

THE FIVES STRATEGY FOR READING COMPREHENSION

Name _____ Date _____			
Title of writing piece _____			
Record the date when significant evidence has been gathered to support the determination of skill level as Beginning, Developing, or Early Fluent			
Skill	Beginning	Developing	Fluent
Composition			
Ideas			
<ul style="list-style-type: none"> • Writing is focused on a theme 			
<ul style="list-style-type: none"> • Strong, relevant ideas are used to address the theme 			
<ul style="list-style-type: none"> • Ideas are supported with relevant, interesting, important, or informative details 			
<ul style="list-style-type: none"> • Message is clear to author and reader 			
Organization			
<ul style="list-style-type: none"> • Effective opening 			
<ul style="list-style-type: none"> • Ideas flow logically, building on each other 			
<ul style="list-style-type: none"> • Transitions between ideas and sentences are smooth; sentences blend together 			
<ul style="list-style-type: none"> • Effective closing 			
Sentences			
<ul style="list-style-type: none"> • Uses simple sentences 			
<ul style="list-style-type: none"> • Expands sentence with details and descriptors 			
<ul style="list-style-type: none"> • Constructs appropriate compound sentences with conjunctions (e.g., <i>and, but, or</i>) 			
<ul style="list-style-type: none"> • Creates appropriate sentences of varied length, type, and style 			
Vocabulary			
<ul style="list-style-type: none"> • Colorful language is used appropriately 			

From FIVES to Integrated Response Essay (IRE)

Skill	Beginning	Developing	Fluent
<ul style="list-style-type: none"> Precise language is appropriately used 			
<ul style="list-style-type: none"> Interesting words are used appropriately 			
<ul style="list-style-type: none"> Effectively incorporates new words from literature and conversations 			
Communication			
Purpose			
<ul style="list-style-type: none"> Intention directs the writing 			
<ul style="list-style-type: none"> Writer can explain his intention 			
<ul style="list-style-type: none"> Uses writing for multiple purposes 			
<ul style="list-style-type: none"> Appropriately matches purpose to genre for writing 			
<ul style="list-style-type: none"> Effectively writes in different genres 			
<ul style="list-style-type: none"> Has a sense of audience; considers needs and interests of readers 			
Voice			
<ul style="list-style-type: none"> A personal tone comes through—a sense that the writer is speaking to a reader 			
Secretary			
Mechanics			
<ul style="list-style-type: none"> Tracks print while reading message back; notices missing words 			
<ul style="list-style-type: none"> Spelling (Beginning = semi to early phonetic, Developing = phonetic, Early Fluent = transitional to conventional) 			
<ul style="list-style-type: none"> Appropriate punctuation 			
<ul style="list-style-type: none"> Appropriate capitalization 			
<ul style="list-style-type: none"> Standard grammar 			

Figure 7.8: Writing checklist.

continued →

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Skill	Beginning	Developing	Fluent
Appearance			
<ul style="list-style-type: none"> • Print progresses from L to R, line-under-line (unless purposefully placed for aesthetic reasons) 			
<ul style="list-style-type: none"> • Correct letter formation 			
<ul style="list-style-type: none"> • Appropriate spacing between letters, words, sentences 			
<ul style="list-style-type: none"> • Clear handwriting 			
<ul style="list-style-type: none"> • Generally neat 			
Comments:			

Source: Shea, 2015.

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