

# Forms



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\*These forms are available in a modifiable version. The modifiable versions allow you to enter data and save the form to a new file, so you can enter student assessment data or create customized tests.

To access the modifiable version of a form, go the Modifiable Forms Folder on the CD. Click on the number of the form you want to modify. To save a form, simply click “Save As” on the menu and rename the form.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Survey

*Directions:* Fill in the blanks.

1. What words pop into your mind when you think of reading a book? \_\_\_\_\_  
\_\_\_\_\_
2. Do you read at home? \_\_\_\_\_ How often do you read at home? \_\_\_\_\_
3. Where's your favorite place to read at home? \_\_\_\_\_ At school? \_\_\_\_\_
4. How do you find books you love to read? \_\_\_\_\_
5. Besides books, what other types of materials do you read? \_\_\_\_\_  
Why do you enjoy these? \_\_\_\_\_
6. Do you have a library card? \_\_\_\_\_  
How often do you visit the library to check out books? \_\_\_\_\_

*Directions:* Complete these sentences. (You may use a separate sheet of paper.)

7. My favorite author is \_\_\_\_\_
8. The best book I've read is \_\_\_\_\_
9. The best book someone has read to me is \_\_\_\_\_
10. The topics I enjoy reading about are \_\_\_\_\_
11. I watch TV for \_\_\_\_\_ hours a day because \_\_\_\_\_
12. I spend \_\_\_\_\_ hours a day playing video and electronic games.
13. I spend \_\_\_\_\_ hours a day on the computer.
14. The things I'm great at as a reader are \_\_\_\_\_
15. The things I need to work on to improve my reading are \_\_\_\_\_
16. I use these strategies as I read: \_\_\_\_\_
17. I enjoy talking about books because \_\_\_\_\_
18. I enjoy discussing books with a partner or group because \_\_\_\_\_  
\_\_\_\_\_
19. I enjoy responding to books in my journal because \_\_\_\_\_  
\_\_\_\_\_
20. I know how to choose books for enjoyment. This is what I do: \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

## Eleven Questions About Reading

*Directions:* Read the questions that follow. On a separate sheet of paper, take notes for each question. Then use your notes to write a paragraph in response to each question. If you can't answer a question, write, "I don't know."

---

1. Why do you read?
2. What benefits do you see in reading? How do you think reading helps you in your daily life?
3. What do you do well as a reader?
4. Do you read for pleasure at home? How often? What do you enjoy about reading?
5. How does reading make you feel?
6. How do you select a book to read for enjoyment?
7. What do you do with the book before you start reading it?
8. As you read, are you aware of any strategies you use when you don't understand a word?  
A passage?
9. When you finish a book, what do you do with it?
10. What are some of your favorite books?
11. Who is your favorite author? Why do you enjoy this author's books?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Interest Inventory for Grades 4 and 5

*Directions:* Complete this survey so your teacher and school librarian can help you find books you will want to read.

---

1. What do you enjoy doing most in your free time?
2. What sports do you enjoy playing? Explain why.
3. What sports do you love to watch? Explain why.
4. What is your favorite subject? Why do you enjoy it?
5. Do you have any hobbies? List a few, and then write about your favorite one.
6. What kinds of books do you enjoy the most when you read on your own? Name two or three titles as examples.
7. Who is your favorite author? Explain why you love to read his/her books.





Name \_\_\_\_\_ Date \_\_\_\_\_

## Interest Inventory for Grades 6 and Up

*Directions:* Complete this survey so your teacher and school librarian can help you find books you will want to read.

1. What do you enjoy doing most in your free time?
2. What sports do you enjoy playing? Explain why.
3. What sports do you love to watch? Explain why.
4. What is your favorite subject? Why do you enjoy it?
5. Do you have any hobbies? List a few, and then write about your favorite one.
6. Do you have a favorite author? If so, can you explain why you love to read his/her books?
7. If you could travel back in time, where would you go? Explain your answer.
8. Do you read comic books and magazines? Which ones do you enjoy most?
9. What kinds of music do you enjoy? Do you have a favorite group? Instrument? Musician? Name these.
10. What kinds of books do you enjoy the most when you read on your own? Use the list below to help you choose the genres you enjoy.

mystery

romance

realistic fiction

information books

fantasy

funny stories

historical fiction

biography/autobiography

series books

folktales

short stories

history

science fiction

diaries

letters

suspense

myths and legends

graphic novels



Name \_\_\_\_\_ Date \_\_\_\_\_

## What's Easy?/What's Hard? Reading

What's easy about reading? Explain.

What's hard about reading? Explain.



Name \_\_\_\_\_ Date \_\_\_\_\_

## What's Easy?/What's Hard? Writing About Reading

What's easy about writing about reading? Explain.

What's hard about writing about reading? Explain.



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Getting-to-Know-You Interview

*Directions:* On this paper, jot down notes as you converse with a student, using the questions below to guide your conversation. The interview should take four to six minutes.

---

1. What are your favorite things to do outside of school? Explain why you enjoy these.
2. What do you enjoy most about school? Explain.
3. What do you enjoy least about school? Explain.
4. How can I help you with reading?
5. Discuss something the student wrote about in one of the assessments he or she has completed.
6. What reading goal would you like to work on in the next three to four weeks?

**ADDITIONAL COMMENTS:**



Name \_\_\_\_\_ Date \_\_\_\_\_

## A Reading Strategy Checklist

### Directions:

1. Check those statements that reflect the reading strategies you use.
2. Write any comments you have about your reading on the back.

### STRATEGIES I USE BEFORE READING:

- |  |  |
|--|--|
| _____ I think about the cover, title, and topic.                       | _____ I skim the pictures, charts, and graphs.   |
| _____ I read the back cover and the print on the inside of the jacket. | _____ I read headings and boldfaced words.       |
| _____ I ask questions.   | _____ I think about what I know about the topic. |
| _____ I predict.   |  |

### STRATEGIES I USE DURING READING:

- |  |   |
|--|---|
| _____ I stop and check to see if I understand what I'm reading.    | _____ I use pictures, graphs, and charts to help me understand confusing parts. |
| _____ I make mental pictures.                                      | _____ I stop and retell to check what I remember.                               |
| _____ I identify confusing parts.                                  | _____ I reread to remember more details.  |
| _____ I identify unfamiliar words.                                 | _____ I read the captions under and above photographs, charts, and graphs.      |
| _____ I reread to understand confusing parts and unfamiliar words. | _____ I predict and adjust as I read.   |
| _____ I record an unfamiliar word that I can't figure out.         | _____ I raise questions and read for answers.                                   |

### STRATEGIES I USE AFTER READING:

- |  |  |
|--|--|
| _____ I think about why I liked or didn't like it. | _____ I reread to find details.  |
| _____ I retell.                                    | _____ I picture characters, places, and ideas.                           |
| _____ I speak, draw, and/or write reactions.       | _____ I predict what might happen to a character if the story continued. |
| _____ I reread favorite parts.                     |  |



# Oral Reading Miscue Code

This is the code from Mary Lynn Woods' and Alden J. Moe's *Analytical Reading Inventory*, Saddle River, NJ: Merrill, 1999, sixth edition.

## THE FOUR MISCUES THAT FOLLOW ARE COUNTED AS ERRORS.

Code	Meaning	Example
O	Omitted word. Circle the word.	A loud <u>explosion</u> caused the fire in the old house.
I	Insertion. Write inserted word or words.	Flames spewed <sup>big</sup> sparks that destroyed other buildings.
S	Substitution. Write the substitution which can be a real word or nonword.	The moose stood silently in the <sup>grass</sup> meadow, watching the prey.
A	Aided word. Draw a diagonal through the word you helped student pronounce.	The <del>therapeutic</del> dose was taken every four hours.

## THE FOUR MISCUES THAT FOLLOW ARE NOT COUNTED AS ERRORS.

Code	Meaning	Example
Rp	Repetition. Underline the repeated words. If repeated more than once, underline for each repetition.	The <u>coyote tensed</u> its muscles before leaping on the <u>unsuspecting</u> rabbit.
SC	Self-corrected. Readers often repeat a word or phrase or pause and use semantic or context clues to self-correct.	The <sup>home SC</sup> house is near the mall. Mud <sup>SC</sup> <u>spattered</u> her new tricycle.
/	Hesitates. If a student reads haltingly, making many hesitations, mark those, for it indicates a lack of fluency.	During the/circus,/the monkeys jumped/from horse to horse while/dogs did/cartwheels/on the mat.
X	Ignores punctuation. Use the x for punctuation within a sentence or when they ignore end of sentence punctuation. This indicates they are not monitoring meaning.	Sitting by the fire <sub>x</sub> the old dog yawned and scratched his neck <sub>x</sub> Suddenly, the cat, sitting nearby <sub>x</sub> leaped on the dog's back.



## Procedure for Using Retelling as Assessment

Before asking students to retell for assessment purposes, be sure to model the entire retelling process several times so students have a clear understanding of your expectations. Follow these guidelines when asking students to retell.

1. Show students the form for either fiction (Form 11) or nonfiction (Form 12). Review the elements you will expect them to include.
2. Ask student to reread the selection that they will retell.
3. Start with retelling a paragraph. When the student can do this well, move to a page.
4. With fiction, work the retelling up to a complete chapter; with nonfiction, students should be able to retell an entire section.

If students do this well, they are ready for summarizing.



Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Pages of Retelling \_\_\_\_\_

## Retelling: Fiction

*Directions:* Jot down notes next to each section. You may want to record the retelling on an audiocassette.

### ELEMENTS NOTED IN STUDENT'S RETELLING

### TEACHER'S NOTES

\_\_\_\_\_ Used written/mental notes.

\_\_\_\_\_ Identified settings: time and place.

\_\_\_\_\_ Identified the main character.

\_\_\_\_\_ Told main character's problem(s).

\_\_\_\_\_ Included plot details.

\_\_\_\_\_ Mentioned other characters.

\_\_\_\_\_ Made connections.

Speaking patterns:

\_\_\_\_\_ Spoke in complete sentences.

\_\_\_\_\_ Told details in sequence.

Goal for next retelling:

**ADDITIONAL NOTES AND COMMENTS:**





Name \_\_\_\_\_ Date \_\_\_\_\_

Title and Pages of Retelling \_\_\_\_\_

## Retelling: Nonfiction

*Directions:* Jot down notes next to each section. You may want to record the retelling on an audiocassette.

### ELEMENTS NOTED IN STUDENT'S RETELLING

### TEACHER'S NOTES

\_\_\_\_\_ Used written/mental notes.

\_\_\_\_\_ Stated topic.

\_\_\_\_\_ Provided rich facts.

\_\_\_\_\_ Stated main idea.

\_\_\_\_\_ Made connections to (self, other topics, issues).

\_\_\_\_\_ Synthesized information by using own words.

Speaking patterns:

\_\_\_\_\_ Spoke in complete sentences.

\_\_\_\_\_ Told details in sequence.

Goal for next retelling:

**ADDITIONAL NOTES AND COMMENTS:**




Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Checklist: Behaviors and Attitudes

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

OBSERVED	DATE	ADDITIONAL COMMENTS
<p><b>Listening Behaviors</b></p> <p>_____ Watches mini-lessons.</p> <p>_____ Listens during group discussions.</p> <p>_____ Can disagree without disrupting the discussion.</p> <p>_____ Makes eye contact.</p> <p>_____ Follows verbal directions.</p> <p><b>Silent Reading/Enjoyment</b></p> <p>_____ Quickly settles down and reads.</p> <p>_____ Focuses on reading task.</p> <p>_____ Reads silently, without sub-vocalizing or whispering words.</p> <p>_____ Can get lost in a book.</p> <p>_____ Chooses books on different topics and genres.</p> <p>_____ Responds with emotions while reading: laughs, smiles, cries.</p> <p>_____ Chooses to read during free-choice time.</p> <p>_____ Discusses books with peers.</p>		

**ADDITIONAL NOTES:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Estimating Instructional Reading Levels at the Beginning of the Year

*Directions:* To estimate a student's instructional reading level at the beginning of the year, review artifacts in the student's literacy folder, using the following questions to pinpoint interests and strengths. You may record your notes on Form 14A or a separate sheet of paper. Based on your review, estimate the student's instructional reading level.

### **NOTE STUDENT'S INTERESTS**

- ◆ What are the student's hobbies?
- ◆ What does the student do in his or her spare time?
- ◆ Any favorite genres? authors? movies? videos?
- ◆ What does the student do on the computer?

### **NOTE STUDENT'S READING STRENGTHS**

- ◆ What books does the student enjoy reading?
- ◆ What strategies does the student understand?
- ◆ Can the student self-monitor?
- ◆ Does the student have and use fix-up strategies?
- ◆ Does the student read outside of school? Give examples.
- ◆ How does the student see himself or herself as a reader?
- ◆ What is the student presently reading?

### **ADD NOTES/COMMENTS FROM THE PREVIOUS YEAR'S TEACHER**

- ◆ What are the student's strengths?
- ◆ What instructional book did the student read at the end of the year?
- ◆ Did the teacher feel that this instructional book was a good match?
- ◆ Did the teacher note ways this student learns best?
- ◆ Were there any needs pointed out?

### **REVIEW RESULTS OF ORAL READING ERROR ANALYSIS AND RETELLING, IF APPLICABLE**

- ◆ Use the instructional reading level you arrived at using the questions and prompts on pages 38–40.

### **ESTIMATED INSTRUCTIONAL READING LEVEL**

- ◆ Based on all the evidence reviewed, estimate the student's instructional reading level.



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Estimating Instructional Reading Level

*Directions:* Using the questions and prompts on Form 14, record your observations and insights about the student's interests, strengths, and needs below.

---

Student's Interests

Student's Reading Strength's

Notes From Previous Teachers

Oral Reading Error Analysis (if applicable)

Estimated Instructional Reading Level



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Evaluating Student Assessments

*Directions:* Check the assessments you plan to review. Note any not on this list on the blank space below. As you review them, record your observations and conclusions below.

- |                               |                        |                    |
|-------------------------------|------------------------|--------------------|
| _____ written work            | _____ conferences      | _____ tests        |
| _____ journal entries         | _____ self-evaluations | _____ observations |
| _____ interest survey         | _____ reading survey   | _____ checklists   |
| _____ questions about reading | _____ practice sheets  | _____ _____        |

Draw conclusions about what the student is doing well.

Draw conclusions about areas that need support.

Develop a plan of possible action including interventions, instructional adjustments, and scaffolding.

Review work with the student and ask, "How can I help you with \_\_\_\_\_?"



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Dates from \_\_\_\_\_ to \_\_\_\_\_

## Planning Form for Documenting Response to Intervention

### Instructional Reading Level:

**Instructional Needs:** Mark one or add your own. Name the specific reading strategy you'll focus on. (See Appendix page 135 for a list of these.)

_____ reading strategy	_____ focus	_____ decoding
_____ background knowledge	_____ comprehension	_____ retelling
_____ summarizing	_____ context clues	_____ recall
_____ _____	_____ _____	_____ _____

**Instructional Plan:** includes scaffolds, conferences, group lessons, and tiering tasks

Adjustments to the plan:

List the data included for this two week period:

Feedback from colleagues:

Feedback from parents:

Note student's progress:



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Strategic Reading Conference

*Directions:* Jot down notes based on the conversation between you and your student, using the questions below.

---

Title \_\_\_\_\_ Author \_\_\_\_\_

Reading Strategy \_\_\_\_\_

How can this strategy help you understand what you read?

What other strategies do you use while you read?

How do you apply this strategy when you read?

Find a page in your book and think aloud to show me how you apply this strategy.



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist of Strategies Students Use Before Reading

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

<b>BEFORE-READING STRATEGIES</b>	<b>INDICATORS THAT STUDENT USES THE STRATEGY</b>	<b>DATE</b>	<b>KEY</b>
Brainstorm, Cluster, Fast Write, Web, List, K-W-H-L	Uses these to activate prior knowledge and experiences about topics, genres, issues, themes, problems, vocabulary and concepts to improve comprehension.		
Predict	Uses title, pictures, and some text to support predictions.		
Question	Uses pictures, title, topic, chapter and section headings, boldface words, captions, graphs, and charts to generate meaningful questions.		
Visualize	Creates mental pictures of words, concepts, and predictions.		
Make Connections	Uses title, topic, pictures, and parts of the text to make personal connections.		
Set Purposes	Uses pictures, title, topic, chapter and section headings, boldface words, captions, graphs, and charts to set purposes for reading or to generate questions or make predictions that set purposes.		

**ADDITIONAL NOTES AND COMMENTS:**





Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Preview and Set Purposes

*Directions:* Use the checklist in either of the following ways.

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level and ask the student to use the Preview and Set Purposes strategy on it during the conference. Check appropriate statements on the checklist and discuss with student.

---

### CHECKLIST FOR EVALUATING STUDENT'S USE OF PREVIEW AND SET PURPOSES:

- \_\_\_\_\_ The student can explain how to preview fiction or nonfiction texts.
- \_\_\_\_\_ The teacher modeled how to apply the strategy during the conference.
- \_\_\_\_\_ The student previews fiction using the title, front and back covers, and part of first chapter.
- \_\_\_\_\_ The student uses chapter and section titles and bold face vocabulary as part of the preview.
- \_\_\_\_\_ The student uses nonfiction text features as part of the preview.
- \_\_\_\_\_ The student can create four to five purposes for reading from information in the preview.
- \_\_\_\_\_ The student understands how Preview and Set Purposes supports reading comprehension.

### NOTES ABOUT THE STUDENT'S APPLICATION OF PREVIEW AND SET PURPOSES:

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Preview/Connect/Predict

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level and ask the student to use the Preview/Connect/Predict strategy on it during the conference. Check appropriate statements on the checklist and discuss with student.

---

### **BEFORE READING STRATEGY: PREVIEW/CONNECT/PREDICT**

- \_\_\_\_\_ The student can explain how to preview fiction or nonfiction texts.
- \_\_\_\_\_ The teacher modeled how to apply the strategy during the conference.
- \_\_\_\_\_ The student previews fiction using the title, front and back covers, and part of the first chapter. While previewing, the student connects ideas among preview elements and makes connections to prior knowledge.
- \_\_\_\_\_ The student uses nonfiction text features as part of the preview. While previewing, the student connects ideas among text features and to his or her prior knowledge.
- \_\_\_\_\_ The student can create statements, based on the preview, that predict what he or she will learn by reading the selection.
- \_\_\_\_\_ The student uses these predictions as purposes for reading.
- \_\_\_\_\_ The student understands how Preview/Connect/Predict supports reading comprehension.

### **NOTES ABOUT THE STUDENT'S APPLICATION OF PREVIEW/CONNECT/PREDICT:**

Check one of the statements:      \_\_\_\_\_ Needs more support      \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Preview/Question

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level and ask the student to use the Preview/Question strategy on it during the conference. Check appropriate statements on the checklist and discuss with student.

---

### **BEFORE READING STRATEGY: PREVIEW/QUESTION:**

- \_\_\_\_\_ The student can explain how to preview fiction or nonfiction texts.
- \_\_\_\_\_ The teacher modeled how to apply the strategy during the conference.
- \_\_\_\_\_ The student previews fiction using the title, front and back covers, and part of first chapter.
- \_\_\_\_\_ The student uses chapter and section titles and bold-faced vocabulary as part of the preview.
- \_\_\_\_\_ The student uses nonfiction text features as part of the preview.
- \_\_\_\_\_ The student can create questions from information in the preview.
- \_\_\_\_\_ The student understands how Preview/Question supports reading comprehension.

### **NOTES ABOUT THE STUDENT'S APPLICATION OF PREVIEW/QUESTION:**

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

### **ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for List/Group/Label

*Directions:* Confer with students who need your support.

1. Ask students to bring an example of a List/Group/Label page they've created for their independent or instructional reading to the conference.
2. Ask students to describe each step of the process and discuss their work; you can use the checklists below as a guide.
3. Record your observations on this form.

### LIST

- \_\_\_\_\_ The list has rich details.
- \_\_\_\_\_ The student shared the list with a partner.
- \_\_\_\_\_ The student added to the list as a result of sharing with a peer.

If a student has difficulty brainstorming ideas, demonstrate how talking about a topic can help, in addition to asking questions about the ideas on the list. Model and then invite the student to practice with you until you feel he or she is ready to work with a partner.

### GROUP

- \_\_\_\_\_ The student grouped items logically.
- \_\_\_\_\_ The student can explain why an item is in more than one group.

Show the student how you read the list and pull out ideas that go together. Next, start the process and invite the student to finish selecting details for a group. Keep practicing until you observe that the student can select and group.

### LABEL

- \_\_\_\_\_ The groups are labeled logically.
- \_\_\_\_\_ The student can explain why he or she chose the labels.

To help students figure out the label for a group, try offering these prompts as support:

- ◆ What are these details about?
- ◆ What words would you use to describe all of the details?
- ◆ Can you use these words to create a label?

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Fast Write

### *Directions:*

1. Review the student's fast writes and any observational notes; then complete the checklist below. Discuss during the conference.
2. If you need more information about a student's ability to use the strategy, ask him or her to complete a fast write during the conference on a preselected topic, then discuss the process.

---

### **CHECKLIST FOR EVALUATING FAST WRITE:**

- \_\_\_\_\_ The student can explain the purpose of fast writes.
- \_\_\_\_\_ The student writes without picking up his or her pen.
- \_\_\_\_\_ The student is able to reclaim prior knowledge of a topic through a fast write.
- \_\_\_\_\_ The teacher modeled fast write during the conference.
- \_\_\_\_\_ The student writes more about a topic than he or she contributes to whole-class discussions.
- \_\_\_\_\_ The student volunteers to read his or her fast write.
- \_\_\_\_\_ The student asks questions to clarify the fast write process.

### **NOTES ABOUT THE STUDENT'S APPLICATION OF FAST WRITE:**

Check one of the statements:      \_\_\_\_\_ Needs more support      \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

### **ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Names of Reading Texts \_\_\_\_\_

## Checklist for Strategies Students Use During Reading

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

DURING-READING STRATEGIES	INDICATORS THAT STUDENT USES THE STRATEGY	DATE	KEY AND COMMENTS
Adjust Reading Rate	Changes purposes for reading a text, such as rereading, reading for pleasure, or reading to collect information.		
Predict/Support/Confirm/Adjust	Uses text to support predictions and to confirm and adjust them.		
Question	Asks questions while reading. Knows that the text may not answer all questions.		
Make Connections	Connects to text using personal experiences and background knowledge.		
Visualize	Creates mental pictures from details, from figurative language, from strong verbs and specific nouns in the text.		
Monitor Understanding	Constructs meaning and identifies parts of text that are not understood. Uses questioning, making connections, and visualizing to construct meaning.		
Self-Correct	Can correct, without help, parts of the text that don't make sense. Has strategies to say and figure out the meaning of difficult words.		
Reread	Rereads to boost recall, to revisit favorite parts, and to understand confusing parts.		
Close Read	Breaks confusing parts into small chunks to close read. Brings prior knowledge and new information and vocabulary to the close reading process.		

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Monitoring Independent Reading

OBSERVATIONS	NOTES	DATES OBSERVED
<b>Book Log Entries</b> <ul style="list-style-type: none"><li>◆ Number of books</li><li>◆ Variety of titles</li></ul>		
<b>Independent Reading</b> <ul style="list-style-type: none"><li>◆ Selects books on comfort or recreational level.</li><li>◆ Gets started quickly.</li><li>◆ Self-helps before seeking peer or teacher assistance.</li><li>◆ Shows pleasure in reading through talk, projects, journal entries.</li><li>◆ Concentrates on book.</li><li>◆ Changes books several times during a silent reading period.</li><li>◆ Frequently talks to others.</li><li>◆ Occasionally stops and shares a favorite part.</li></ul>		

**ADDITIONAL NOTES AND COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Predict/Support/Confirm/Adjust

*Directions:* Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.

### CHECKLIST FOR EVALUATING STUDENT'S USE OF PREDICT/SUPPORT/CONFIRM/ADJUST:

- \_\_\_\_\_ The student can explain how the strategy works.
- \_\_\_\_\_ The student can explain why the strategy motivates reading.
- \_\_\_\_\_ The student uses prior knowledge and information in the text to make logical predictions.
- \_\_\_\_\_ The student reads on to confirm predictions.
- \_\_\_\_\_ The student reads on to adjust a prediction that was off target.
- \_\_\_\_\_ The more text the student reads, the more predictions match the author's plot.
- \_\_\_\_\_ The student understands how Predict/Support/Confirm/Adjust supports comprehension.

### NOTES ABOUT THE STUDENT'S APPLICATION OF PREDICT/SUPPORT/CONFIRM/ADJUST:

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**





Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Read/Pause/Retell

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level and ask the student to use the Read/Pause/Retell strategy on it during the conference. Check appropriate statements on the checklist and discuss with student.

---

### **DURING READING STRATEGY: READ/PAUSE/RETELL:**

- \_\_\_\_\_ The student can explain how the strategy works.
- \_\_\_\_\_ The student can retell the passage.
- \_\_\_\_\_ The student can retell in sequence.
- \_\_\_\_\_ The student includes rich details in the retelling.
- \_\_\_\_\_ The student knows when his or her retelling signals the need for a fix-up strategy.
- \_\_\_\_\_ The student rereads as a fix-up strategy.
- \_\_\_\_\_ The student close reads or questions the author to increase recall.
- \_\_\_\_\_ The student can explain how Read/Pause/Retell supports recall and comprehension.

### **NOTES ABOUT THE STUDENT'S APPLICATION OF READ/PAUSE/RETELL:**

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for INSERT

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level that hasn't been read yet. Ask the student to read a passage and use the INSERT strategy on it during the conference. Check appropriate statements on the checklist and discuss with student, noting what fix-up strategies were applied when the student identified confusing parts.

---

### **SELF-MONITORING STRATEGY: INSERT**

- \_\_\_\_\_ The student identifies what he or she understands.
- \_\_\_\_\_ The student pinpoints vocabulary that's unfamiliar.
- \_\_\_\_\_ The student can identify phrases or sentences that are confusing.
- \_\_\_\_\_ The student can explain why he or she is confused.

### **NOTES ABOUT THE STUDENT'S APPLICATION OF INSERT:**

### **FIX-UP STRATEGIES: REREAD, CLOSE READ, CONTEXT CLUES:**

- \_\_\_\_\_ The student can name and explain how reread, close read, and context clues help and improve understanding of passages and vocabulary while reading.
- \_\_\_\_\_ The student applies each strategy appropriately.

### **NOTES ABOUT THE STUDENT'S APPLICATION OF THESE FIX-UP STRATEGIES:**

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

### **ADDITIONAL COMMENTS:**



## Queries for Questioning the Author

### INITIATING QUERIES

Use with nonfiction and fiction

- ◆ What is the author trying to say here?
- ◆ What do you think the author wants us to know?
- ◆ What is the author talking about?
- ◆ What is the important message in this section?

### FOLLOW-UP QUERIES

- ◆ So what did the author mean right here?
- ◆ That's what the author said, but what did the author mean?
- ◆ What does the author want me to understand from these details?  
This information?
- ◆ Does this make sense based on what the author told us before?
- ◆ How does this connect with what the author has told us?
- ◆ But does the author tell us why?

### NARRATIVE QUERIES

- ◆ How do things look for this character now?
- ◆ How does the author let you know that something has changed?
- ◆ How has the author worked that out for us?
- ◆ Given what the author has already told us about this character, what do you think he's up to?
- ◆ How is the author making you feel right now about these characters?
- ◆ What is the author telling us with this conversation?

*Adapted from Improving Comprehension with Questioning the Author, page 57, (Beck and McKeown, 2006)*

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Questioning the Author (QtA) With Informational Texts

### *Directions:*

1. Choose a one-to-two paragraph passage from an unfamiliar informational text at the student's instructional or independent reading level.
2. Select the query or queries that the student will use and record below.
3. Pose the first query and ask the student to think about it as he or she reads the passage out loud. Ask the student to pause and think aloud when he or she comes to a point where there is an answer to a query. Guide the number of times the student stops to Question the Author.
4. Listen to the student respond. Jot down the student's responses below and evaluate them with the checklist.

---

### **QUERY/QUERIES:**

### **STUDENT'S RESPONSES:**

### **CHECKLIST FOR EVALUATING QTÀ:**

- \_\_\_\_\_ The student starts the response with: "I think the author..."
- \_\_\_\_\_ The response is in the student's own words.
- \_\_\_\_\_ The response shows that the student can use details from the passage to explain the author's meaning.
- \_\_\_\_\_ The student uses information to create connections to other parts of the passage.
- \_\_\_\_\_ The student makes personal connections or connections to world issues, to pictures or photos, movies or video, or to a theme, problem, or issue.

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

### **ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Questioning the Author (QtA) With Fictional Texts

### *Directions:*

1. Choose a short passage from an unfamiliar fictional text at the student's instructional or independent reading level.
2. Select the query or queries that the student will use and record below.
3. Pose the first query and ask the student to apply it as he or she reads the passage out loud. Ask the student to pause and think aloud when he or she comes to a point where there is an answer to the query. Guide the number of times the student stops to Question the Author.
4. Listen to the student respond. Jot down the student's responses below and evaluate them with the checklist.

---

### **QUERY/QUERIES:**

### **STUDENT'S RESPONSES:**

### **CHECKLIST FOR EVALUATING QTA:**

- \_\_\_\_\_ The student starts the response with: "I think the author..."
- \_\_\_\_\_ The response is in the student's own words.
- \_\_\_\_\_ The response shows that the student can use details from the passage to explain the author's meaning.
- \_\_\_\_\_ The student shows an understanding of the character.
- \_\_\_\_\_ The student can make inferences using the dialogue in a text.
- \_\_\_\_\_ The student can understand character through changes in plot, interactions, setting, and decisions.

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

### **ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Reread and Close Read

### **PART I. Directions:**

Reread and review your observational notes and student's written work. Summarize your observations below, using the checklist.

---

#### **CHECKLIST FOR EVALUATING REREAD AND CLOSE READ:**

- \_\_\_\_\_ The student can explain the benefits of Reread and Close Read.
- \_\_\_\_\_ The student can explain when and how to apply Close Read.
- \_\_\_\_\_ The student applies each strategy to construct meaning of tough passages.

#### **NOTES ABOUT THE STUDENT'S APPLICATION OF REREAD AND CLOSE READ:**

### **PART II. Directions:**

If you need more insight into the student's use of Reread and Close Read, have the student apply one or both strategies to a text on his or her instructional level during the conference.

#### **OBSERVATIONS ABOUT THE STUDENT'S APPLICATION OF THE FIX-UP STRATEGIES:**

Check one of the statements:    \_\_\_\_\_ Needs more support    \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

#### **ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Visualizing

### *Directions:*

1. Use the checklist below, the student's written work using the strategy, and your observational notes to guide the conference as described in Part I.
2. Complete Part II if you're unsure whether the student has absorbed the strategy of visualizing.

---

### **CHECKLIST FOR EVALUATING VISUALIZING:**

- \_\_\_\_\_ The student can explain how to visualize while reading.
- \_\_\_\_\_ The student understands that strong verbs, specific nouns, figurative language, sensory images, and detailed descriptions help build mental pictures.
- \_\_\_\_\_ The student understands the role the five senses play in supporting visualizing.
- \_\_\_\_\_ The student knows that the ability to visualize indicates comprehension.
- \_\_\_\_\_ The student knows that visualizing supports recall and making connections.
- \_\_\_\_\_ The student creates mental pictures while reading.

**PART I. INVESTIGATION:** Discuss your notes, the student's written work, and the checklist with the student during the conference; jot down notes below.

**PART II. APPLICATION:** Use a fictional or informational text at the student's instructional or independent reading level if you feel that you need to observe how the student applies visualizing while reading. Have the student read a section before the conference, then ask him or her to explain how he or she applied the strategy during reading. Prompt and support as necessary, writing your notes below.

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Building Vocabulary Using Context Clues

### *Directions:*

1. Use the prompts in Part I to determine the student's use of the strategy; record the responses.
2. If you need further information about a student's use of the strategy, choose a passage from the student's instructional reading text and observe him or her applying the strategy in Part II; record your notes below.

---

### **PART I. INVESTIGATION:**

1. Describe how you use context clues when reading fiction. Explain how these clues help you figure out the meaning of a word.
  
  
  
  
  
  
  
  
  
  
2. Tell me how you use context clues when reading informational texts. Explain how these clues help you figure out the meaning of a word.

**PART II. APPLICATION:** Ask the student to read a short selection and use context clues to explain the meaning of tough words. Have the student think aloud to explain his or her process. Note student's response below.

Check one of the statements:    \_\_\_\_\_ Needs more support    \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**





Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Making Connections

### *Directions:*

1. Use the checklist below, the student's written work using the strategy, and your observational notes to discuss the student's use of the Making Connections strategy.
2. If you need more information about how a student applies the strategy, select a text at his or her instructional level and ask the student to think aloud while making connections to the text. Record your observations below and discuss with the student.

---

### **CHECKLIST FOR EVALUATING MAKING CONNECTIONS:**

- \_\_\_\_\_ The student can explain the kinds of connections he or she makes using an instructional and/or independent reading book.
- \_\_\_\_\_ The student can make personal connections to a character, event, setting, problem, or conflict using prior knowledge and past experiences.
- \_\_\_\_\_ The student can explain a key issue being studied and connect these to a text.
- \_\_\_\_\_ The student can make personal connections to information in a nonfiction text.
- \_\_\_\_\_ The students can explain how making connections improves reading comprehension and recall of information.

### **OBSERVATIONS ABOUT THE STUDENT'S APPLICATION OF MAKING CONNECTIONS:**

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Names of Reading Texts \_\_\_\_\_

## Checklist for Strategies Students Use After Reading

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

AFTER-READING STRATEGIES	INDICATORS THAT STUDENT USES THE STRATEGY	DATE	KEY AND COMMENTS
Confirm/Adjust Predictions	Uses specific text details to support predictions.		
Retell	Uses details to retell story orally or in writing. Sequences events.		
Skim and Reread	Returns to the text to prove points during discussions and for written responses.		
Take Notes	Can select important details independently.		
Make Inferences With Fiction	Uses dialogue, settings, conflicts, plot, characters' decisions, and facts to explore implied meanings.		
Make Inferences With Informational Texts	Can build new understandings and concepts and can link information to ways it helps others.		
Cause/Effect/Infer	Can select and categorize a cause, find effects, and use both to make inferences.		
Journal Work	Supports ideas and positions with details from text.		
Synthesizing	Can summarize fiction and nonfiction. Can form new ideas about a character, event, conflict, setting, or information while reading and gathering more details. Can connect ideas and issues across texts.		
Determining Importance	Uses purposes for reading to determine important ideas and details.		
Vocabulary	Can complete concept or word web to show an understanding of new vocabulary. Uses new vocabulary in speaking and writing.		

**ADDITIONAL NOTES AND COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Making Inferences About Characters or People

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level. The text may be familiar, but the student should not have practiced inferring on it before. Ask the student to reread the passage during the conference and then think aloud while making an inference about a character. Check appropriate statements on the checklist and discuss with student.

---

### **MAKING INFERENCES ABOUT CHARACTERS'/PEOPLE'S PERSONALITY FROM FICTION AND BIOGRAPHY**

- \_\_\_\_\_ The student can explain what making inferences with fiction or biography means.
- \_\_\_\_\_ The student infers a character's (or person's) personality traits using dialogue.
- \_\_\_\_\_ The student uses characters' (people's) inner thoughts to make inferences.
- \_\_\_\_\_ The student uses characters' (people's) decisions to make inferences.
- \_\_\_\_\_ The student uses how characters (people) handle conflict and/or problems to make inferences.
- \_\_\_\_\_ The student uses the character's (person's) actions and/or interactions to make inferences.
- \_\_\_\_\_ The student uses other characters' (people's) reactions to make inferences about the main character (person).

### **NOTES ABOUT THE STUDENT'S APPLICATION OF MAKING INFERENCES ABOUT CHARACTERS OR PEOPLE:**

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

### **ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Determining Importance

### *Directions:*

1. Use the checklist below, student's written work using the strategy, and your observational notes to guide the conference for Part I, Investigation.
2. Complete Part II, Application, if you're unsure whether the student has absorbed the strategy of determining importance.

---

### CHECKLIST FOR EVALUATING DETERMINING IMPORTANCE

- \_\_\_\_\_ The student can explain the three parts of this strategy: setting purposes before reading, using purposes to identify important details, using the details to figure out the big ideas.
- \_\_\_\_\_ The student previews to set purposes before reading.
- \_\_\_\_\_ The student uses purposes for reading to identify important details.
- \_\_\_\_\_ The student returns to the text and skims to find important details/ideas.
- \_\_\_\_\_ The student uses important details/ideas to figure out big ideas.
- \_\_\_\_\_ The student can explain how determining importance supports comprehension, recall, and thinking.

**PART I. INVESTIGATION:** Confer with the student to discover which part of the strategy the student needs to practice with you or a peer.

**PART II. APPLICATION:** Use an instructional level text to practice one or more parts of this strategy with the student.

Check one of the statements:      \_\_\_\_\_ Needs more support      \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Making Connections

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level and ask the student to use the Making Connections strategy on it during the conference. Check appropriate statements on the checklist and discuss with student.

---

### **CHECKLIST FOR EVALUATING MAKING CONNECTIONS**

- \_\_\_\_\_ The student can explain all of a specific kinds of connections that occur after reading: to self, across texts, to issues and problems at home, in their community and the world.
- \_\_\_\_\_ The student can synthesize information by making connections across texts.
- \_\_\_\_\_ The student can explain a key issue or problem being studied and connect these to his or her family.
- \_\_\_\_\_ The student can explain a key issue or problem being studied and connect these to his or her community.
- \_\_\_\_\_ The student can explain a key issue being studied and connect these to the world.
- \_\_\_\_\_ The student can explain how making connections improves reading comprehension, thinking beyond the facts in a text, and recall of information.

### **OBSERVATIONS ABOUT THE STUDENT'S APPLICATION OF MAKING CONNECTIONS:**

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

### **ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Synthesizing Information

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level the student has read before. Ask student to synthesize a piece of it during the conference. Check appropriate statements on the checklist and discuss with student.

---

### **CHECKLIST FOR SYNTHESIZING**


- \_\_\_\_\_ The student can explain one or more of the kinds of synthesizing: summarizing, changing opinions, making connections across texts.
- \_\_\_\_\_ The student can write a summary that illustrates synthesis of information from the text.
- \_\_\_\_\_ The student can adjust formed opinions while reading and gathering new details.
- \_\_\_\_\_ The student can connect ideas across two or more different texts.
- \_\_\_\_\_ The student can connect ideas across multi media including film, Internet, and videos.
- \_\_\_\_\_ The student can explain how synthesizing supports understanding, thinking, and analyzing information.

### **OBSERVATIONS ABOUT THE STUDENT'S APPLICATION OF SYNTHESIZING INFORMATION:**

Check one of the statements: \_\_\_\_\_ Needs more support \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Vocabulary Strategy Growth

*Directions:*

1. Use the checklist below as well as observational notes and the student's written work, as a guide for this conference.
2. Ask the student to discuss and/or show you what he or she knows about strategies you select from the checklist.
3. You can ask student to use a fiction or nonfiction text to showcase his or her application of a strategy.

---

**BEFORE READING**

- \_\_\_\_\_ Previews boldface words.
- \_\_\_\_\_ Studies illustrations, diagrams, photographs, and charts to figure out word meanings.
- \_\_\_\_\_ Records new words, word maps, and concept webs in journal.

**DURING READING**

- \_\_\_\_\_ Uses meaning clues authors embed in texts.
- \_\_\_\_\_ Rereads to figure out word meanings.
- \_\_\_\_\_ Uses knowledge of prefixes to determine meaning.
- \_\_\_\_\_ Uses knowledge of Greek and Latin roots to figure out meaning.

**AFTER READING**

- \_\_\_\_\_ Uses the word correctly during discussions and when answering questions.
- \_\_\_\_\_ Includes the word in writing.
- \_\_\_\_\_ Finds antonyms and synonyms for the word.

**PRONOUNCING UNFAMILIAR WORDS**

- \_\_\_\_\_ Looks at the beginning, middle, and end of the word.
- \_\_\_\_\_ Removes prefix and suffix, then studies the root.
- \_\_\_\_\_ Thinks of other words that the tough word resembles.
- \_\_\_\_\_ Rereads.
- \_\_\_\_\_ Asks a peer or the teacher for help.

**NOTES ABOUT THE STUDENT'S VOCABULARY STRATEGY GROWTH:**

Check one of the statements:      \_\_\_\_\_ Needs more support      \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Questioning

### *Directions:*

1. Review observational notes and the student's written work. Complete the checklist below based on these, then conduct a conference with the student to discuss his or her use of the strategy.
2. If you need more information about a student's ability to use the strategy, select a fiction or nonfiction text at his or her instructional reading level and ask the student to use the Questioning strategy on it during the conference. Check appropriate statements on the checklist and discuss with student.

---

### **BEFORE, DURING, AND AFTER READING STRATEGY: QUESTIONING**

- \_\_\_\_\_ The student can explain when he or she uses questioning before, during, and after reading.
- \_\_\_\_\_ The student uses nonfiction features to raise questions before reading.
- \_\_\_\_\_ The student uses the front and back covers, illustrations, and the first two pages of Chapter 1 of a fictional text to raise questions.
- \_\_\_\_\_ The student poses questions while reading, then reads on to discover answers.
- \_\_\_\_\_ The student uses questioning while reading to pinpoint confusing parts of the text.
- \_\_\_\_\_ The student raises questions after reading to make connections, to infer, synthesize, and to find the big ideas.
- \_\_\_\_\_ The student can explain how posing questions supports recall, self-monitoring, engagement with the text, and high level thinking.

### **NOTES ABOUT THE STUDENT'S APPLICATION OF QUESTIONING:**

Check one of the statements:    \_\_\_\_\_ Needs more support    \_\_\_\_\_ Can work independently

Set times for follow-up conferences:

**ADDITIONAL COMMENTS:**





Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Analytical Paragraphs and Essays

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

	OBSERVATIONS	DATE	KEY AND COMMENTS
Paragraphs	<ul style="list-style-type: none"> <li>• Completes a plan that's detailed.</li> <li>• Has a title that reflects the paragraph's content.</li> <li>• Topic or lead sentence states a position about a character, theme, decision, conflict, or problem.</li> <li>• Support for position is specific and from the text.</li> <li>• Wrap-up sentence adds something new for the reader to think about.</li> <li>• Varies sentence openings.</li> <li>• Writes in complete sentences.</li> </ul>		
Essays	<ul style="list-style-type: none"> <li>• Completes a detailed plan.</li> <li>• Adjusts plan if necessary.</li> <li>• Follows criteria.</li> <li>• Introduction sets up student's position.</li> <li>• Has a title that reflects the essay's content.</li> <li>• Uses transition sentences from paragraph to paragraph.</li> <li>• Supporting paragraphs contain detailed support.</li> <li>• Student can elaborate on the support.</li> <li>• Conclusion leaves readers with something new to think about.</li> <li>• Uses correct paragraphing.</li> <li>• Varies sentence openings.</li> <li>• Uses complete sentences.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Usage elements that can be needs or strengths:               <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• pronoun references</li> <li>• active voice</li> <li>• uses commas correctly</li> </ul> </li> </ul>		

**ADDITIONAL COMMENTS:**



Name \_\_\_\_\_ Type of Writing \_\_\_\_\_

## Checklist to Assess Analytical Writing

	WRITING CRITERIA	NOTES	DATES OBSERVED
Introduction/ Lead	<ul style="list-style-type: none"><li>• Catches reader's attention</li><li>• Includes a thesis</li><li>• Creates a developed introduction</li><li>• Transitions to next paragraph</li></ul>		
Body	<ul style="list-style-type: none"><li>• Begins each paragraph with a clear introductory sentence</li><li>• Includes specific details from the text</li><li>• Develops ideas with sentences that include: <i>descriptions, definitions, examples, elaboration, cause/effect, compare/contrast</i></li><li>• Develops one idea thoroughly in each paragraph</li><li>• Arranges ideas in a logical order</li><li>• Makes a logical argument</li><li>• Transitions to the next paragraph</li></ul>		
Conclusion	<ul style="list-style-type: none"><li>• Restates thesis and moves beyond the thesis by: <i>making a judgment, endorsing an issue, discussing facts implied in the essay</i></li></ul>		
Writer's Voice	<ul style="list-style-type: none"><li>• Speaks in a convincing manner</li><li>• Shows interest in/feels strongly about the topic</li><li>• Uses positive language</li><li>• Writes in the active voice</li></ul>		
Word Choice	<ul style="list-style-type: none"><li>• Explains important words/concepts</li><li>• Avoids clichés</li><li>• Language reveals an understanding of the topic</li><li>• Uses unique figurative language</li><li>• Includes strong verbs and specific nouns</li></ul>		
Sentence Style	<ul style="list-style-type: none"><li>• Varies sentence openings</li><li>• Varies sentence length</li><li>• Sentences flow smoothly into one another</li><li>• Includes quotes</li></ul>		
Writing Conventions (List those you have included in your criteria.)	<ul style="list-style-type: none"><li>• Writes with complete sentences</li><li>• Writes in paragraphs</li><li>• Uses correct spelling</li><li>• Uses commas correctly</li><li>• Has subject-verb agreement</li><li>• Uses direct quotations correctly</li><li>• Understands singular and plural possessives</li></ul>		



Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Note-Making

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

### BEFORE READING

### DATES EVALUATED

- \_\_\_\_\_ Uses lists or webs
- \_\_\_\_\_ Jots notes from chalkboard
- \_\_\_\_\_ Notes what was learned from preview
- \_\_\_\_\_ Asks questions
- \_\_\_\_\_ Makes connections to self and other topics

### AFTER READING

- \_\_\_\_\_ Writes notes in own words
- \_\_\_\_\_ Uses headings
- \_\_\_\_\_ Includes drawings of a process
- \_\_\_\_\_ Defines new words in own words
- \_\_\_\_\_ Can illustrate vocabulary
- \_\_\_\_\_ Asks questions/finds answers
- \_\_\_\_\_ Webs key concepts
- \_\_\_\_\_ Uses 5 W's for a person/event
- \_\_\_\_\_ Knows how to use a double-entry journal
- \_\_\_\_\_ Can summarize a key section
- \_\_\_\_\_ Adds notes after class/group discussions
- \_\_\_\_\_ Makes connections to self, other books, and community and world issues
- \_\_\_\_\_ Asks and answers questions
- \_\_\_\_\_ Makes inferences

### TEACHER'S COMMENTS:

### GOAL SET WITH STUDENT:



Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Graphic Organizers

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

### BEFORE READING

### DATES EVALUATED

- \_\_\_\_\_ Chooses graphic organizer appropriate for material
- \_\_\_\_\_ Completes parts after preview

### AFTER READING

- \_\_\_\_\_ Writes legibly
- \_\_\_\_\_ Follows directions
- \_\_\_\_\_ Uses shorthand for notes
- \_\_\_\_\_ Uses own words
- \_\_\_\_\_ Includes many details
- \_\_\_\_\_ Notes specific details
- \_\_\_\_\_ Adds notes based on class discussions
- \_\_\_\_\_ Makes connections to other topics
- \_\_\_\_\_ Makes connections to self and community and world issues
- \_\_\_\_\_ Makes inferences
- \_\_\_\_\_ Asks/answers questions

### TEACHER'S COMMENTS:

### GOAL SET WITH STUDENT:



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Text(s) \_\_\_\_\_

## Checklist for Journal Entry: Drawing Conclusions About a Person/Character

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

<b>DRAWING CONCLUSIONS PERSON/CHARACTER</b>	<b>OBSERVATIONS</b>	<b>DATE</b>	<b>KEY AND COMMENTS</b>
Uses dialogue.	Can show how what a person says reveals personality traits. Summarizes, in own words, details from dialogue that support conclusion.		
Uses decisions.	Can choose one to three key decisions and show how these reveal personality traits.		
Uses conflicts.	Can identify one to three key conflicts and use how the person or character dealt with the conflict to draw conclusions about personality traits.		
Uses problems and actions taken to solve these.	Can pinpoint one to three important problems and how each was solved to draw conclusions about personality traits.		

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Text(s) \_\_\_\_\_

## Checklist for Journal Entry: Connecting an Issue to a Text

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

CONNECTING AN ISSUE TO A TEXT	OBSERVATIONS	DATE	KEY AND COMMENTS
Shows an understanding of the issue being studied.	Can explain the issue and show how it affects self and others.		
Connects the issue to the plot.	Can select events, and show how the issue relates to these.		
Connects the issue to a person/character.	Can show how the issue affects a person's or character's decisions, relationships, interactions.		
Connects the issue to a theme or big idea.	Can identify themes or big ideas in a text and show how these relate to the issue.		
Connects the issue to information in a text.	Can show how facts and information have been affected by the issue. Can show how the issue calls for the need to change the data and facts.		

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Text(s) \_\_\_\_\_

## Checklist for Journal Entry: Making Inferences

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

<b>MAKING INFERENCES</b>	<b>OBSERVATIONS</b>	<b>DATE</b>	<b>KEY AND COMMENTS</b>
Can explain the inferring process for fiction.	Demonstrates understanding that an inference is implied, unstated. Notes the parts of narratives that can be used for inferring.		
Can infer using: dialogue inner thoughts interactions decisions conflicts handling problems settings other characters	Notes the unstated meanings discovered by studying one or more of these elements.		

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Text(s) \_\_\_\_\_

## Checklist for Journal Entry: Visualizing

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

<b>VISUALIZING</b>	<b>OBSERVATIONS</b>	<b>DATE</b>	<b>KEY AND COMMENTS</b>
Draws mental images.	Demonstrates an understanding of a narrative element through drawings. Shows an understanding of new information by drawing and labeling a diagram, chart, or graph.		
Uses one or more of the five senses to create mental images.	Can create mental pictures using words and/or drawings by accessing one or more of the five senses. Can pinpoint sensory images in texts and write about these.		
Draws mental images of vocabulary to show understanding.	Uses drawings to demonstrate an understanding of the meaning of key words and concepts.		

**ADDITIONAL COMMENTS:**





# Content and Conventions Feedback From Students' Journals

Topic of Journal Entry \_\_\_\_\_ Date Read \_\_\_\_\_

## CONTENT GUIDELINES

1. Follows guidelines for entry.
2. Uses specific and detailed examples from the text.
3. Has correct heading.
4. Connects, infers, questions.

## WRITING-CONVENTION GUIDELINES

1. Uses complete sentences.
2. Includes correct capitalization.
3. Uses commas in a series of words and in a compound sentence.

## STUDENT

## CONTENT NEEDS

## WRITING-CONVENTION NEEDS



Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Oral and Written Book Reviews

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

BOOK REVIEWING	TEACHER'S OBSERVATIONS	DATE	KEY AND COMMENTS
Oral Book Talks	<ul style="list-style-type: none"><li>• Follows specific guidelines.</li><li>• Turns in notes.</li><li>• Makes eye contact.</li><li>• Speaks using illustrations.</li><li>• Speaks using an illustrated timeline of a specific number of events.</li><li>• Demonstrates a knowledge of genre.</li><li>• Sticks to time limits.</li></ul>		
Written Book Reviews	<ul style="list-style-type: none"><li>• Follows guidelines.</li><li>• Completes a plan.</li><li>• Revises the plan.</li><li>• Summary is short.</li><li>• Supports opinions with specific details from the book.</li><li>• Understands genre.</li><li>• Review is short and focused.</li></ul>		

**ADDITIONAL COMMENTS:**



Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Diary Entries and Letters Characters Might Write and for Interviews With Characters

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

CHARACTERS COMMUNICATIONS	TEACHER'S OBSERVATIONS	DATE	KEY AND COMMENTS
Diary entries	<ul style="list-style-type: none"> <li>Follows criteria.</li> <li>Shows the capacity to step into a character's shoes.</li> <li>Includes cartoons.</li> <li>Includes labeled drawings/diagrams.</li> <li>Uses some story details.</li> <li>Original details are logical and relate to the character's personality, emotions, and state of mind.</li> </ul>		
Letters to characters	<ul style="list-style-type: none"> <li>Follows criteria.</li> <li>Uses correct letter format.</li> <li>Letters address specific problems, events, conflicts.</li> <li>Student gives sound advice.</li> <li>Student shows an understanding of the character's needs and feelings.</li> <li>Includes cartoons to enhance letter.</li> <li>Includes small drawings that add to and/or clarify the letters' messages.</li> </ul>		
Letters between characters from the same or different books.	<ul style="list-style-type: none"> <li>Follows criteria.</li> <li>Uses correct letter format.</li> <li>Letters reveal an understanding of each character's personality, emotions, hopes, dreams, needs, strengths.</li> <li>Includes cartoons to enhance letter.</li> <li>Includes small drawings that add to and/or clarify the letters' message.</li> <li>Letters show creativity and originality.</li> </ul>		
Interviewing a Character	<ul style="list-style-type: none"> <li>Follows criteria.</li> <li>Questions and responses have been prepared in advance.</li> <li>Q's and A's include events, conflicts, relationships, and problems.</li> <li>Includes visuals in responses.</li> <li>Responses are in character.</li> <li>Pairs take turns being interviewer and interviewee.</li> </ul>		

**ADDITIONAL COMMENTS:**



Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Fine Arts Projects

**KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

THE FINE ARTS	TEACHER'S OBSERVATIONS	DATE	KEY AND COMMENTS
Readers Theater	<ul style="list-style-type: none"> <li>• Chose a section of text rich in dialogue.</li> <li>• Used the narrator to set the scene and make transitions.</li> <li>• Turned in a written script.</li> <li>• Cooperated during rehearsals.</li> <li>• Used voice, facial expressions and gestures to portray a character.</li> <li>• Responded thoughtfully to questions posed by classmates.</li> </ul>		
Impromptu dramas	<ul style="list-style-type: none"> <li>• Used group prep time productively</li> <li>• Showed understanding of the character portrayed.</li> <li>• Worked with others to create a convincing play.</li> <li>• Captured the theme.</li> <li>• Revealed character's personality with words, tone of voice, and gestures.</li> <li>• Responded in character to questions posed by classmates.</li> </ul>		
Art project	<ul style="list-style-type: none"> <li>• Related project to a theme or issue being studied.</li> <li>• Fielded questions posed by classmates.</li> </ul>		
Music, art, dance to interpret different texts	<ul style="list-style-type: none"> <li>• Explained the rationale for the choice of music, art, or dance.</li> <li>• Explained how the project/performance connected to the text.</li> <li>• Fielded questions posed by classmates.</li> <li>• Related project/performance to themes and/or issues</li> </ul>		

**ADDITIONAL COMMENTS:**



Name \_\_\_\_\_ Date \_\_\_\_\_

## Checklist for Writing Activities, Visuals, and Advertisements

**KEY : R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED**

<b>NEWSPAPER AND MAGAZINE PROJECTS</b>	<b>TEACHER'S OBSERVATIONS</b>	<b>DATE</b>	<b>KEY AND COMMENTS</b>
News article	<ul style="list-style-type: none"> <li>• Followed criteria.</li> <li>• Completed and revised a writing plan.</li> <li>• Wrote an effective headline.</li> <li>• Included byline.</li> <li>• Wrote an effective lead.</li> <li>• Based on who, what, when, where, why, how.</li> <li>• Included a photo, and/or map, and/or diagram.</li> <li>• Written objectively.</li> <li>• Revised to improve content.</li> <li>• Edited for usage and punctuation.</li> </ul>		
Magazine article	<ul style="list-style-type: none"> <li>• Followed criteria.</li> <li>• Completed and revised a writing plan.</li> <li>• Wrote an effective lead.</li> <li>• Included photos.</li> <li>• Included illustrations.</li> <li>• Included maps and/or diagrams.</li> <li>• Used sidebars effectively.</li> <li>• Organized ideas in a logical and effective manner.</li> <li>• Revised to improve content.</li> <li>• Edited for usage and punctuation.</li> </ul>		
Photograph, drawing, or cartoon	<ul style="list-style-type: none"> <li>• Connected to topic, issue, and/or theme being studied.</li> <li>• Explained meaning during presentation.</li> <li>• Related visual to the topic, theme, and/or issue.</li> <li>• Included a headline that grabs the reader.</li> </ul>		
Advertisement or poster	<ul style="list-style-type: none"> <li>• Included a photo, cartoon, diagram, or illustration.</li> </ul>		

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Conference: Fiction

*Directions:* Jot down notes based on the conversation between you and your student. Focus your conference so that it's no longer than five minutes by choosing from the questions and prompts below.

Title and Author \_\_\_\_\_

---

What drew you to this book?

What kind of fiction is this? Give me two to three examples that helped you figure this out.

Name the protagonist and one key problem he or she faced. Describe how the protagonist dealt with these problems.

What personality traits did you observe for the protagonist? Another character? Explain.

Did you connect to a character, event, or problems? Did the book remind you of a movie? Another book? An issue or problem in your life? Pick one or two and explain.

Describe a significant or major change in the protagonist from the beginning to the end of the story. Then explain what caused the change and why it occurred. Was it a character? A conflict? An event? Inner thoughts and emotions? Dealing with problems?

What issues did your book deal with?

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Conference: Nonfiction

*Directions:* Jot down notes based on the conversation between you and your student. Focus your conference so that it's no longer than five minutes by choosing from the questions and prompts below.

Title and Author \_\_\_\_\_

---

What about this topic interests or fascinates you?

List two or three fascinating pieces of information or two or three interesting ideas you learned.

Did the book change the way you think? If so, explain how.

Explain how this information could help or change people's lives.

Would you look for another book by this author? On this topic? Explain why or why not.

Did this book deal with issues you feel are significant?

**ADDITIONAL COMMENTS:**



Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form for Biography: Obstacles a Person Faced

*Directions:* Jot down notes based on the conversation between you and your student. Focus your conference so that it's no longer than five minutes by choosing from the questions and prompts below.

---

Name two obstacles the person in your biography faced.

Explain how the person dealt with each obstacle.

Did either or both obstacles change the person's life? Explain.

How do you think dealing with obstacles can help a person?

Can you connect an obstacle you faced to anything in the biography? Explain.

**ADDITIONAL COMMENTS:**





Name \_\_\_\_\_ Date \_\_\_\_\_

## Conference Form: Relationships (Fiction or Biography)

*Directions:* Jot down notes based on the conversation between you and your student. Focus your conference so that it's no longer than five minutes by choosing from the questions and prompts below.

---

Name two relationships that the protagonist had.

Explain how the protagonist dealt with each relationship. Was he or she positive? Negative? A mixture of both? Explain.

Did either or both of the relationships change the person's life? Explain.

How do you think dealing and coping with relationships can affect a person or character?

Can you connect a relationship that you have had to anything in your book? Explain

**ADDITIONAL COMMENTS:**



Name \_\_\_\_\_ Date \_\_\_\_\_

## Biography: Drawing Conclusions About a Person's Personality

*Directions:* Jot down notes based on the conversation between you and your student. Focus your conference so that it's no longer than five minutes by choosing from the questions and prompts below.

---

How do you draw conclusions about a person's personality?

Name a personality trait you observed in the person in your biography.

Find and discuss details in the story that helped you draw these conclusions about the person.

What kinds of change did this person create? Was the change positive or negative? Explain.

Can you make personal connections to the person in your biography? Explain.

**ADDITIONAL COMMENTS:**



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Partner's Name \_\_\_\_\_

Title and Author of Partner's Book \_\_\_\_\_

## Peer Book Conference

### *Directions:*

1. Jot down notes on separate paper that reflect what you and your partner discussed. Use the prompts below to spur the discussion.
2. Turn the completed form in to your teacher.

---

Preparation checklist: Came with book \_\_\_\_\_ pencil \_\_\_\_\_ form \_\_\_\_\_

What genre was the book? Give two or three examples that support your answer.

Choose one of these prompts, place a check next to it, discuss it, and jot down the high points of your conversation on the back of this form or on a separate piece of paper.

- \_\_\_\_\_ Retell your favorite part.
- \_\_\_\_\_ Discuss the information you learned.
- \_\_\_\_\_ Explain how the book changed your thinking about the topic, an issue, or an idea.
- \_\_\_\_\_ Discuss an issue your book raised. Explain how your book dealt with it.
- \_\_\_\_\_ Describe two settings and explain how each was important to the story or text.
- \_\_\_\_\_ Explain one key conflict and the outcome.
- \_\_\_\_\_ Discuss a character or event you connected to and explain why.
- \_\_\_\_\_ Discuss why you think the protagonist changed from the beginning to the end.
- \_\_\_\_\_ Explain how the information you read about can change the way we live, save lives, help the environment, and so on.
- \_\_\_\_\_ Select a favorite illustration, photograph, or passage from the text and explain why it is your favorite.
- \_\_\_\_\_ State a problem a character faced and explain how it was resolved. If it wasn't resolved, explain why.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Study Skills Checklist

*Directions:* Check statements that describe your study and test-prep habits. Next, explain how the activities can help you succeed. Then set a goal to help you improve.

### USING AND ORGANIZING STUDY MATERIALS

- \_\_\_\_\_ I keep class notes, quizzes, and homework in a folder.
- \_\_\_\_\_ I correct quizzes so I can study from accurate materials.
- \_\_\_\_\_ I use quizzes and class notes to figure out what may be on the test.
- \_\_\_\_\_ I have a list from the teacher of what will be on the test.
- \_\_\_\_\_ I reread and think about sections of a unit of study after each class.
- \_\_\_\_\_ I label diagrams and study maps that may be on the test.

### PREPARING FOR A TEST

- \_\_\_\_\_ I budget my time and study each night as soon as I know there'll be a test.
- \_\_\_\_\_ I review class notes each night.
- \_\_\_\_\_ I note any questions I have and ask the teacher before the test.
- \_\_\_\_\_ I study for different kinds of questions: short-answer, multiple-choice, matching, fill-in-the-blank, and short-essay.
- \_\_\_\_\_ I accurately complete and study the review sheet the teacher created.

### AFTER RECEIVING A GRADED TEST

- \_\_\_\_\_ I look over the test and read my teacher's comments.
- \_\_\_\_\_ I retotal the points to check the accuracy of my grade.
- \_\_\_\_\_ I redo or add to any answers that lost points, whether or not this is a requirement.
- \_\_\_\_\_ I file the test in a folder so I can use it to study for an exam or a test that includes two or more units of study.

On a separate piece of paper, explain how these activities help you prepare for a test.

### MY STUDY GOAL:



Name \_\_\_\_\_ Date \_\_\_\_\_

## Studying and Reviewing for a Social Studies or Science Test

Chapter Title and Pages \_\_\_\_\_

### **MAKE YOUR TIME MANAGEMENT PLAN:**

There are \_\_\_\_\_ days before the test.

I will study 20 to 25 minutes each day—more if needed.

I will review my class notes each night.

### **SUGGESTIONS FOR STUDYING:** (*Write your responses on separate paper.*)

1. Study and be ready to reproduce and label any maps or diagrams you have to know. List the figures and the pages they appear on.
2. Know definitions of key terms; write them in your own words.
3. Learn information that has to be sequenced, such as events in a time line or steps on a flow chart. Reproduce the visuals, complete with labels indicating what happens at each step in the sequence.
4. Think of two or three possible essay questions. Write them down, then jot down notes for each one and study them.
5. Write down any terms you think may appear as identifications on the test. Take notes for each that demonstrate you can connect them to the chapter's topic and show their significance.
6. Note any questions you have and ask your teacher for help before the day of the test.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Reflections on My Test Performance

*Directions:* Answer the following questions. Be as specific as you can.

---

1. How did you prepare for this test?
2. How much time did you spend studying?
3. Explain why you think you earned your grade.
4. Was the reading material you used easy to understand? Explain.
5. How can I support you?
6. What can you do to insure that you improve and do better on the next test?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Student Handout: Elements of Fiction

**Protagonist:** The main character, the one who has problems to solve.

**Setting:** Where and when the story takes place; there can be one or many settings.

**Plot and Rising Action:** The events that the protagonist and other characters live through. The plot rises or becomes more intense as the story nears its end.

**Conflicts:** Disagreements between characters that cause tension.

**Antagonistic Forces:** These are forces that work against the protagonist and can cause conflicts and problems. They can be the protagonist's thoughts, decisions, actions, or nature; other characters' actions, words, or decisions; or the setting.

**Other Characters:** There can be as few as one or two in a short story and as many as eight or more in a novel.

**Flat Characters:** Characters who remain unchanged from the beginning to the end of the story.

**Round Characters:** Characters who change as they live through events, make decisions, interact with others, and solve problems.

**Climax:** The high point of the plot or rising action. The climax is close to the end and precedes the resolution to the events.

**Denouement:** A French term used to describe the ending in some short stories. The denouement comes after the climax and can be called the return to normalcy.

**Theme Points:** Big ideas the author conveys through the story about people, family, friendship, courage, fear, and so on.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Student Handout: Elements of Nonfiction

**Sidebars:** These are boxes on a page of a book or magazine article, containing information that didn't quite fit into the text but that the author wanted to include. Sidebars can contain a list of fascinating facts, quotes, part of an interview, a newspaper clipping, or a letter.

**Boldface Type:** This is the darker type used for titles and headings. Some vocabulary words can also be in boldface type. This feature calls the reader's attention to words or phrases and indicates they are important.

**Photographs and Captions:** These supply an image of an object or person and can give readers extra information about the topic. Captions are one or two sentences that explain the photograph.

**Quotes and Interviews:** These features can be in sidebars or on a section of the page outside of the story. Quotes and interviews give the exact words of a person, sometimes an expert.

**Maps:** These help readers visualize a place the author discusses. They also allow readers to follow the path of an explorer, pilot, or rescue effort.

**Diagrams:** These are labeled illustrations of a process, such as the water cycle, or a visual of how something works, such as the electric motor.

**Introduction:** This part of a text can explain how the author conceived of the idea as well as recognize others who helped the author gather information.

**Table of Contents:** This provides chapter titles and pages numbers. It's also a quick overview of what will be found in the text.

**Glossary:** This alphabetic list of important terms explains tough or unusual words found in the text. It usually comes near the end of the book. Sometimes a glossary entry also includes guidelines for pronouncing the word.

**Afterword:** Information about a person or event that occurs after the end of the book.

**Index:** This alphabetic list of key words, topics, and names of people and places in the text comes at the end of the book. Next to each item is a page number or several page numbers, referring the reader to the places in the book where the idea or person is mentioned. The more page numbers an index entry has, the more details there are about that topic.

**Time Line:** This feature can include key dates in a person's life. It can also cover the dates of key events in a historical period such as the Middle Ages or the Renaissance or a major war, such as World War II. Time lines can have photographs, illustrations, and short write-ups under each date.

**Bibliography:** This list at the end of the book cites the books, magazines, and other sources the author used to write the book.







Name \_\_\_\_\_ Date \_\_\_\_\_

## Word Map

### Directions:

1. Write a word or phrase that you are currently studying in the box on the left.
2. Under “What Is It?” write a similar word or phrase. Under “What Is It Like?” write some of its characteristics. Then write some examples in the space below.
3. After you complete the map, use the word in a sentence that shows you understand its meaning.

**WHAT IS IT?**

**WHAT IS IT LIKE?**

**EXAMPLES:**

**MY SENTENCE:**

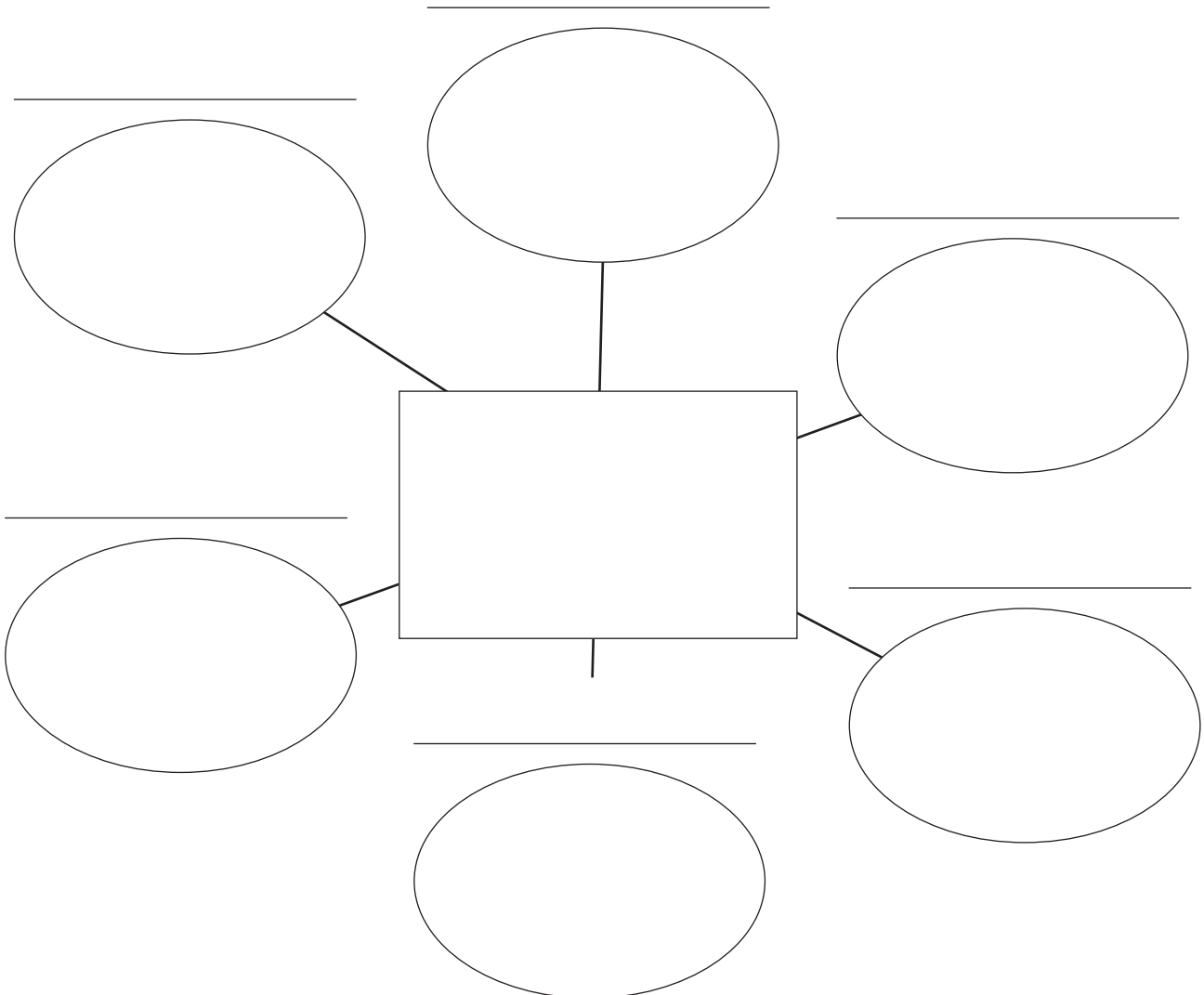


Name \_\_\_\_\_ Date \_\_\_\_\_

## Vocabulary Test: Concept Map

*Directions:*

1. Write the concept in the center rectangle.
2. Write on each line next to an oval a word related to the concept.
3. Inside the oval, draw or write an explanation of each related word.



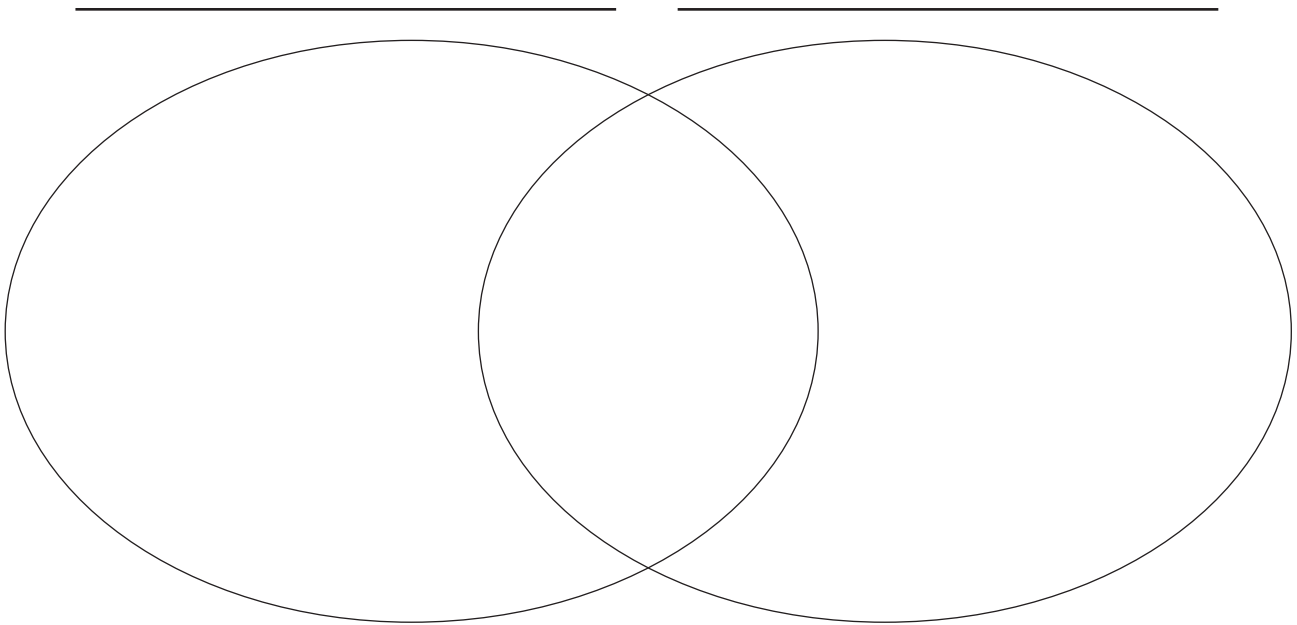


Name \_\_\_\_\_ Date \_\_\_\_\_

## Vocabulary Test: Venn Diagram

*Directions:*

1. Write the terms to compare/contrast on the line above the left and right circles.
2. In the center, where the circles overlap, write what these terms have in common.
3. On the left part of the circle, list all the details that apply to the term above the circle.
4. On the right part of the circle, list all the details that apply to the term above the circle.



Use each term in an original sentence. Make sure that your sentence shows that you understand the word's meaning.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Test: Narrative Elements

### *Directions:*

1. Define each narrative element in the spaces provided below.
2. Under the definition, give an example of this element from a story or novel you completed. Explain why your choice is an example of the element. Use the back if you need more room.

Write the title and author of the story or novel you're using for this test: \_\_\_\_\_

\_\_\_\_\_

State the narrative element: \_\_\_\_\_

Define it:

Give an example from your story or book and explain why it's a narrative element.

State the narrative element: \_\_\_\_\_

Define it:

Give an example from your story or book and explain why it's a narrative element.

State the narrative element: \_\_\_\_\_

Define it:

Give an example from your story or book and explain why it's a narrative element.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Test: Nonfiction Features

### *Directions:*

1. Name and define each feature you're writing about on the left hand side.
2. Explain the feature on the right hand side.
3. Answer the question at the bottom of the page.

**NONFICTION FEATURES**

**EXPLANATION OF EACH FEATURE**

---

Explain how nonfiction features can help you improve your understanding of the material you're reading.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Journal Prompt Test: Making Inferences With Fiction

Title and Author of Text: \_\_\_\_\_

*Directions:*

1. On the left hand side, quickly summarize an example from the text you read.
2. On the right hand side, explain what you can infer from each item.

**SUMMARIES OF:**

**INFERENCES I MADE:**

---

1. A conflict:

---

2. A decision by a main character:

---

3. An important setting:

---

4. A dialogue:



Name \_\_\_\_\_ Date \_\_\_\_\_

## Journal Prompt Test: Drawing Conclusions About a Character

Title and Author of Text: \_\_\_\_\_

*Directions:*

1. Choose the protagonist or another key character.
2. Think of three personality traits you observed. Write these traits on the left hand side.
3. Support, on the right hand side, each trait by citing supportive evidence from the text.

Character Name: \_\_\_\_\_

**THREE PERSONALITY TRAITS**

**SUPPORT IT USING DETAILS FROM YOUR BOOK!**

---

1.

---

2.

---

3.





Name \_\_\_\_\_ Date \_\_\_\_\_

## Journal Prompt Test: Making Inferences With Nonfiction

Title and Author of Text: \_\_\_\_\_

*Directions:*

1. On the left hand side, list or draw three important pieces of information you learned.
2. On the right hand side, explain what each piece of information means and how it can affect an aspect of people's lives.

**IMPORTANT INFORMATION**

**WHAT IT MEANS AND HOW IT CAN AFFECT PEOPLE'S LIVES**

---

1.

---

2.

---

3.



Name \_\_\_\_\_ Date \_\_\_\_\_

## I Used to . . . but Now I Can . . . or I Used to . . . and I Still . . .

### *Directions:*

1. Complete one of the prompts below to show whether you've improved or changed in your ability to understand and apply reading strategies.
2. Respond to the prompt that you feel shows where you are at this point.
3. Use the idea box to get started. You and your teacher may have other suggestions, and that's fine.

**I USED TO . . . BUT NOW I CAN . . .**

**I USED TO . . . AND I STILL . . .**

### Here Are Some Ideas to Write About

I . . .

- ◆ read slowly
- ◆ hesitate and repeat words
- ◆ recall details
- ◆ support predictions
- ◆ think about characters
- ◆ reflect on a finished book
- ◆ check out books that are too hard
- ◆ infer
- ◆ retell the text
- ◆ skip hard words
- ◆ don't read every day
- ◆ never enjoy reading



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Preview/Set Purposes

*Directions:* Answer the items below as thoroughly as possible.

---

Explain how and why Preview/Set Purposes prepares you to read.

Explain how this strategy helps you select important details.

Do your purposes for reading help you discuss the reading material? Explain.

How does Preview/Set Purposes support your understanding and recall of material?

Do you use this strategy in your independent reading? Explain why or why not.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Preview/Connect/Predict

*Directions:* Complete the items below.

---

Explain how and why Preview/Connect/Predict prepares you to read.

Do you use this strategy with your independent reading? Explain why or why not.

Does making connections as you preview help your comprehension when you read? Explain why or why not.

Do the predictions you made from your preview and connections support your reading and recall? Explain why.

Set a personal goal for using this strategy.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Preview/Question

*Directions:* Answer the items below as thoroughly as possible.

---

Explain how and why Preview/Question prepares you to read.

How do the questions help you while you read?

How do the questions help you after you read?

How do the questions enable you to pinpoint important details?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for List/Group/Label

*Directions:* Complete the items below.

---

Describe how you gather ideas for your brainstorming.

Explain how you can enlarge a short list of ideas.

Describe how you go about grouping items.

Discuss how grouped items and labels help you set purposes for reading.

How is having purposes for reading helpful to you?

Do you feel you benefit from returning to your group/label after reading in order to make adjustments?  
Explain your point of view.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Fast Writes

*Directions:* Answer the items below as thoroughly as possible.

---

Explain how a fast write helps you before you read.

Evaluate how you feel about writing without picking up your pen or pencil.

Explain why sharing fast writes with classmates can improve your reading.

What do you learn about the prior knowledge and experience you have for a topic when you reread your fast write?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for INSERT

*Directions:* Answer the items below as thoroughly as possible.

---

How does using notations that show what you do and don't understand improve your understanding?

What do you do when you identify a passage that confuses you?

What do you do when you identify and note a word that's unfamiliar and whose meaning you can't figure out?

How does self-monitoring with notations affect your reading rate? Do you find this helpful? Explain.





Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Predict/Support/Confirm/Adjust

*Directions:* Answer the items below as thoroughly as possible.

---

Explain how making predictions while reading affects the reading.

Why is it important to support your predictions with details and inferences from your text?

What happens to your predictions as you read more and more of the text? Explain.

Why are confirming and adjusting important to understanding and accurate recall?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Questioning the Author (QtA) With Nonfiction

*Directions:* Complete the items below.

---

Describe how you use the strategy of QtA while you read nonfiction.

How does QtA help your understanding and recall of nonfiction?

Do you use QtA when you read nonfiction on your own? Explain why or why not.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Fix-Up Strategies Reread and Close Read

*Directions:* Answer the items below as thoroughly as possible.

---

Why is it important to have fix-up strategies?

How has Reread helped you better understand tough passages and words?

Explain why Close Read is an important strategy, especially when reading a challenging book.

What other fix-up strategies do you use? Explain why each one is helpful.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Read/Pause/Retell

*Directions:* Answer the items below as thoroughly as possible.

---

Explain how and why Read/Pause/Retell helps you keep track of what you do and do not understand while reading.

Explain how this strategy helps you recall important details.

When do you use this strategy? How does it help you in this situation?

What do you do if you recall few details after the first reading and retell?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Visualizing

*Directions:* Answer the items below as thoroughly as possible.

---

Explain what helps you visualize as you read.

Why do you think visualizing while reading can improve understanding and recall?

Do you visualize more with fiction than informational text? Explain.

Do you visualize while doing independent reading? Explain.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Using Context Clues and Pronouncing Words

*Directions:* Complete the items below. Use the back of this sheet if you need more room.

---

Explain how using context clues helps you figure out the meaning of a new word.

What kinds of clues in nonfiction texts do you use? How does each one help you figure out the meaning of a word?

What do you do if context clues don't help you figure out a word's meaning?

What do you do when you can't pronounce a word in a sentence? Explain why you find this strategy helpful.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Making Connections While Reading

*Directions:* Answer the items below as thoroughly as possible.

---

Explain the kinds of connections that you make while reading fiction.

Explain the kinds of connections you make while reading informational texts.

How does making connections while reading improve your recall and understanding?

Do you make connections with your independent reading? Explain why or why not.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Making Inferences

*Directions:* Answer the items below as thoroughly as possible.

---

How does making inferences help you read and understand biography and fiction?

How does making inferences help you read and understand informational texts?

Describe the strategies you use to infer with biography or fiction.

Describe the strategies you use to infer with informational texts.





Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Determining Importance

*Directions:* Answer the items below as thoroughly as possible.

---

Explain how you set purposes before reading a biography, and a fictional and informational text.

◆ Biography:

◆ Fictional Text:

◆ Informational Text:

How does having a purpose for reading help you locate important details and ideas after you read?

Why do you think it's helpful to determine the important details and ideas in a text?

What do you do after you read to determine the important details? Explain how this helps you remember information.

Describe what you do to find the big ideas. When do you do this?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Making Connections After Reading

*Directions:* Answer the items below as thoroughly as possible.

---

What kinds of connections do you try to make after you read biography or fiction? How does this improve your understanding?

What kinds of connections do you try to make after you read informational texts? How does this improve your understanding?

How does making connections to what you know help you infer or find unstated meanings?

How does making connections after reading help you think beyond the details and information in a text? Why is this important?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Synthesizing

*Directions:* Answer the items below as thoroughly as possible.

---

Explain how summarizing is a form of synthesizing. How does summarizing parts of your reading improve understanding and recall?

What kinds of reading materials can you use to synthesize across many texts?

Explain what you do when you synthesize across two or more texts. How does this improve your reading and thinking skills?

How does synthesizing help you focus on themes and/or big ideas?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Vocabulary Strategy Growth

*Directions:* Answer the items below as thoroughly as possible.

---

How does a knowledge of prefixes, suffixes, and roots help you figure out tough words?  
Give an example.

How does a knowledge of prefixes, suffixes, and roots help you pronounce unfamiliar words?

Why do word maps and concept maps enlarge your vocabulary?

List the meaning clues you know—clues authors leave to help you figure out the meaning of unfamiliar words.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Questioning

*Directions:* Answer the items below as thoroughly as possible.

---

When do you pose questions: before, during, or after reading?

Explain why you raise questions during each part of the reading process.

How and why does raising questions while reading make you want to read on?

What do you do when you raise a question while previewing and/or reading, but don't find an answer?

How do you keep a record of the questions you ask?



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Independent Reading

*Directions:* Answer the items below as thoroughly as possible.

---

Why is independent reading important?

Where do you get your ideas for the books you choose?

What kinds of independent reading do you enjoy most? Give examples and explain why you enjoy each.

Do you ever abandon or stop reading a book? Give an example and explain why you made this decision.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation for Progress in Reading

*Directions:* Answer the items below as thoroughly as possible.

---

Has your reading rate improved? Explain why this has happened.

Do you choose reading as something to do in your spare time at home and at school? Explain.

How do you activate prior knowledge when you're reading a book you chose? Why is this important to do?

What strategies help you understand and remember what you read? Explain.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation of Journal Work

*Directions:* Answer the items below as thoroughly as possible.

---

In one or two sentences, note the purposes of this journal entry.

List all the good points of the journal entry. Think of the guidelines, how you organized your entry, and the amount of support included.

What did you learn by completing this journal entry? Explain with examples.

Have you met all of the guidelines? If not, jot down ideas for improving your journal entry.





Name \_\_\_\_\_ Date \_\_\_\_\_

## Content-Area Reading Strategy Checklist

### Directions:

1. Check those statements that reflect the strategies you use.
2. Write any comments you have about your reading on the back.

### STRATEGIES I USE BEFORE READING:

- |   |  |
|---|--|
| _____ I preview the section or chapter by looking and thinking about the boldfaced headings and vocabulary. | _____ I ask questions about the material.                              |
| _____ I read the sentences around boldfaced words that are unfamiliar.                                      | _____ I develop a good idea about the content I will read.             |
| _____ I read the captions, charts, and graphs.  | _____ I review the purposes that have been set before I start reading. |

### STRATEGIES I USE DURING READING:

- |  |  |
|--|--|
| _____ I know when I'm confused and reread to understand.   | _____ I try to use clues in the sentences, charts, and pictures to figure out new words. |
| _____ I continue asking questions and look for answers as I read.                                    | _____ I take notes when the reading has lots of new information.                         |
| _____ I look for information that relates to the purpose I've set or the teacher and class have set. | _____ I jot down questions to ask the teacher, especially when I'm confused.             |
| _____ I stop after each section and try to remember what I've read.                                  |  |

### STRATEGIES I USE AFTER READING:

- |  |   |
|--|---|
| _____ I discuss ideas with a partner or group.                   | _____ I skim to find parts that might answer a question and reread these. |
| _____ I note new vocabulary in my journal.                       | _____ I study my notes and skim the text after each assignment.           |
| _____ I use graphic organizers to note and organize information. |   |



Name \_\_\_\_\_ Date \_\_\_\_\_

## Journaling Checklist

*Directions:* Check those statements that reflect the form and content of your journal entry.

### **FORMAT FOR JOURNAL ENTRY**

- \_\_\_\_\_ My name and date is at the top of the page.
- \_\_\_\_\_ I've included a title for the journal entry.
- \_\_\_\_\_ I've included the title and author of the text I'm writing about.
- \_\_\_\_\_ I've organized the information following the model my teacher provided.
- \_\_\_\_\_ I can read this entry because my writing is legible.

### **CONTENT FOR JOURNAL ENTRY**

- \_\_\_\_\_ I've included the number of examples set in the guidelines.
- \_\_\_\_\_ For each example, idea, personality trait, etc., there is specific support from the book.
- \_\_\_\_\_ I reread my entry to see if I need to add more details.
- \_\_\_\_\_ I look back in my book to make sure my support and details are accurate.

### **CLASS TIME FOR JOURNAL ENTRY**

- \_\_\_\_\_ I use class time to complete my journal work.
- \_\_\_\_\_ I turn in journal work on time.
- \_\_\_\_\_ I seek help from a peer or the teacher when I need it.

**SET GOALS FOR YOUR NEXT JOURNAL ENTRY:** In this space note how you can improve your journal work or maintain the high level you have established.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Teacher's Self-Evaluation Form: Eleven Questions That Can Help You Self-Evaluate Your Reading Instruction

1. Do I focus on what each student knows and can do well?
2. Do I discover what the student can do when working independently?
3. Do I observe the student working with a partner? With a group?
4. Do I communicate my observations to students in ways that can support their growth?
5. Do I include students when setting goals and planning interventions?
6. Do I teach and invite students to self-evaluate and use this to support their learning?
7. Do I accept students' feelings and attitudes toward reading and learning? Can I get beyond negatives and try to transform some of these into positives?
8. Do I offer enough practice of a strategy for students to experience its benefits and apply it to their own reading?
9. Do I provide opportunities for students to transfer their knowledge of how a strategy works to a variety of reading materials?
10. Do I use peers to support each other?
11. Do I record some of my observations using sticky notes or checklists and use them to evaluate progress, plan instruction, and inform parents and administrators?