

Name _____ Date _____ Text _____

Why did you pick this book? TITLE/COVER PICTURES GENRE SERIES SUBJECT MATTER AUTHOR FRIEND/PARENT/TEACHER OTHER

Is this book easy, challenging, or just right? EASY JUST RIGHT CHALLENGING

Performance Criteria 4 3 2 1

What do you think of the book so far? Opinion is detailed and makes connection to text and reader. Opinion is general and/or has vague back-up. Teacher must search for opinion, or S. says, "I just do." Unable to form coherent and informed opinion.

Tell me what's been going on so far. (or what it's about if finished). Re-tell mentions all important elements in sequence and in detail. Is able to answer teacher questions in specific manner, using text. Re-tell may leave out one thing and/or may be spotty. Is able to answer teacher questions in general manner. Re-tell is heavily scaffolded by teacher. May go blank on teacher questions, or have to "search" for answers. Has no idea how to re-tell in response to teacher prompt. Has no clue in response to teacher questions.

Text supported

Teacher scaffolded

(Pick a part and have the student read to you.) Reader is fluent with no errors or chooses from many strategies to self correct.) Reader relies on only one strategy to self-correct (sounding out) Reader has to be provided word-solving strategies by teacher, but then corrects. Reader shows no sign of word-solving strategies even after teacher prompt.

Sound out Pictures
Meaning
No errors TP G(ave)

What do you think is going to happen next in the story? (prediction) Reader gives detailed prediction or inference based on text and/or background knowledge. Reader gives detailed prediction or inference based primarily on background knowledge. Reader's prediction is limited or inference is vague. Reader's prediction is implausible or inference is off.

OR
What do you think about. . . ?

Are you reading at home? How's that going? Does anyone read to you at home? What is next for you as a reader? (Books on deck? Subjects interested in?) Reader gives specific information leading to a reading life outside of school and/or a detailed one inside school. Reader has a general idea about where they're going and who they are as a reader. Reader is prompted as a reader only through teacher direction. Reader has trouble being a reader even with teacher direction.

STRENGTHS:

WISHES:

INSTRUCTIONAL PLAN: