Information on Third, Fourth & Fifth Grade Reports

- **Report focus is on:** Transitioning from reading out loud to reading silently to themselves and understanding what was just read.

- **Passage Level:** All students in each grade will read the same grade-level passage each grading period.

- **Passage Type:** Students will read either a Fiction or a Non-fiction passage, alternating types throughout the year.

- **Performance on Passage:** This designation indicates students read silently to themselves and could understand what they read. Questions are either *explicit*, can be found directly in the text, or *implicit*, require making inferences based on information in the text.
  - **Frustration:** Students answered 3 or more comprehension questions incorrectly.
  - **Instructional:** Students answered all but 1 or 2 comprehension questions correctly.
  - **Independent:** Students answered all comprehension questions correctly.

Question: Why is this information different from what we received in an earlier grade level?

Answer: The focus in Grades 3-5 is on reading silently and understanding the text. Reading silently is a very important skill that will allow independent readers to understand new and more challenging subject areas in middle and high school.
Becoming an independent reader is important for success in school and in life. The road to becoming an independent reader begins before a child enters Kindergarten when he or she is exposed to words through songs, stories, and everyday conversations. This road continues when a child enters Kindergarten with the goal to become an early reader by the end of the Kindergarten year and an independent reader by the end of Fifth Grade.

Beginning with the 2012-2013 school year, Gloucester County’s Elementary Schools will provide parents with a report on each student’s progress on the road to becoming an independent reader. The new report is specific to each grade and provides:

- Communication between parents, teachers, and students about a student’s reading achievement at each grade level with a focus on:
  - Fluency, reading out loud and sounding comfortable as a reader, and Accuracy in Grades K-2
  - Comprehension, or understanding what is read silently, in Grades 3-5

Information only on the Kindergarten Report
- **Report focus is on:** Recognition of letters, recognition of the sounds that letters make, and whether or not a child shows that he or she knows to point to words when reading at the beginning of the school year.
- **High Frequency word list:** Recognition of short words used a lot in the books that they read (for example, “the”, “is”, “to”)

Questions: Why is this information included on my child’s report? Answer: Knowing letters, letter sounds, recognizing words, and being able to point to words as they are read are the most important skills to become an early reader by the end of the Kindergarten year.

Information on Kindergarten, First, and Second Grade Reports
- **Report focus is on:** Developing the ability to read new words out loud, sound comfortable as a reader, and understand what is read.
- **Rate or Words Read Correct Per Minute (WCPM):** The number of words read correctly when reading out loud for Guided Reading Levels F and above.
- **Accuracy (%):** The percentage of words read correctly out loud (look for 90-95% and up)
- **DRA2:** A leveled reading assessment reported in numbers from 0 to 60.
- **Reading Level (Fountas & Pinnell):** A way of reporting reading progress using letters of the alphabet A to Z that GCPS first added to Report Cards in 2011-2012
- **Below/On/Above Grade Level:** Indicates how a child is doing compared to grade-level expectations for reading.