CHAPTER 4

READING INDICATOR SETS

In this chapter, the reading indicator sets for junior infants to sixth class (inclusive) are provided. The rating of pupils’ achievements should be conducted in line with the procedures outlined in Chapter 2. Additional suggestions for assessing pupils’ competence in reading are presented in Appendix E.
READING INDICATORS: JUNIOR INFANTS

When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

10. Uses two or more cues to read unfamiliar words appearing in context (See Note 10)

9. Reads simple stories and retells significant events and details (See Note 9)

8. Identifies initial and final sounds in spoken words

7. Responds to and understands print concepts such as letter, word, sentence, line and page

6. Understands the one-to-one correspondence between written and spoken words

5. Identifies words that rhyme in a set of spoken words

4. Recognises and names most lower-case letters of the alphabet

3. Identifies words that are the same or different in a set of printed words

2. Relates printed signs, labels and notices in the classroom to their meaning

1. Identifies a set of basic sight words in familiar and unfamiliar contexts (See Note 1)

Notes:

10. Cues include sentence context, some letter-sound correspondences, and pictures.
9. Refers to stories that pupils at this class level might be expected to read towards the end of the school year.
1. Familiar contexts include stories that have been read several times, word banks and word lists. Unfamiliar contexts include new stories in readers, library books etc.
READING INDICATORS: SENIOR INFANTS

When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

| 10. | Modifies initial expectations (predictions) about the content of a story based on new information in the story |
| 9. | Breaks spoken words into their constituent sounds (phoneme segmentation) (See Note 9) |
| 8. | Recognises simple differences between text types (See Note 8) |
| 7. | Reads stories and retells them with reference to setting, characters and main events |
| 6. | Uses spelling patterns (rimes) in known words to identify unknown words (See Note 6) |
| 5. | Uses knowledge of sentence context and letter-sound correspondences to read unknown words |
| 4. | Identifies words that rhyme in a set of spoken words |
| 3. | Reads signs, labels, notices and messages in the classroom |
| 2. | Identifies the names of most upper- and lower-case letters of the alphabet |
| 1. | Identifies a broad set of sight words in familiar and unfamiliar contexts (See Note 1) |

Notes:

9. For example, when presented with the spoken word *keep*, the pupil can name its three sounds in sequence “/k/ /ee/ /p/”.
8. For example, differences between a story and a poem.
6. For example, a new word such as *sand* may be identified with reference to the known rime -*and*.
1. Familiar contexts include stories that have been read several times, word banks and word lists. Unfamiliar contexts include new stories in readers, library books etc.
READING INDICATORS: FIRST CLASS

When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

1. Identifies and states the topic of a story or simple informational text

2. Describes simple differences between text types (e.g., stories, poems and informational texts)

3. Sorts sets of sight words in alphabetical order, based on the first letter

4. Locates items of information in simple informational texts

5. Generates appropriate expectations about the content of simple stories or informational texts based on title, illustrations and layout/headings

6. Identifies inflectional endings (-ed, -s(-es), -ing, -ly, -er, and -est) while reading words in context

7. Justifies, on the basis of personal experience, the likelihood of settings, actions, events, and outcomes in stories

8. Identifies and blends consonant and vowel patterns (such as onsets and rimes) in attempts to read unfamiliar words (See Note 8)

9. Reads and retells stories and informational texts in sequence, incorporating important ideas and relevant details

10. Demonstrates flexibility in combining several cues to read unknown words in a range of texts (See Note 10)

Notes:

10. Cues include sentence context (semantic and syntactic) and letter-sound correspondences. Flexibility implies trying a different approach if the first attempt is unsuccessful.

8. Onsets are initial consonant sounds in syllables (e.g., /s/ in sand); rimes are vowel sounds and the consonants that follow them (e.g., and in sand). Each and end have no onsets and are therefore rimes.
### READING INDICATORS: SECOND CLASS

When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.</td>
<td>Makes inferences about the ideas and actions in stories (See Note 9)</td>
</tr>
<tr>
<td>8.</td>
<td>Generates appropriate expectations about the content of informational texts</td>
</tr>
<tr>
<td>7.</td>
<td>Uses context to define the meanings of words (See Note 7)</td>
</tr>
<tr>
<td>6.</td>
<td>Interprets the themes and major ideas in stories and informational texts, drawing on personal knowledge and experiences (See Note 6)</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates speed and flexibility in combining a range of cues to read unfamiliar words in texts (See Note 5)</td>
</tr>
<tr>
<td>4.</td>
<td>Identifies common prefixes, suffixes and inflectional endings while reading words in context (See Note 4)</td>
</tr>
<tr>
<td>3.</td>
<td>Locates information in a table of contents and in simple diagrams</td>
</tr>
<tr>
<td>2.</td>
<td>Divides unfamiliar words into syllables to assist with identification (e.g., win/dow, some/one; care/ful/ly, so/lo)</td>
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<tr>
<td>1.</td>
<td>Reads independent-level texts silently for longer periods of time (See Note 1)</td>
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**Notes:**

9. For example, infers character motives, relationships between characters, causal and sequential links between events etc.
7. Includes meanings of different words that have the same sounds, e.g., would, wood; main, mane etc.
6. ‘Theme’ refers to the underlying message or meaning in a story
5. Includes cues found in sentence context (semantic and syntactic), word structure (e.g., prefixes and suffixes), and letter-sound correspondences. Flexibility implies trying a different approach if the first attempt is unsuccessful.
4. Examples of prefixes: dis-, un-, re-, in-; suffixes: -ful, -less, -ness; inflectional endings: -ly, -er, -est
1. Independent-level texts are texts in which most of the words are known to the pupil. Pupils at this level should read independent-level texts without help for *5 to 10 minutes*. 
READING INDICATORS: THIRD CLASS

When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

10. Establishes appropriate purposes for reading narrative and informational texts, and evaluates the extent to which purposes have been achieved

9. Identifies the meanings of new words in running text by using a range of cues (See Note 9)

8. Reads and summarises informational texts, providing several important points

7. Uses a dictionary to locate words and interprets their meanings in context (See Note 7)

6. Understands and uses terms such as index, table of contents, chapter heading, paragraph and dialogue

5. Interprets and follows the printed directions in recipes, maps, games and timetables

4. Divides unfamiliar words into syllables to assist with identification (e.g., fi/nal, dol/ph in, ex/am/ple)

3. Reads a story and draws conclusions about the setting, characters, events, outcome and theme

2. States how the illustrations in a narrative text contribute to the development of setting and characters

1. Evaluates the outcomes of stories or poems and suggests other likely outcomes

Notes:

9. Cues include semantic and syntactic sentence context and word structure (prefixes, suffixes, roots).

7. Involves use of alphabetical order (up to the second letter).
READING INDICATORS: FOURTH CLASS

When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

10. Summarises stories and informational texts, distinguishing between main ideas and important details

9. Identifies organisational patterns in informational texts (See Note 9)

8. Demonstrates flexibility in implementing a range of strategies to identify the meanings of unknown words in running text (See Note 8)

7. Recognises logical relationships within and between sentences (See Note 7)

6. Identifies and understands the contribution to meaning of prefixes, suffixes and word roots (See Note 6)

5. Locates information in documents such as maps, diagrams, timetables, tables of contents, indices, and brochures

4. Locates words in a dictionary using alphabetical order, and selects the appropriate meanings of multiple-meaning words with reference to the contexts in which they occur

3. Evaluates outcomes in stories and informational texts with reference to other books read and personal experiences

2. Reads familiar texts (including plays and poems) aloud with attention to print conventions (See Note 2)

1. Generates appropriate expectations for stories and informational texts based on chapter headings, section headings and graphics/illustrations

Notes:

9. Organisational patterns include descriptions, comparisons, events in chronological order etc. Informational texts include encyclopaedia excerpts, newspaper articles, magazine articles, brochures etc.

8. Strategies include application of sentence context, word structure (prefixes, suffixes and roots), and letter-sound correspondences.

7. Examples of words that signal relationships: because, in comparison to, first, next, however, like, different from etc.

6. Examples of prefixes: dis-, in-, re-, un-; suffixes: -ful, -sion, -tion, -al, -ity; roots: reject, injection; construct, destruct; television, invisible, visor

2. Print conventions include capital letters, full stops, commas, exclamation marks, speech (quotation) marks, etc. Appropriate stress, pauses and emphasis are evident.
When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

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<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>10.</td>
<td>Reads complex texts silently, recognising a range of organisational structures (See Note 10)</td>
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<tr>
<td>9.</td>
<td>Recognises and interprets the meanings of figures of speech and idioms in stories and poems (See Note 9)</td>
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<tr>
<td>8.</td>
<td>Identifies the structural elements of persuasive texts (See Note 8)</td>
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<td>7.</td>
<td>Compares and synthesises information about a topic, drawing from two or more informational texts (See Note 7)</td>
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<tr>
<td>6.</td>
<td>Identifies changes that occur in characters’ feelings and behaviour (actions), and in their relationships with one another in shorter and longer (book-length) stories</td>
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<td>5.</td>
<td>Adjusts reading speed for specific purposes and for different texts (See Note 5)</td>
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<tr>
<td>4.</td>
<td>Uses the dictionary and thesaurus to select the meanings of words relative to their contexts, including words with multiple meanings</td>
</tr>
<tr>
<td>3.</td>
<td>Locates and interprets information in documents such as maps, timetables, tables of contents, indices, brochures, menus, recipes etc</td>
</tr>
<tr>
<td>2.</td>
<td>Reads a simple text and summarises the main points, relating them to the full text</td>
</tr>
<tr>
<td>1.</td>
<td>Identifies the main theme (or moral) in a story or poem, and relates it to other texts and to everyday life</td>
</tr>
</tbody>
</table>

**Notes:**

10. Structures include descriptions, comparisons, causal relationships, ideas supported by evidence, events in chronological order etc.
9. Includes figures of speech such as similes, metaphors, analogies and personification, and idiomatic phrases such as clichés, colloquialisms and slang
8. Elements of persuasive texts include statement of thesis, main argument, supporting arguments, opposing points of view etc.
7. Informational texts include encyclopaedia excerpts, descriptive passages, letters, newspaper articles, advertisements etc.
5. Reading speeds include scanning, skimming, slow careful reading, re-reading.
READING INDICATORS: SIXTH CLASS

When rating a pupil’s achievement, begin at the top of the list (the indicator regarded as being the most difficult) and continue downwards until you reach the highest indicator that has been achieved independently by the pupil, on more than one occasion.

9. Distinguishes between fact and opinion in texts, referring to other sources to justify interpretations (See Note 9)

8. Reads and understands a range of complex texts, analysing structures, ideas and themes

7. Employs several strategies when reading informational texts for research purposes (previewing, skimming, scanning, note-taking, summarising, etc.)

6. Identifies different non-fiction genres (biographies, descriptions, arguments, explanations, procedures, etc.) and their principal functions and elements

5. Identifies the main and supporting arguments in persuasive texts, noting implications and inconsistencies

4. Identifies and evaluates the themes and values in stories and poems, with reference to other texts and to own experiences

3. Formulates research topics and questions, and locates and collates relevant information from more than one reference source

2. Identifies simpler features of style in narrative texts and, where appropriate, in poems (e.g., character depiction, description, vocabulary choice, etc.)

1. Uses a dictionary/glossary or thesaurus to clarify the meanings of words (See Note 1)

Notes:

9. Intentional and unintentional bias may also be considered.
1. Refers, where appropriate, to the pronunciation key and to information about word origins.