p> <p>After viewing a picture book about what bears eat, the teacher asks the class to draw a picture of something a bear would eat. Raj draws a picture of a</p>

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				berry bush based on information gathered from the pictures in the book.
C	<u>Pretends to read</u> a familiar book, <u>retelling</u> the story line or information presented in the text.	- Text-based materials that are <u>familiar</u> to the child being observed (e.g., Suzie's favorite book is "The Three Little Pigs")	Teacher presents child with a <u>familiar</u> book, asks child to read the story aloud, and observes child orally retelling the story or information.	<p>Leticia pretends to read her favorite story to her friend by recounting important elements of the storyline and turning the pages at the appropriate places.</p> <p>Pragnya pretends to read her favorite book about gardens to her teacher by retelling important information on each page and turning the pages at the appropriate times.</p> <p>Chung-Ho pretends to read "The Three Little Pigs" by reciting many of the words from memory and turning the pages at the appropriate points.</p>
D	<u>Reads without noticing</u> when the reading does not make sense.	- Text-based materials that are <u>unfamiliar</u> to the child - Text should come from materials used for reading instruction for the individual child.	Teacher presents child with an <u>unfamiliar</u> book and says, "I want you to read this book aloud and tell me about the book."	<p>Alysia reads an article about George Washington crossing the Delaware in a boat. After reading aloud to the teacher without significant miscues, she says, "George Washington was a pirate." (Teacher should ask clarifying questions to find out why the child thought that Washington was a pirate).</p> <p>During guided reading with the teacher, Alphonso skips two lines of the text without recognizing that what he is reading doesn't make sense.</p> <p>After reading "Mr. Popper's Penguins" aloud to the teacher, Teresa is unable to answer the teacher's basic questions about the story.</p>

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				During guided reading with the teacher, Ralph reads aloud. As he reads he encounters several unfamiliar words. He replaces those words with invented text and continues to read, even though his invented text does not make sense.
E	<u>Monitors reading</u> , noticing that the reading does not make sense, <u>without attempting to repair meaning</u> .	<ul style="list-style-type: none"> - Text-based materials that are <u>unfamiliar</u> to the child - Text should come from materials used for reading instruction for the individual child. 	Teacher presents child with an <u>unfamiliar</u> book and says, "I want you to read this book aloud and tell me about the book."	<p>During a literacy activity, Remy reads aloud a book about pyramids. Remy reads, "<i>Some pyramids have many <u>chimneys</u>.</i>" [The text says "<u>chambers</u>."] He pauses in his reading and says, "Huh. Pyramids don't have <u>chimneys</u>." He shrugs his shoulders and continues reading without self-correcting.</p> <p>During guided reading with the teacher, Sally says, "I don't get this!" and stops reading without attempting to repair meaning.</p> <p>While reading a book aloud to the teacher, Rasheed reads "population" instead of the word "pollution" and says, "Wait a minute, that doesn't make sense." He then carries on reading without self-correcting.</p>
F	<u>Monitors reading</u> , noticing that the reading does not make sense, and <u>attempts unsuccessfully to repair meaning</u> .	<ul style="list-style-type: none"> - Text-based materials that are <u>unfamiliar</u> to the child - Text should come from materials used for reading instruction for the individual child. 	Teacher presents child with an <u>unfamiliar</u> book and says, "I want you to read this book aloud and tell me about the book."	<p>While Brad reads aloud to his teacher, he has several miscues and realizes that what he is reading does not make sense. He rereads the passage in an attempt to make the text make sense; however, he is unsuccessful.</p> <p>During a guided reading activity with the teacher, Patricia reads aloud "The Blind Men and the Elephant". Patricia reads the sentence "<i>Although these men could not <u>see</u></i>" as "<i>Although these men could not <u>sew</u></i>" and notices that the sentence does</p>

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				<p>not fit the story. Patricia rereads the sentence again without correcting the errors, shrugs her shoulders and moves on with the story.</p> <p>During a literacy activity, Kayla reads an informational piece about South America to her small group and expresses confusion when she encounters information about houses in Panama. Kayla looks at the picture at the top of the page to get some clues but only sees a map. She sighs, turns the page, and continues reading.</p> <p>While reading an informational piece aloud to the teacher, Joe encounters the word "habitat." He looks on the word wall for a clue but cannot find the word. Joe gets frustrated, closes the book, and says, "I cannot read this book."</p>
G	<u>Monitors reading</u> and attempts to repair meaning by <u>asking for</u> and using <u>comprehension strategies</u> .	<ul style="list-style-type: none"> - Text-based materials that are <u>unfamiliar</u> to the child - Text should come from materials used for reading instruction for the individual child. 	<p>Teacher presents child with an <u>unfamiliar</u> book and says, "I want you to read this book aloud and tell me about the book."</p> <p>Teacher can remind child of appropriate comprehension strategies <u>only after</u> child has asked for help with comprehension.</p>	<p>Kim reads a book aloud to her teacher. After reading a sentence as "Sam lives in a horse," she asks her teacher, "How can someone live in a horse?" The teacher points to the word "house" and says, "Where do you live?" Kim smiles and says, "Oh, Sam lives in a house."</p> <p>When reading a book about pyramids aloud to his teacher, Randy reads, "<i>Some pyramids have many <u>chimneys</u>.</i>" He pauses and says, "Huh. Pyramids don't have <u>chimneys</u>. That's not right." Randy asks his teacher. Randy's teacher points to a picture at the top of the page which shows the many rooms of a</p>

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				<p>pyramid. Randy says, "Oh right, pyramids have <u>chambers</u>. Some pyramids have many <u>chambers</u>." During a small group literacy activity about Paul Revere, Jamal reads, "<i>He <u>rod</u> all night to warn the people that the British were coming.</i>" He pauses and says, "Huh. What do <u>rods</u> have to do with warning people? That does not seem right." He looks at his classmate and asks, "Does this seem right to you?" Jamal's classmate points to a picture of Paul Revere riding a horse at night. Jamal says, "Oh right, <u>rode</u>. <i>He <u>rode</u> all night to warn the people.</i>"</p> <p>While reading a book aloud to the teacher, Jim reads a sentence as "<i>The <u>moose</u> ran up the clock.</i>" He asks the teacher for help. The teacher points to the word and says, "Could a <u>moose</u> run up a clock? Wouldn't it be too big?" Jim smiles and says, "Oh, <i>the <u>mouse</u> ran up the clock.</i>"</p>
H	<u>Monitors reading, successfully using self-selected comprehension strategies</u> to maintain and improve meaning.	<ul style="list-style-type: none"> - Text-based materials that are <u>unfamiliar</u> to the child - Text should come from materials used for reading instruction for the individual child. 	Teacher presents child with an <u>unfamiliar</u> book and says, "I want you to read this book aloud and tell me about the book."	<p>Dominic is completing an activity in the science center. As he is reading information about bees to complete the activity, he encounters an unfamiliar word, "pollen". Continuing to read, he says, "Bees are collecting something from flowers." He uses the information from the rest of the passage to help him determine the meaning of the word and gain a greater understanding of the passage. [<i>The comprehension strategy is using the <u>context</u> or rest of the passage to help improve meaning.</i>]</p> <p>During guided reading with the teacher, Liam comes to the sentence, "The food was horrendous!" He</p>

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				<p>mentions to his teacher that he doesn't know what horrendous means, but the exclamation point makes him think that the word is either really good or really bad. Since the word begins with the same few letters as "horrible", he assumes that the food was really bad. <i>[The comprehension strategy is using <u>cognates</u> or word derivatives to help improve meaning.]</i></p> <p>Helen reads a passage about flowers aloud to her teacher. Because she is interested in different types of flowers she pays special attention to the descriptions of the flowers and repeats the number of petals for each flower. <i>[The comprehension strategy <u>is attending to and repeating descriptive details</u> as she reads.]</i></p>

NOTE: There is no Task for Reading Comprehension.