

Classroom Based Assessment: Putting the Pieces Together (and Staying Sane)



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By Bonnie Campbell Hill

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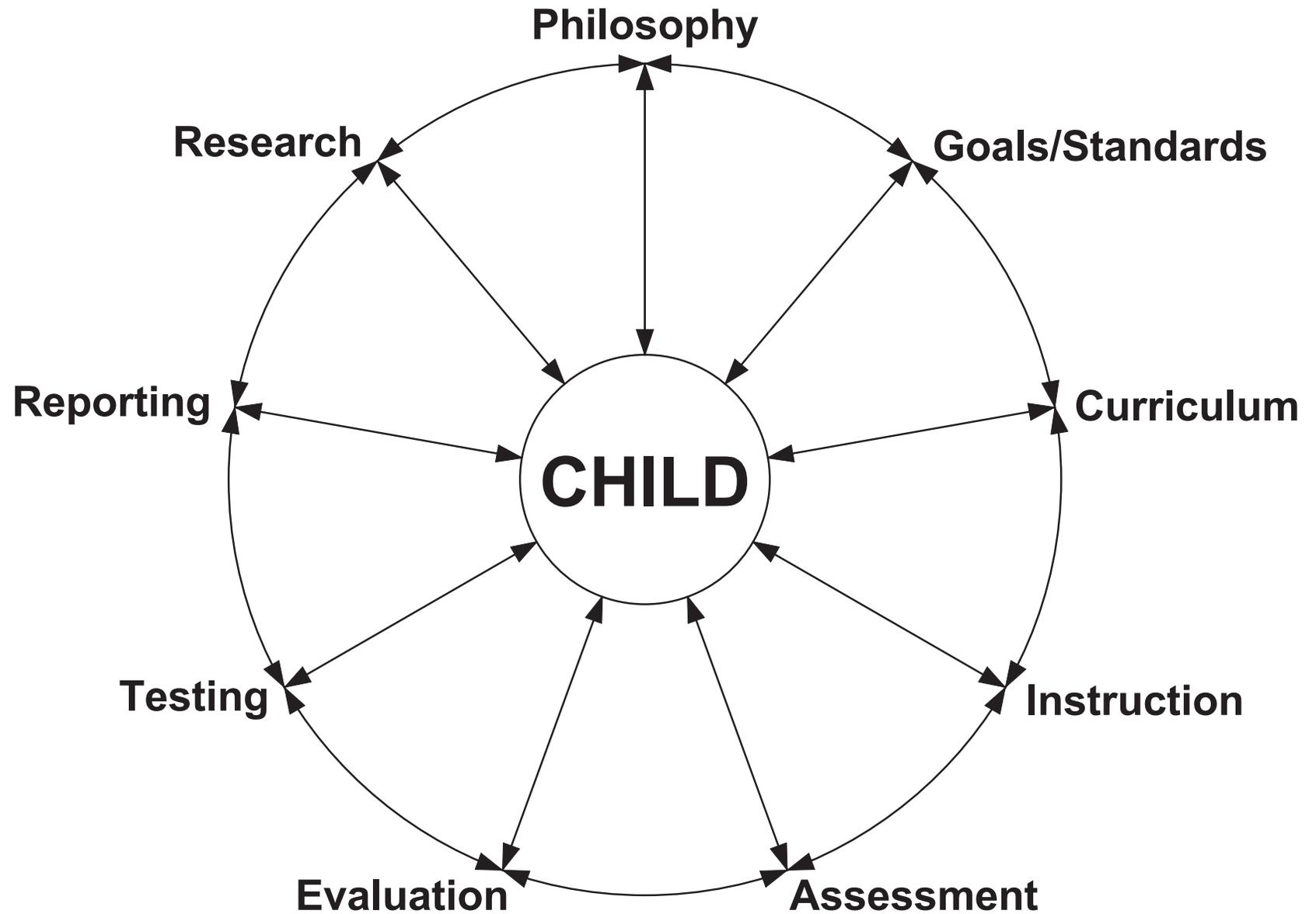
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NINE EDUCATIONAL COMPONENTS



WASHINGTON STATE STANDARDS

WRITING

1. The student writes clearly and effectively.
2. The student writes in a variety of forms for different audiences and purposes.
3. The student understands and uses the steps of the writing process.
4. The student analyzes and evaluates the effectiveness of written work.

READING

1. The student understands and uses different skills and strategies to read.
2. The student understands the meaning of what is read.
3. The student reads different materials for a variety of purposes.
4. The student sets goals and evaluates progress to improve reading.

CURRICULAR COMPONENTS

READING

Reading Aloud

Shared Reading

Guided Reading

Literature Circles

Independent Reading

WRITING

Modeled Writing

Shared Writing

Guided/Focused Writing

Writing Workshop

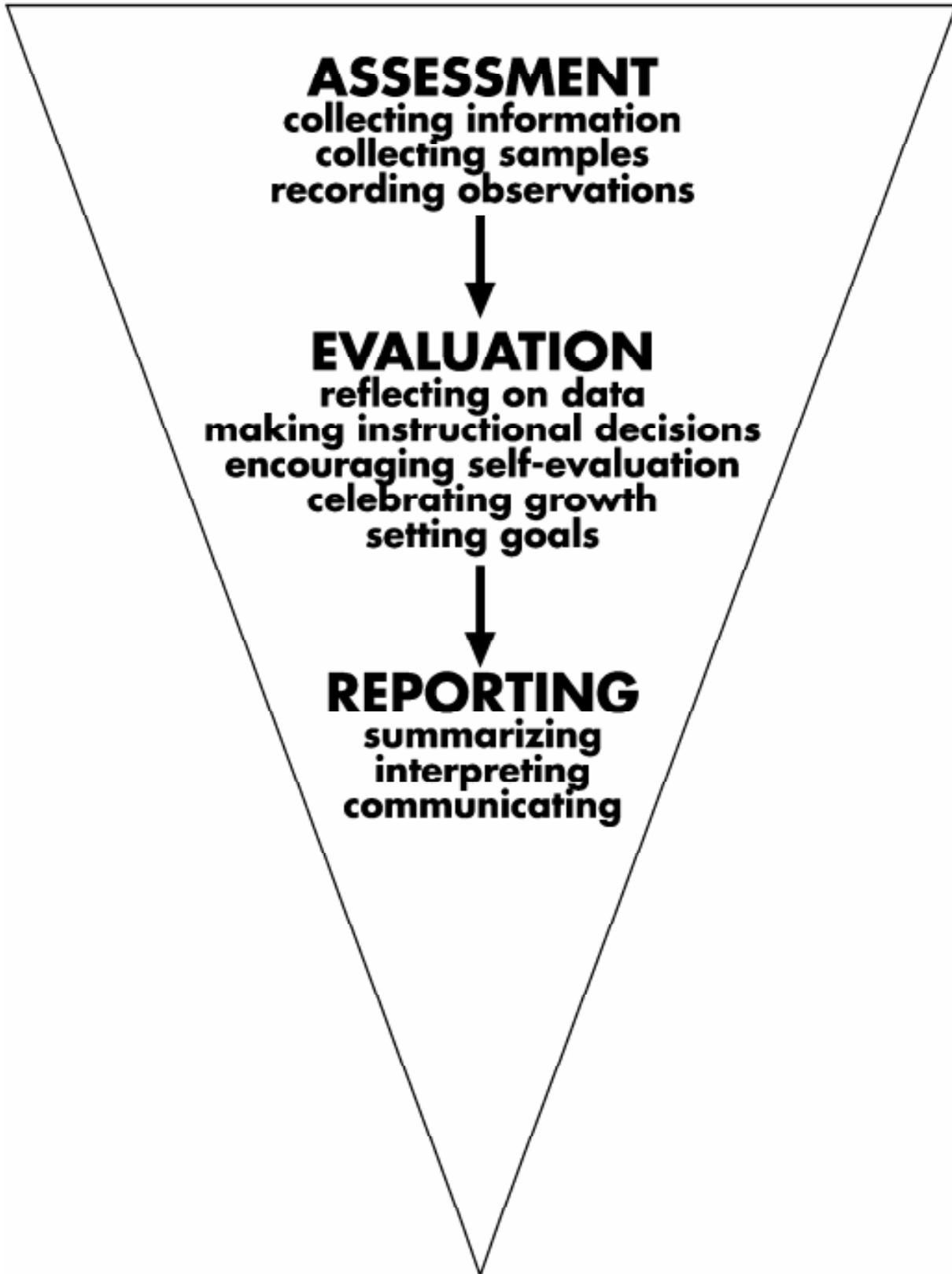
Independent Writing

WORD STUDY

Spelling

Vocabulary

ASSESSMENT, EVALUATION, AND REPORTING



ASSESSMENT AND EVALUATION

Assessment is the process of gathering evidence in order to document learning and growth. This daily, ongoing collection of data is often inseparable from instruction. We make professional decisions based on observations, conferences, and data from surveys, as well as from samples of student work. Assessment helps us know our students and guides our instruction.

Evaluation is the process of reflecting upon all the data we have collected. We should evaluate students based on both their own individual growth and in comparison to widely held expectations for their particular age group or grade level. In addition, we should help students learn how to evaluate and celebrate their own growth as learners. This "stepping back," in order to value or reflect upon learning and progress, is what separates assessment from evaluation.

ASSESSMENT PLANNING

NOW	NEXT	LATER

TEACHER NOTEBOOK: PRIMARY GRADES

FIRST STEPS

Parent Survey
Spelling Words
Words I Know (Clay)
Writing Continuum
Running Record/DRA
Reading Continuum
Photocopy Reading Sample
Anecdotal Notes (ongoing)

ADDING ON

Student Interest Survey
Writing Conference Form
“Fix-it” Strategy
Assessing Written Response
Writing Names
Draw Me/Draw a Tree
Concepts About Print (Clay)
Spelling Development Form
Emergent Writing Development Form
Spelling Continuum
Story Scramble
Retelling

ORGANIZATIONAL GRID: PRIMARY GRADES

ASSESSMENT TOOL/STRATEGY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Parent Survey										
Spelling Words										
Words I Know (Clay)										
Writing Continuum										
Running Records/DRA										
Reading Continuum										
Photocopy Reading Sample										
Anecdotal Notes (ongoing)										

ORGANIZATIONAL GRID - Grade One Shanghai American School 2005-2006

Assessment Tool/Strategy	AUG/ SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Parent Survey Form 8.1 Christopher Gordon Pub.										
Spelling Words List used from Word Crafting by C. Marten										
Words I Know (2 or 3 times per year) Form 6.1 Christ Gordon Pub or M. Clay										
Writing Continuum (Mandatory) Form BCH Developmental Continuum										
Reading Continuum (Mandatory) Form BCH Developmental Continuum										
Running Records (Mandatory) DRA										
Running Records PM Benchmarks										
Reading Sample (Optional)										
Fix it – Writing Sample (Optional)										
Anecdotal Notes Any format										
EAL Continuum (ESOL students only) Form BCH Developmental Continuum										
Sentence Dictation (Optional) Wright Group Publishing										
High Frequency Words (Optional) 100 First Grade High Frequency Words										
High Frequency Words 50 “No Excuse” Words										

Form 3.2: Organizational Grid

TEACHER NOTEBOOK: INTERMEDIATE GRADES

FIRST STEPS

Parent Survey
Student Surveys
Spelling Words
“Fix-it” Strategy
Writing Continuum
Reading Conference Form/DRA
Reading Continuum
Photocopy Reading Sample
Rubrics (ongoing)
Anecdotal Notes (ongoing)

ADDING ON

Spelling Words
Spelling Strategies Form
Spelling Survey
Writing Conference Form
Cloze Procedures
Assessing Response to Literature
Reading Strategies Assessment
QRI III
Retelling
Informal Miscue Analysis

ORGANIZATIONAL GRID: INTERMEDIATE GRADES

ASSESSMENT TOOL/STRATEGY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Parent Survey										
Student Surveys										
Spelling Words										
“Fix-it” Strategy										
Writing Continuum										
Reading Conference Form/DRA										
Reading Continuum										
Photocopy Reading Sample										
Rubrics (ongoing)										
Anecdotal Notes (ongoing)										

ANECDOTAL NOTES: WRITING FOCUS (PRIMARY)

WRITING DEVELOPMENT AND CONVENTIONS

1. Does the student rely on pictures to convey meaning? Pictures plus print?
2. Does the student label pictures and add words to the pictures?
3. Does the student copy names? Write names and familiar words?
4. Does the student use only upper case letters? Interchange upper and lower case?
5. Does the student use beginning/ending sounds to make words? Middle sounds?
6. Does the student use invented/phonetic spelling?
7. Does the student use spacing between words?
8. Does the student experiment with capitals and punctuation?
9. Does the student write legibly? Can others read the writing?

CONTENT, TRAITS AND TYPES OF TEXTS

10. Does the student write noun-verb phrases? Short sentences?
11. Does the student write about observations and experiences?
12. Can the student write short non-fiction (simple facts about a topic)?
13. Does the student write pieces with a logical sequence?

WRITING PROCESS

14. *Is the student able to choose a topic?*
15. *Can the student tell about his/her writing? Pretend to read his/her writing?*
16. *Does the student read his/her own writing and notice mistakes?*
17. *Does the student share his/her own writing? Offer feedback to others?*
18. *Does the student revise by adding details with guidance?*

ATTITUDE AND SELF-EVALUATION

19. *Does the student engage promptly in and sustain writing activities?*
20. *Does the student see self as a writer? Show a positive attitude toward writing?*
21. *Does the student take risks with writing?*

ANECDOTAL NOTES: WRITING FOCUS (INTERMEDIATE)

CONTENT, TRAITS AND TYPES OF TEXT

1. Does the student write fiction with a central idea? Beginning, middle, and end?
2. Does the student write plots that include problems and solutions? Climax?
3. Does the student create multiple characters? More developed characters? Setting? Detailed setting?
4. Does the student use dialogue? Effective dialogue for character development?
5. Does the student write poetry? Poetry with carefully chosen language?
6. Does the student use a variety of sentence structures? Leads? Endings?
7. Does the student use details/description? Strong verbs? Interesting language? Literary devices?
8. Does the student write organized nonfiction? Supporting reasons/examples? Simple bibliography? Correct bibliographic format? Integrate information from several sources?

CONVENTIONS

9. Does the student spell high frequency words correctly in drafts? Most words?
10. Does the student use simple punctuation correctly? Complex punctuation?
11. Does the student use complete sentences? Paragraphs? Paragraphs with support/examples? Transitional sentences to connect paragraphs?

WRITING PROCESS

12. *Does the student use pre-writing strategies? Which ones?*
13. *Does the student seek feedback on own writing? Incorporate suggestions?*
14. *Does the student listen to the writing of others and give appropriate feedback?*
15. *Does the student revise for clarity? For specific writing traits (organization, word choice, sentence fluency, voice and conventions)?*
16. *Does the student edit his/her writing for conventions (punctuation, spelling, grammar)?*
17. *Does the student use tools (dictionary, thesaurus) to help with writing? To revise and edit?*
18. Is the final published product neat, legible, and free of most errors?

ATTITUDE AND SELF-EVALUATION

19. *Does the student engage promptly in and sustain writing activities?*
20. *Can the student identify writing strategies? Criteria in different genres? Set goals?*

ANECDOTAL NOTES: READING FOCUS (PRIMARY)

TYPE OF TEXTS AND ORAL READING

1. Does the student memorize books? Read pattern books? Own writing? Beginning early-reader books? Harder early-reader books? Beginning chapter books?
2. Does the student independently choose books? At appropriate reading level?
3. Does the student read aloud with fluency?

READING ATTITUDE AND SELF-EVALUATION

4. *Does the student show a positive attitude toward reading? Share books?*
5. *Does the student see him/herself as a reader?*
6. *Does the student read for pleasure? Information?*
7. *Does the student read silently? For 5-10 minutes? 10-15 minutes? 15-30?*
8. *Can the student explain why he/she likes or dislikes a book?*
9. *Does the student reflect on his/her reading and set goals with guidance?*

READING STRATEGIES

10. Does the student pretend to read books? Memorize books?
11. Does the student use illustrations to tell a story? Rely on pictures and print?
12. Does the student recognize some letter names/sounds? Most letters/sounds?
13. Does the student recognize some words in context? Simple words? Sight words?
14. Does the student use phonetic cues? Sentence structure cues? Meaning cues? Word structure cues (prefix, contraction)?
15. *Does the student self-correct?*

COMPREHENSION AND RESPONSE

16. *Does the student focus during read alouds? Participate? Comment on illustrations?*
17. *Does the student listen to others' ideas during literature discussions?*
18. *Does the student make predictions? Support predictions with reasons?*
19. *Can the student summarize the main ideas of the text? Retell story events?*
20. *Does the student make personal connections to events/characters? Other books?*
21. *Can students discuss characters? Compare and contrast characters?*

ANECDOTAL NOTES: READING FOCUS (INTERMEDIATE)

TYPE OF TEXT AND ORAL READING

1. Does the student read medium chapter books? Challenging children's literature? Complex children's literature? Young adult literature? Adult novels? Informational texts?
2. Does the student independently choose books at an appropriate reading level?
3. Does the student read a variety of genres with guidance? Independently?
4. Can the student read with fluency? Expression? *Confidence*?

READING ATTITUDE AND SELF-EVALUATION

5. *Does the student show a positive attitude toward reading?*
6. *Does the student read silently for 15-30 minutes? 30-40 minutes? Longer?*
7. *Does the student set goals and identify ways to improve reading?*

READING STRATEGIES

8. *Does the student use text organizers and resources to locate information? Integrate information?*
9. *Does the student use resources to increase vocabulary? In content areas? Demonstrate understanding of challenging vocabulary in discussions and written response?*
10. *Does the student gather and use information from charts, tables, and maps?*
11. *Does the student develop strategies/criteria for selecting reading material?*

COMPREHENSION AND RESPONSE

12. *Can the student discuss plot and characters? Point of view? Theme? Author's style and purpose?*
13. *Does the student support ideas with reasons and examples from the text?*
14. *Does the student "read between the lines? Probe for deeper meaning?*
15. *Does the student make connections to other books? Authors? Perspectives?*
16. *Does the student participate during discussions? Contribute thoughtful responses? In-depth responses?*
17. *Does the student evaluate/analyze literature critically?*

ANECDOTAL NOTES: BEHAVIOR (PRIMARY)

1. Does the student willingly follow simple directions?
2. Does the student demonstrate a positive self-concept?
3. Does the student demonstrate curiosity and motivation about learning?
4. Does the student interact appropriately with others? parallel play? one-on-one? small group? whole class?
5. Does the student respect other people's personal space?
6. Does the student resolve conflicts appropriately?
7. Does the student take care of and put away materials?
8. Is the student on task during work time?
9. Does the student strive for quality and his/her personal best?
10. Does the student complete work? use his/her time well?
11. Does the student listen during story time? group time?
12. Does the student speak effectively in front of the group?
13. Does the student contribute appropriately during discussions?
14. Does the student give compliments to others?
15. Does the student verbally recognize and express feelings towards peers with respect and understanding?

ANECDOTAL NOTES: PRINCIPALS

ASSESSMENT

1. What system does the teacher have for organizing assessment information?
2. Which assessment tools does the teacher use that were familiar? new tools?
3. How does the teacher record interactions with students (anecdotal notes)?
4. How does the teacher communicate with parents?

WRITING AND SPELLING

5. What is the teacher's structure for teaching writing?
6. How often do students write each day?
7. How often do teachers choose the topic/focus/genre? How often do students have a choice?
8. What mini-lessons on writing have you observed? Does the teacher model writing strategies?
9. What evidence do you see that students are learning to revise and edit?
10. How is spelling taught?
11. What evidence do you see in the classroom of six-trait writing instruction?
12. What evidence do you see of different types/genres of writing in the classroom?
13. How does the teacher assess spelling and writing?
14. What is the teacher's area of strength in teaching writing?

READING

15. What is the teacher's structure for teaching reading?
16. What book is the teacher reading aloud?
17. How long do students read to themselves or a partner each day (SSR/DEAR)?
18. What whole group mini-lessons on writing have you observed? Does the teacher model reading strategies?
19. How does the teacher structure intentional reading instruction with small groups?
20. How does the teacher structure time for students to discuss literature?
21. How does the teacher structure individual reading conferences?
22. What evidence do you see of different types/genres of reading in the classroom?
23. How does the teacher assess reading?
24. How is the teacher implementing new reading materials?
25. What is the teacher's area of strength in teaching reading?

PARENT SURVEY (PRIMARY)

Name: _____ Date: _____

Dear Parents, since you are your child's first and best teacher, we would like your perception of your child as a learner. Thank you for your help!

1. How does your child feel about going to school? _____

2. What are your goals for your child this year? _____

3. What are your child's interests/hobbies/talents/activities? _____

4. What types of activities do you like to do together as a family? _____

5. Do you read together regularly? If so, when and how often? _____

6. Do you usually read to your child or does your child read to you? _____

7. What types of books does your child enjoy? _____

8. What are some of your child's favorite books and/or authors? _____

9. Does your child discuss, retell or "pretend read" stories/poems you read aloud?

10. Does your child do any drawing or writing at home? If so, how often and what types?

11. What are your observations about how your child plays? _____

12. What are some other things you would like me to know about your child?

PARENT SURVEY (INTERMEDIATE)

Name: _____ Date: _____

Dear Parents, since you are your child's first and best teacher, we would like your perception of your child as a learner. Thank you for your help!

1. How does your child seem to feel about going to school? _____

2. What are your goals for your child this year? _____

3. What are your child's interests/hobbies/talents/activities? _____

4. What types of activities do you like to do together as a family? _____

5. Do you read together regularly? If so, when and how often? _____

6. Do you usually read to your child or does your child read to you? _____

7. What types of books does your child enjoy? _____

8. What are some of your child's favorite books and/or authors? _____

9. Does your child do any drawing or writing at home? If so, how often and what types?

10. What are your observations about how your child learns? _____

11. What are some other things you would like me to know about your child?

READING SURVEY

Name: _____ Date: _____

1. What are some of your favorite books you've read by yourself? _____

2. What are some of your favorite books someone has read aloud to you? _____

3. What kinds of books would you like to read this year? _____

4. What do you do when you are reading and come to a word you don't know?

5. Do you think you are a good reader? Why or why not? _____

6. What would you like to learn to help you become a better reader? _____

WRITING SURVEY

Name: _____ Date: _____

1. In general, how do you feel about writing? _____

2. What have you written that you really like? _____

3. How do you decide what to write about? _____

4. Who are some of your favorite authors? _____

5. What makes a good author? _____

6. What would you like to learn to help you become a better writer? _____

Spelling Menu

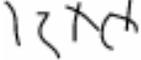
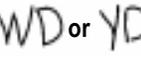
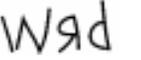
Spelling Continuum (5.1)
Spelling Development (5.2)
Spelling Strategies I Use (5.3)
*Spelling 10 Words (5.4)
Index of Control (5.5)
Percentage Correct Dictation
“Have a Go” Spelling (5.6)
Spelling Survey (5.7)

Other:

DEVELOPMENTAL STAGES OF SPELLING

Spelling Stage	Characteristic	Example	Continuum
Pre-writing	Letter-like marks	WORD = 127c	Preconventional
Pre-phonetic	Random strings of letters	WORD = BMTYR	Preconventional
Semi-phonetic	Letter sounds, initial & end	WORD = WD YD	Emerging
Phonetic	Letter sounds, distinct words	WORD = wrd	Developing Beginning
Transitional	Vowels, letter patterns	WORD = werd	Expanding Bridging
Conventional	Spells most words correctly	WORD = WORD	Bridging Fluent

SPELLING CONTINUUM

<p style="text-align: center;">Pre-writing (Preconventional) Ages 3-5</p> <p>WORD = </p>	<p style="text-align: center;">Pre-phonetic (Preconventional) Ages 3-5</p> <p>WORD = </p>	<p style="text-align: center;">Semi-phonetic (Emergent) Ages 4-6</p> <p>WORD = </p>	<p style="text-align: center;">Phonetic (Developing & Beginning) Ages 5-8</p> <p>WORD = </p>	<p style="text-align: center;">Transitional (Expanding & Bridging) Ages 7-11</p> <p>WORD = </p>	<p style="text-align: center;">Conventional (Bridging & Fluent) Ages 8+</p> <p>WORD = </p>
<ul style="list-style-type: none"> • Experiments with drawing and writing. • Uses scribble writing 	<ul style="list-style-type: none"> • Understands that print carries meaning. • Writes random recognizable letters to represent words. 	<ul style="list-style-type: none"> • Begins to recognize that letters represent specific sounds. • Uses beginning consonants to write a word. • Uses beginning and ending consonants to write a word. • May use letter names (e.g., u for you) as words. • Begins to take risks and write independently. 	<ul style="list-style-type: none"> • Matches letters to sounds. • Spells some words by the sounds heard. • Spells some words by sight. • Uses beginning, middle, and ending sounds to write words. • Uses phonetic spelling to write independently. • Begins to notice common spelling patterns. • Begins to ask for correct spelling of words. 	<ul style="list-style-type: none"> • Moves beyond phonetic spelling toward conventional spelling. • Spells simple common words correctly. • Relies on visual spelling patterns. • Uses vowels in all syllables. • Uses letter combinations when writing words (e.g., clusters, blends, diagraphs). • Experiments with various ways to spell words. • Begins to use resources to spell challenging words. • Begins to edit for spelling. 	<ul style="list-style-type: none"> • Uses visual patterns and other strategies to spell most words correctly. • Spells prefixes and suffixes correctly. • Spells contractions correctly. • Spells most compound words correctly. • Begins to learn correct spelling for irregular words. • Identifies misspelled words. • Uses resources when spelling challenging words. • Edits for spelling in final drafts. • Chooses words to learn to spell.

SPELLING DEVELOPMENT: INDIVIDUAL PROFILE

Name: _____

Date	Writing Piece	Pre-Writing WORD= YZNA	Pre-Phonetic WORD= BMTYZ	Semi-Phonetic WORD= WD YD	Phonetic WORD= W9d	Transitional WORD= Werd	Conventional WORD= WORD	Notes

SPELLING STRATEGIES I USE

Name: _____

Strategy	Date
I try to spell unknown words.	
I always do my best to spell correctly.	
I know how to spell words I use often.	
I am learning how to spell new words to use in my writing.	
I know how to spell the first (100, 200, 300, 400, 500) words.	
I know how to use capitals for proper names and titles.	
I know how to use apostrophes for contractions.	
I know how to use apostrophes to show possession.	
I use many strategies to spell new words:	
I use what I know about sounds to spell words.	
I think about what the word looks like to spell it.	
I use what I know about word patterns to spell.	
I use class lists, posters and books to help me spell.	
I use a dictionary to help me spell.	
I use a spell checker to help me spell.	
I can think of a base word and add a prefix or suffix.	
I know how to apply rules to add <i>-ed</i> and <i>-ing</i> .	
I can use rules for making plurals.	
I can use knowledge about word origins to spell.	
To prepare my final drafts, I edit my spelling.	
To prepare my final drafts, I ask someone to help me check my spelling.	
To prepare my final drafts, I use resources to check my spelling.	
I can choose words I want to learn to spell.	
I am interested in words and how they are spelled.	
I read a lot.	
I write a lot.	

SPELLING WORDS

FIRST GRADE (from Richard Gentry)

1. monster
2. united
3. dress
4. bottom
5. hiked
6. human
7. eagle
8. closed
9. bumped
10. type

SECOND GRADE

1. train
2. people
3. choice
4. porcupine
5. creature
6. somebody
7. huge
8. each
9. church
10. dressed

THIRD GRADE

1. usually
2. excellent
3. because
4. caterpillar
5. believe
6. watched
7. wouldn't
8. cucumber
9. cavities
10. bicycle
11. tomorrow
12. through
13. measure
14. experience
15. imagination

FOURTH GRADE

1. receive
2. business
3. difference
4. breakfast
5. surprising
6. knowledge
7. disappear
8. guess
9. experience
10. beneath
11. pressure
12. neighborhood
13. avenue
14. groceries
15. secretary

FIFTH GRADE

1. pharmacy
2. occasionally
3. engine
4. excitement
5. receipt
6. hypothesis
7. similar
8. gorgeous
9. apologize
10. accordingly
11. restaurant
12. committee
13. embarrassed
14. coincidence
15. license

INDEX OF CONTROL

Name:

Date:

Conventional Spelling	Constructed Spelling

A = # of total words

B = # of different words

C = # of different words spelled conventionally

D = # of constructed spellings

Index of Control = C divided by B x 100

Index of Control = _____

(from *Spelling in Use* by Lester Laminack & Katie Wood, 1996)

SPELLING RULES WORTH TEACHING

Rule 1: The Qu Rule

Remember *Q* is always followed by *u*.

Grade 1

Rule 2: The Syllable Rule

Every syllable has a vowel or *y*.

Grade 1

Rule 3: The Silent E Rule

When words end in silent *e*,

Drop the *e* when adding endings beginning with a vowel (have, having)

Keep the *e* when adding endings beginning with a consonant (late, lately)

Grade 2

Rule 4: Changing Y to I

When the singular form ends with consonant + *y*, change the *y* to *i* and add *es*
(baby, babies)

When the singular form ends with vowel + *y*, add *s* (boy, boys)

Grade 3-4

Rule 5: The IE or EI Rule

Write *i* before *e*

Except after *c*

Or when sounded like *a*

As in neighbor or weigh.

Weird and neither

Aren't the same either.

(18 exceptions) Grade 4-5

from *My Kid Can't Spell! Understanding and Assisting Your Child's Literacy Development*, by J. Richard Gentry, Heinemann, 1997.

SPELLING SURVEY

Name: _____ **Date:** _____

1. Are you a good speller? Why do you think so? _____

2. What do you do when you don't know how to spell a word? _____

3. What are other ways to figure out how to spell a word? _____

4. What kinds of words are hard for you to spell? _____

5. How do people get to be good spellers? _____

6. When is correct spelling important? _____

WRITING MENU

General Writing Assessment

- *Writing Survey
- *Anecdotal Notes (7.6)
- *Writing Continuum (11.1)

Emergent Writing

- Draw Me/Draw a Tree (no form)
- “Words I Know”(6.1)
- Emergent Writing Development (6.2)

Writing Folder Forms

- Pieces I’ve Written (7.2)
- Writing Genres (7.3)
- Writing Strategies I Use (7.4)
- Writing Goals (7.5)
- Writing Celebration (7.9)

Writing Process and Writing Traits

- Six-Trait Checklists (7.11)
- Revision and Editing Forms (7.11-7.13)
- Status of the Class (7.10)
- Writing Process Evaluation (7.14)
- *Rubrics and Checklists (7.15-7.17)
- *“Fix-it” Strategy (no form)

Other:

EMERGENT WRITING DEVELOPMENT

Name: _____

Preconventional				Emerging	Developing	Beginning	Reading Own Writing		
Date	S = Squiggly	LL = Letter-like	RL = Random Letters	SP = Semi- Phonetic initial/end	P = Phonetic Sounds, vowels, spaces	T = Transitional vowels, patterns, sight words	Tells about it	Pretends to read	Reads & touches / matches

CREATING BOY-FRIENDLY WRITING CLASSROOMS

from Ralph Fletcher (www.ralphfletcher.com)

- Get boys excited about writing. Worry about their engagement first; the quality will come later.
- Give real choice about *what* to write and *how* to write it.
- Show an interest in what your boys are passionate about. These often make great subjects for writing.
- Be more accepting of violence in writing (with common sense limits).
- Celebrate the quirky humor on boys' writing. (humor = voice)
- Give boys specific praise during writing conferences.
- Don't insist that students revise everything they write.
- Make room for genres that engage boys: fiction, fantasy, sports writing, spoofs and parodies, comics/graphic novels, etc.
- Allow upper grade students to draw while composing.
- Messy handwriting is a developmental issue that affects many boys. Don't take it personally. Allow students to keyboard when possible.
- Talk about the writer's notebook as a place to collect important "stuff," including odd facts, artifacts, quotes, lyrics, and drawings.
- Show an interest in what writing kids do at home, for fun.
- Be inclusive in what writing you allow kids to read out loud. If only sincere, realistic, emotional pieces get shared, boys will turn off.
- Don't be surprised if boys view other boys as their main audience.
- Take the long view. Don't expect great writing right away.

WRITING GENRES: PART ONE

Name:

Genre				
Observation				
Personal Story/Memories				
Autobiography				
Poetry				
Folk/Fairy/Tall Tales				
Myth/Legend				
Fantasy				
Animal Story				
Nonfiction/Research				
Story Problem				
Letter				

WRITING GENRES: PART TWO

Name:

Genre				
Realistic Fiction				
Adventure/Survival				
Biography				
Play				
Mystery				
Science Fiction				
Historical Fiction				
Sports Story				
Persuasive Writing				

WRITING TEXT TYPES: PART THREE

Name:

Text Type				
Narrative				
Recount				
Procedure				
Information Report				
Explanation				
Argument				
Poetry				
Dram				
Sports Story				
Persuasive Writing				

ELEMENTARY TEXT TYPES/WRITING UNITS OF STUDY
International School Bangkok, Thailand

		Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Recount	<ul style="list-style-type: none"> • Personal • Historical • Memoir • Friendly Letter • Diary/ Journal <p style="text-align: center;"><i>Use narrative rubric</i></p>	Personal Recount Diary/ Journal Common Assessments	Personal Recount Diary/Journal Common Assessments	Personal Recount Diary Journal Common Assessments	Personal Recount Common Assessment Diary/Journal Independent	Personal Recount Diary/Journal Independent Friendly Letter Explicitly Taught	Friendly Letter Common Assessment Diary/ Journal Independent	Historical Fiction Log Common Assessment Diary/Journal Independent Newspaper Report Explicitly Taught
Procedural	<ul style="list-style-type: none"> • How to • Directions • Recipes 		How To Books Introduce	How to Books Introduce	How To Books Explicitly Taught	Directions Common Assessment		
Informative Report	<ul style="list-style-type: none"> • Feature article • Research <p style="text-align: center;"><i>Use report rubric</i></p>			Informative Report Introduction	Informative Report Explicitly Taught	Informative Report Common Assessment	Informative Report Independent Research Report Common Assessment	Feature Article Lab Report Explicitly Taught

		Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Persuasive	<ul style="list-style-type: none"> • Opinion Piece • Advertisement <p><i>Use persuasive rubric</i></p>			Opinion Piece Introduce	Opinion Piece Introduce	Opinion Piece Explicitly Taught Advertisement Introduce	Opinion Piece Common Assessment	Persuasive Piece Common Assessment
Narrative	<ul style="list-style-type: none"> • Realistic Fiction • Fairy Tales • Fantasy <p><i>Use narrative rubric</i></p>	Realistic Narrative Fiction Fairy Tales Folk Tales Introduce	Realistic Narrative Fiction Fairy Tales Introduce	Personal Narrative Common Assessment Fantasy Introduce	Narrative Fiction Common Assessment Fairy Tales Explicitly Taught	Personal Narrative Common Assessment	Realistic Narrative Fiction Common Assessment	Realistic Narrative Fiction Common Assessment
Literature Response			Literature Response Introduce	Literature Response Explicitly Taught	Literature Response Explicitly Taught	Literature Response Explicitly Taught	Literature Response Explicitly Taught	Literature Response Explicitly Taught
Poetry	<ul style="list-style-type: none"> • Rhyming Couplets • Free/ Blank Verse • Acrostic • Shape • Nursery Rhyme • Song 	Song Nursery Rhyme Introduce	Song Nursery Rhyme Introduce	Poetry Introduce	Rhyming Couplet Introduce Acrostic Explicitly Taught	Free/Blank Verse Acrostic/ Shape Poetry Explicitly Taught	Poetry Independent	Poetry Rhyming Couplet Free/Blank Verse Independent

WRITING STRATEGIES I USE: PRIMARY

Name: _____

Strategy	With Guidance ↔ Independently
I date my work.	
I label my pictures with words.	
I write phrases and sentences.	
I use my sounds to write.	
I use spaces between my words.	
I use titles to tell my main idea.	
My writing has a beginning, middle, and end.	
I use different types of writing:	
personal stories/memories	
observations	
lists	
stories	
poems	
letters	
reports	
directions	
story problems	
I share my writing with others.	
I use capital letters for names.	
I use capital letters to begin sentences.	
I use periods correctly.	
I use question marks (?) correctly.	
I use exclamation marks (!) correctly.	
I use quotation marks in my writing.	
I correct my spelling on final drafts.	
I edit my work.	

WRITING STRATEGIES I USE: INTERMEDIATE

Name: _____

Strategy	With Guidance ↔ Independently
I use interesting titles that suit each piece.	
I use captivating leads.	
My writing has a clear beginning, middle, and end.	
I develop my ideas with details and vivid images.	
I use figurative language and interesting words.	
I use realistic dialogue and/or description.	
I use satisfying endings.	
I write in a variety of forms:	
lists	
personal stories/memories	
observations	
learning reflections	
stories	
poems	
letters	
reports	
directions	
story problems	
I share my writing with others.	
I give others feedback and advice about their writing.	
I use the feedback others give me about my writing.	
I use correct conventions for: paragraph indentation	
capital letters	
punctuation	
I correct my spelling on final drafts.	

WRITING GOALS

Name: _____ Date: _____

WRITING GOALS

Name: _____ Date: _____

SIX-TRAIT WRITING

IDEAS AND CONTENT	WORD CHOICE
Focused, clear	Strong vocabulary
Controlling idea	Natural
Enough detail	Energetic verbs
Writer is selective	Precise nouns and modifiers
Shows insight	Everyday words – fresh twist
Writes from experience	Minimal repetition, cliches, abstract language
ORGANIZATION	SENTENCE FLUENCY
Opens with a real lead	Rhythmic sound
Effective sequence	Natural
Good pacing	Easy on the ear
Smooth transitions	Phrasing is poetic, musical
Builds to a high point – momentum	Variety of length and structure
Sense of resolution	No run-ons
VOICE	CONVENTIONS
Person behind words	Spelling, punctuation, capitals, indentations
Writer-reader interaction	Readable to a wide audience
Audience awareness	Consistency
Commitment and involvement	Evidence of proofreading
Text is lively	
Personal, individual, expressive	

Northwest Regional Educational Laboratory, Portland, Oregon 1-503-275-9519

SIX-TRAIT WRITING: STUDENT VERSION

IDEAS AND CONTENT	WORD CHOICE
It all makes sense.	This is the best way to say this.
I know this topic well.	I can picture it!
I have include interesting details not everyone would think of.	My words are new ways to say everyday things.
My paper has a purpose.	Listen to the power in my verbs.
Once you start reading, you will not want to stop.	Some of my words linger in my mind.
	It is easy to read aloud.
ORGANIZATION	SENTENCE FLUENCY
Starts with a bang!	My sentences begin in different ways.
Everything ties together.	Some sentences are short and some are long.
It builds to the good parts.	I just sound good as I read it.
You can follow it easily.	My sentences have power and punch.
At the end it feels finished and makes you think.	My sentences sound natural.
VOICE	CONVENTIONS
This really sounds like me!	I don't have many mistakes in my paper.
My reader can tell that I care about this topic.	I have used capitals correctly.
This is what I think.	Periods, commas, exclamation marks, and quotation marks are in the right places.
I want you to read this and feel something.	Almost every word is spelled correctly.
Aren't my ideas terrific?	I remembered to indent each paragraph.
	It would not take long to get this ready to publish.

Northwest Regional Educational Laboratory, Portland, Oregon 1-503-275-9519

FOCUS LESSONS

Story Structure

Leads
Climax/Building Tension
Endings

Elements of Literature

Character
Setting
Point of View

Lovely Language

Interesting Words
Energetic Verbs
Descriptive Detail
"Said" Alternatives
Alliteration
Similes/Metaphors

Writing Strategies

Topic Choice
Revision
Publishing

Reading Strategies

Predicting
Choosing Books
Figuring Out New Words

Genre Characteristics

Poetry
Informational Books
Fairy Tales/Folktales
Mystery
Biography/Autobiography

FOCUS LESSONS: PRIMARY

**Megan Sloan, Primary Multiage Classroom
Cathcart Elementary, Snohomish, Washington**

IDEAS

Topic Ideas
Adding details
Write a lot a little
Elaboration
Ask me 5 questions
What else do you want to know?

VOICE

“You were nearly there”
High voice/low voice

ORGANIZATION

Good leads
Beginning, middle, and end
What is the right order?
“Ribbon on the package”
Wordless books
Webs
Timelines
Story grammar

SENTENCE FLUENCY

Lovely language
Poetry
Changing sentences
Similes and metaphors
Taking out the “ands”

WORD CHOICE

Interesting word wall
Energetic verbs
Describe it!
Alternatives to “said” (happy, fun...)
Interesting word search in literature
Alliteration

CONVENTIONS

Periods
Capital letters
“Excited marks”
Invented spelling/book print
Apostrophes
Abbreviations

LITERARY ELEMENTS

Plot
Characters
Setting
Conflict/resolution
Point of view
Style/voice
Theme

WRITING PROCESS

Prewriting strategies
Drafting
Revising
Editing
Publishing

FOCUS LESSONS: INTERMEDIATE

**Anne Klein, Intermediate Multiage Classroom
Seaview Elementary, Edmonds, Washington**

LANGUAGE

Topic Ideas
Dialogue
Words other than “said”
Adding details
Use of humor
Use of suspense
Character development
Leads
Endings
Titles
Use of time
Word choice

ORGANIZATION

Webs
Mapping
Story trees
Graphing
Timelines

SPRINGBOARD WRITING

(every Friday)

LITERARY ELEMENTS

Plot (suspense, foreshadowing, flashback)
Setting
Character (protagonist, antagonist)
Theme
Style/Tone/Voice
Point of View

TYPES OF WRITING

Personal narrative
Poetry
Persuasive writing
Letters
Informational writing (research)
Comics
Fiction

WRITING PROCESS

Peer conferences
Asking questions
Revision
Editing

PUBLISHING WRITING

CONVENTIONS

Capital letters
Periods
Question marks
Exclamation marks
Quotation marks
Indenting/paragraphs
Parts of speech
Commas, colons, semi-colons
Strategies for correcting spelling

FOCUS LESSON LOG

Date	*T/S	

***Teacher-Led or Student-Led Focus Lesson**

SIX-TRAIT GUIDE TO REVISION

IDEAS

- Does my paper have a clear, focused idea?
- Did I use details to elaborate?

ORGANIZATION

- Does my piece have a clear beginning, middle, and end?

WORD CHOICE

- Did I use any interesting words?

SENTENCE FLUENCY

- Do my sentences sound smooth?

VOICE

- Does my piece have a spark, commitment, or that “nearly there” feeling?

CONVENTIONS

- Did I check my capitals, periods, and spelling (editing for conventions)?

(form based on the six-trait writing assessment model from the Northwest Regional Educational Laboratory)

SIX-TRAIT REVISION CHECKLIST

Name: _____ **Date:** _____

Title: _____

Self Check:

- I have read it to myself.
- I have made at least one change.

My change was made for:

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Ideas | <input type="checkbox"/> Sentence Fluency |
| <input type="checkbox"/> Organization | <input type="checkbox"/> Voice |
| <input type="checkbox"/> Word Choice | <input type="checkbox"/> Conventions |

Comments: _____

Partner Check:

- I told the author what I liked.
- I asked questions.

I made suggestions to help the author with:

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Ideas | <input type="checkbox"/> Sentence Fluency |
| <input type="checkbox"/> Organization | <input type="checkbox"/> Voice |
| <input type="checkbox"/> Word Choice | <input type="checkbox"/> Conventions |

Comments: _____

Revising Partner: _____

(form based on the six-trait writing assessment model from the Northwest Regional Educational Laboratory)

REVISING AND EDITING GUIDELINES: PRIMARY

Name: _____ Date: _____

Title: _____

Genre: Observations, Personal Stories/Memories, Autobiography, Poetry, Folk Tale/Fairy Tale/Tall Tale, Myth/Legend, Fantasy, Animal Story, Nonfiction/Research, Story Problems, Letter

- I read my piece to a partner and myself.
- My writing makes sense.
- My name and the date are on my writing.
- I have a title.
- I numbered my pages.
- I used clear margins.
- I capitalized names.
- I used capital letters at the beginning of each sentence.
- I used periods, question marks, and exclamation marks correctly.
- My final work is neat and legible.
- This is my very best work.

REVISING AND EDITING GUIDELINES: INTERMEDIATE

Name: _____ Date: _____

Title: _____

Genre: Observations, Personal Stories/Memories, Autobiography, Poetry, Folk Tale/Fairy Tale/Tall Tale, Myth/Legend, Fantasy, Animal Story, Nonfiction/Research, Story Problems, Letter, Realistic Fiction, Adventure, Biography, Play, Mystery, Science Fiction, Historical Fiction, Sports Story

- I have an interesting title that suits the piece and a captivating lead.
- My writing has a clear beginning, middle and end.
- I developed my ideas with details and vivid images.
- I used figurative language (like similes) and interesting words.
- I used realistic dialogue and/or description.
- I indented each paragraph.
- My piece has a satisfying ending.
- I edited my work for capitals, spelling, and punctuation.
- I read my piece to two others:
- I incorporated suggestions from others:
- My final draft is neat and legible.
- This is my very best work.
- I have a Dedication page and an “About the Author” page.

REVISING AND EDITING GUIDELINES: NONFICTION

Name: _____ Date: _____

Title: _____

- I have an interesting title that expresses my topic.
- My piece has an interesting/grabbing lead.
- My piece has a satisfying conclusion.
- I developed my ideas with details.
- I used paragraphs correctly.
- My paragraphs are connected logically.
- I used pictures and graphics to support my writing.
- I used information from more than one source.
- I listed my sources.
- I edited my work for capitals, spelling, and punctuation.
- I read my piece to two others:
- I incorporated suggestions from others:
- My final draft is neat and legible.
- This is my very best work.
- I have a Table of Contents and an “About the Author” page.

REVISING AND EDITING CHECKLIST: SPRING

Name: _____ Date: _____

Title: _____

Revising Checklist

- I have included everything I want.
- My writing makes sense.

Please check which trait you worked on in order to improve your writing. Be prepared to talk about the changes at your conference.

- Ideas and Content
- Organization
- Word Choice
- Fluency
- Voice

Editing Checklist

- All my sentences begin with a capital letter.
- I used capitals for the word "I" and names.
- My sentences end with the right punctuation mark.
- I checked my paper for correct spelling.
- I used commas to separate words in a series.
- I used quotation marks to show when a character is talking.

(form based on the six-trait writing assessment model from the Northwest Regional Educational Laboratory)

REVISION AND EDITING

from Ralph Fletcher (www.ralphfletcher.com)

Kindergarten/First Grade

adding to the drawing

adding to the text (at end of a sentence, page, or book)

stapling additional pages

Second Grade (all of the above, plus . . .)

organizing by breaking into chapters

adding or deleting information

Third Grade (all of the above, plus . . .)

doing successive drafts of the same piece

experimenting with new leads or endings

re-sequencing information

Fourth Grade (all of the above, plus . . .)

finding a new focus

slowing down a “hot spot”

expanding a “thought-shot” (Barry Lane)

writing a new story about an old topic

Fifth and Sixth Grade (all of the above, plus . . .)

layering (going deeper into a topic)

creating a scene where earlier there was narration

changing the genre, point of view or tense

RUBRIC

<p>4</p> <p>WOW! TERRIFIC!</p>	
<p>3</p> <p>You've Got It!</p>	
<p>2</p> <p>Not Yet</p>	
<p>1</p> <p>Try Again!</p>	

FICTION RUBRIC

Ideas and Content

- _____ 5 Developed a sense of story, holds the reader's attention
- _____ 3 Beginning to develop a controlling idea, yet parts of the story are not clear or focused
- _____ 1 Story is difficult to follow, lacks a controlling idea

Organization

- _____ 5 Writing includes an interesting lead and has a clear beginning, middle, and end
- _____ 3 Story has a beginning, middle, and end but lacks smooth transition and good pacing
- _____ 1 Writing has no sense of direction and no clear beginning or ending

Voice

- _____ 5 Writing is lively and expressive
- _____ 3 Writing is beginning to sound personal, yet ideas are repeated and expression is uneven
- _____ 1 Story lacks energetic and personal phrases and uses dull language

Word Choice

- _____ 5 Writer chooses words carefully and uses a precise vocabulary
- _____ 3 Writing includes some interesting language, yet mostly includes ordinary words
- _____ 1 Writing lacks interesting and new language

Fluency

- _____ 5 Sentences begin in different ways, sentence structure is varied
- _____ 3 Sentence structure is correct, but sentences are short and choppy
- _____ 1 Story is hard to read, sentences are short and irregular

Conventions

- _____ 5 Writing is edited carefully for spelling, punctuation, and capitalization
- _____ 3 Evidence of proofreading, but still noticeable errors
- _____ 1 Many errors and the story is difficult to read

NONFICTION RUBRIC

Ideas and Content

- _____ 5 Well-developed topic with support of relevant examples. Uses knowledge and personal experiences to enrich the topic.
- _____ 3 Ideas are mostly clear. Begins to support ideas and content with some examples.
- _____ 1 Ideas are difficult to follow and writing lacks a clear focus. Ideas and content are not supported by examples.

Organization

- _____ 5 Information is presented in a logical sequence and writing flows. Ideas are grouped logically into paragraphs.
- _____ 3 Information is presented adequately. Sequence does not always make sense. Some transitions needed to show how ideas connect.
- _____ 1 Little direction or structure to writing. Ideas and information randomly sequenced.

Voice

- _____ 5 Writing is engaging, lively, and expressive. Voice is consistent throughout the piece.
- _____ 3 Writing sometimes flows but expressiveness is uneven. Some evidence of the author's voice.
- _____ 1 Writing is flat with dull or weak phrasing. Little personal voice in the writing.

Word Choice

- _____ 5 Writing is compelling and conveys meaning through precise vocabulary. Writer is selective about use of information yet provides sufficient details.
- _____ 3 Writer begins to use engaging language to enhance the writing. Author includes some interesting details. Writing is inconsistent and some parts lack descriptive language.
- _____ 1 Writing lacks interesting and new language. Sentences are simple with very little description.

Fluency

- _____ 5 Sentences begin in different ways. Writing shows variation in sentence length and structure.
- _____ 3 Sentence structure is mainly correct but most sentences are short and not consistently smooth. Writing shows some variation in sentence length and structure.
- _____ 1 Writing is hard to read. Sentences are short and incomplete.

Conventions

- _____ 5 No obvious errors in final draft. Writing is edited carefully for spelling, punctuation, and capitalization
- _____ 3 Evidence of proofreading, but still noticeable errors
- _____ 1 Many errors and writing is difficult to read

SIX TRAIT WRITING RUBRIC

Name: _____

Date: _____

	NOVICE	APPRENTICE	PRACTITIONER	EXPERT
Ideas	<input type="checkbox"/> Fails to use sensory details to describe characters, setting and events	<input type="checkbox"/> Uses few sensory details to describe characters, setting and events	<input type="checkbox"/> Uses several sensory details to describe characters, setting and events	<input type="checkbox"/> Uses extensive, exact sensory details to describe characters, setting and events
	<input type="checkbox"/> Writing does not make sense	<input type="checkbox"/> Writing is somewhat confusing	<input type="checkbox"/> Writing is understandable	<input type="checkbox"/> Writing is clear and easy to understand
Organization	<input type="checkbox"/> No clear beginning, middle and end	<input type="checkbox"/> Has a clear beginning, middle and end	<input type="checkbox"/> Has a clear and interesting beginning, middle and end	<input type="checkbox"/> Beginning creates interest, middle is well-developed and ending is satisfying
Word Choice	<input type="checkbox"/> No use of powerful words	<input type="checkbox"/> Includes a few powerful words, but may use them inappropriately	<input type="checkbox"/> Uses many powerful words appropriately	<input type="checkbox"/> Extensive use of powerful words to enhance meaning
Sentence Fluency	<input type="checkbox"/> Contains incomplete sentences	<input type="checkbox"/> Uses only short complete sentences	<input type="checkbox"/> Uses complete sentences that are varied in length	<input type="checkbox"/> Complete sentences that are varied in style and length and flow easily
Voice	<input type="checkbox"/> Dull and voiceless	<input type="checkbox"/> Minimal use of techniques to add voice (e.g. persuasive language, dialogue, imagination)	<input type="checkbox"/> Uses several techniques to add voice (e.g. persuasive language, dialogue, imagination)	<input type="checkbox"/> Writing has spark, commitment or a “nearly there” feeling that holds the reader’s attention
Conventions	<input type="checkbox"/> Many spelling errors interfere with understanding	<input type="checkbox"/> Many spelling errors, but understandable	<input type="checkbox"/> Minimal spelling errors	<input type="checkbox"/> Virtually free of spelling errors
	<input type="checkbox"/> Many punctuation errors interfere with understanding (writing may lack capitals and/or end punctuation)	<input type="checkbox"/> Uses capitals and end punctuation appropriately; sometimes uses commas, apostrophes and quotation marks, but not always appropriately.	<input type="checkbox"/> Edits, with assistance, to correct errors (capitals used for proper nouns, titles and to begin sentences; appropriate end punctuation; uses apostrophes for contractions and possessives; appropriate use of quotation marks and commas)	<input type="checkbox"/> Self edits until writing is virtually free of errors

READING MENU

General Reading Assessment

- *Reading Survey
- *Anecdotal Notes (9.5)
- *Reading Continuum (11.2)
- *DRA

Reading Strategies

- Concepts About Print (Clay, no form)
- *Informal Running Records (8.2-8.3)
- Reading Tools (9.1)
- Word Strategies (9.2)
- Reading Strategies I Use (9.3)
- Reading Goals (9.4)
- *Reading Conference Record (9.6)
- Reading Celebration (9.9)
- Informal Miscue Analysis (9.10)

Reading Comprehension

- Literature Discussions (9.12 - 9.13)
- Literature Response Journals (9.14 - 9.15)
- Response Project Evaluation (9.16)
- Retelling (9.17-9.18)
- Comprehension Strategies (9.19)
- Reading Self-Evaluation (9.20)

Reading Range

- *Reading Logs (9.21-9.24)
- Reading Genres (9.23)
- *Xerox Reading Sample (no form)

INFORMAL RUNNING RECORD

Name: _____ Title: _____ Page(s): _____ Date: _____

On each line, make a check for each word read correctly in that line or record miscues as read.

Text Line	Words	Errors				Self-corrections				Comments / Strategies Taught
		M	S	V	#	M	S	V	#	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
TOTAL										

RUNNING RECORD SUMMARY

Name:

DATE	TITLE	SEEN OR UNSEEN	SELF- CORRECTS	COMMENTS

READING TOOL BOX

(having fun with reading and making strategies more concrete)

Monster finger	Point and read.
Spy glass	Look for picture clues.
Eyeball	Does it look right?
Ear	Does it sound right?
Brain	Does it make sense?
Choppers or lips	Get your mouth ready.
Running shoes	Get a running start
Sled or slide	Say and slide to the end of the word.
Rope	Skip it and read on.
Frog	Leap over and read on. Then go back and start again.
Puzzle	Break the word apart. Look for pieces that you know.
Pineapple	Look for chunks of the word.
Rubber band	Stretch the word.
Caboose	Look at the end of the word.
Family	Look for word families.
Light bulb	Self correct; go back and fix mistakes.
Sub	Substitute and try another word.
Dog	Ask a friend.
Camera	Sight words (take a picture)
Jet	Jet words/quick words/sight words
Quilt	Infer; put the pieces together.
Chain	Hook the ideas together from the known to the new.
Mirror	Text to self connection.
Globe	Text to world connection.
Book	Text to text connection.
Compass	Questions <u>guide</u> your thinking.
Lock	Unlock the main idea.
Stop sign	Stop and think. Do you understand what you are reading?

READING STRATEGIES I USE: PRIMARY

Name: _____

Date: _____

Strategy	With Guidance \longleftrightarrow Independently
I choose what to read by myself.	
I have favorite books and authors.	
I like to read.	
I can read by myself and stay focused.	
I use different reading strategies.	
I confirm my predictions.	
I read different types of texts:	
stories	
poems	
nonfiction	
letters	
directions	
biographies	
I can retell what I read.	
When I read, I make connections to my life.	
I think about what I learned or felt.	
I share what I read by talking to others.	
I write about what I read.	
I use the arts to share what I read.	
I read for fun.	
I read for information.	

READING STRATEGIES I USE: INTERMEDIATE

Name: _____

Date: _____

Strategy	With Guidance ↔ Independently
I choose reading materials at my reading level.	
I have favorite books, authors and genres.	
I like to read.	
I can read silently for long periods.	
I use a variety of effective reading strategies.	
I read a variety of texts:	
realistic fiction	
poetry	
nonfiction/informational	
historical fiction	
adventure stories	
mysteries	
biographies	
plays	
I read for fun.	
I read for information.	
I use the computer and resources to find information.	
I can summarize what I read.	
I can discuss the plot, characters, and ideas in a story.	
I gain deeper meaning by reading “between the lines.”	
I share thoughtful responses when I talk about what I read.	
I write thoughtfully about what I read.	
I use the arts to share what I read.	
I make connections to my life, other authors, and books.	

READING EVALUATION

Date _____ Title _____ Level _____ Student _____

OVERALL EVALUATION OF READING Frustration Instructional Independent

ROLE PLAYING	Print concepts; Picture focused; Pretends to read/tells story; Some letter names/words									
EMERGENT	Eager to read; Memorizes pattern; Some words/sounds; Rhyming; Connections									
EARLY PHASE 1	Self=Reader; Meaning seeking; Word matching; Simple words; Phonics; Main idea									
EARLY PHASE 2	Level appro.; Sight words; Uses context clues; Phonemic awareness; Sentence/Punctuation cues									
CONSOLIDATING	Many strategies automatically; Reads silently; Expression; Retells; Story Elements; Self-corrects									
Comments about: Strategies,Evidence, Lessons, Responses	<u>Pictures</u>	<u>Pattern</u>	<u>Sight Words</u>	<u>Phonics</u> <i>("sound it out")</i>	<u>Context</u> <i>("read on")</i>	<u>Phonemes</u> <i>("cover-up")</i>	<u>Miscues</u> <i>(real/read)</i>	<u>SC</u>	<u>TG</u>	<u>I</u>

CODES: SC=Self Correct, TG=Teacher Gave, I=Ignored, v.=New Vocabulary

Date _____ Title _____ Level _____ Student _____

OVERALL EVALUATION OF READING Frustration Instructional Independent

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CODES: SC=Self Correct, TG=Teacher Gave, I=Ignored, v.=New Vocabulary

READING CONFERENCE RECORD: PRIMARY

Name:

	Date: Title:	Date: Title:	Date: Title:	Date: Title:
Reading Strategies				
Rereads				
Skips>Returns				
Uses Context Clues				
Uses Picture Cues				
Uses First/Last Letters				
Uses Memory of Patterns				
Decodes by Sounding Out				
Knows Sight Words				
Miscues Preserve Meaning				
Appropriate Level				
Reads Fluently				
Literal Comprehension				
Interpretive Comprehension				
Continuum Stage/GR Level				
Strategy Taught/Comments				

Key: + consistently √ sometimes

READING CONFERENCE RECORD: INTERMEDIATE

Name:

	Date: Title:	Date: Title:	Date: Title:	Date: Title:
Reading Strategies				
Rereads				
Skips>Returns				
Uses Context Clues				
Decodes				
Knows Sight Words				
Replaces Unknown Words				
Miscues Preserve Meaning				
Appropriate Level				
Reads Fluently				
Literal Comprehension				
Interpretive Comprehension				
Continuum Stage/GR Level				
Strategy Taught/Comments				

Key: + consistently √ sometimes

READING CONFERENCE RECORD: INTERMEDIATE

Name: _____

	Date: Title: Genre:	Date: Title: Genre:	Date: Title: Genre:	Date: Title: Genre:
<i>Reading Strategies</i>				
What is the reading level of this book for you? Hard, Easy, Just Right				
Appropriate Level				
Rereads to Preserve Meaning (Self-Corrects)				
Omissions (words/lines)				
Substitution				
Transposition				
Mispronunciation				
Figures Out Challenging Words				
Reads Fluently/Hesitates Reads with Expression				
<i>Reading Strategies Score</i>				
<i>Literal Comprehension</i> Before Reading: Tell me what the book is about so far. After Reading: Tell me what you remember about what you just read. <i>Interpretive Comprehension</i> Use attached questions				
<i>Comprehension Score</i>				
Strategy Taught/Comments				

READING CONFERENCE
MAPLEWOOD CO-OP
Anne Klein

Name of student: _____ **Date:** _____

Title of Book: _____

Author: _____

Ask Student: Is this an “easy”, “hard”, or “just right” book? (circle the one stated)

***Tell me what this book is about so far.** (mark “overall” first impression)

Told all significant details in logical sequence (you clearly understand what the story is about) _____

Included events/details & generally sequenced (you can tell what the story is about) _____

Some information/details provided – not sequenced well (you are unsure of what the story is about) _____

Little information provided - confusing (you are unsure of what story is about) _____

***Have student read aloud for about 5 minutes.** (mark “overall” first impression)

Read too quickly causing “miscues” _____

Read fluently with expression, a few “miscues” but self-corrected _____

Mostly fluent, uses punctuation most of the time _____

Made “miscues” and often didn’t self-correct _____

Reading not fluent (more “word by word”), little/no use of punctuation _____

***Tell me about what you just read. What happened?** (Mark “overall” first impression)

Told all significant details in logical sequence (clearly understood section read) _____

Included events/details & generally sequenced (understood most of what was read) _____

Some information/details provided – not sequenced well (understood some of what was read) _____

Little information provided – confusing (not sure of what was read) _____

Other Comments/Observations:

(It’s really helpful to have something here if at all possible ☺)

INFORMAL MISCUE ANALYSIS

Name:

Date and Title	Miscues and Comments Text vs. What student read	Skills/Strategies Taught	Fluency	Comprehension	
				Factual	Inferred
		Does the sentence make sense?			
		Yes:	%		
		No:	%		
		Does the sentence make sense?			
		Yes:	%		
		No:	%		
		Does the sentence make sense?			
		Yes:	%		
		No:	%		
		Does the sentence make sense?			
		Yes:	%		
		No:	%		

READING GOALS

Name: _____

Date: _____

READING GOALS

Name: _____

Date: _____

READING CELEBRATION

Name: _____ **Date:** _____

Parent Comments: _____

READING CELEBRATION

Name: _____ **Date:** _____

Parent Comments: _____

FOCUS QUESTIONS FOR ANECDOTAL NOTES: LITERATURE DISCUSSIONS

1. Is the student prepared for the literature discussion?
2. Does the student use the text to share passages? To support ideas and opinions? How effectively?
3. Does the student listen actively to others?
4. Does the student ask questions? What kinds?
5. Do the questions get a thoughtful response? Which are most effective?
6. Does the student contribute thoughtful ideas?
7. Does the student make predictions? How effectively?
8. Does the student build on other people's comments?
9. Does the student keep the group on task?
10. Does the student discuss unknown or interesting words?
11. Does the student make personal connections to his/her life? At what levels?
12. Does the student make connections to other books, authors, and experiences?
13. Does the student discuss the author's craft and word choice?
14. Does the student discuss literary elements (plot, setting, character)?
15. Can the student reflect on literature circle participation and set goals?

LITERATURE DISCUSSION SELF-EVALUATION

Name: _____ **Date:** _____

Title: _____ **Author:** _____

What did I do well during our literature discussion? (asked good questions, listened actively, responded to others, supported my ideas using the book, took a risk, compared the book to my life or other books)

What could I do better next time?

ASSESSING RESPONSE TO LITERATURE: PRIMARY

Name:

Date / Title	Literal Level	Personal Reaction	Prediction	Summarizes Retells	Supports Justifies	Other Points of View	Evaluates	Discusses Author's Craft	Comments

ASSESSING RESPONSE TO LITERATURE: INTERMEDIATE

Name: _____

Date / Title	Personal Reaction	Prediction	Summarizes Retells	Supports Justifies	Other Points of View	Evaluates Analyzes	Discusses Author's Craft/Theme	Discusses Literary Elements	Connects to Other Books and Authors	Comments

RESPONSE JOURNAL RUBRIC

Name: _____

Date: _____

Title of Book: _____

- 4** In addition to a precise plot summary, the writer makes inferences, predictions, comparisons, or evaluations and supports ideas with evidence from the story. The writer makes connections with his/her life, other books or other events. The writer demonstrates fluency.
- 3** The plot is accurately summarized with specific details. The writer shares one or more personal reflections and gives examples to support his/her interpretations.
- 2** The plot is summarized in a general way but lacks detail or support. The writer may share a general personal response.
- 1** The writer retells minimal details from the story.

JOURNAL RESPONSE RUBRIC

Name: _____

Date: _____

Check the boxes that apply to this journal response, then mark an "X" in the top bar to indicate approximate placement on a continuum. Use the back for comments: what you noticed as strengths and weaknesses, and what you found interesting and unique.

NOVICE	APPRENTICE	PRACTITIONER	EXPERT
<input type="checkbox"/> little writing	<input type="checkbox"/> some writing (includes reactions, summaries, and connections to other books or experiences, evaluates and analyzes)	<input type="checkbox"/> adequate writing (includes occasional reactions, summaries, and connections to other books or experiences, evaluates and analyzes author's craft or elements of literature)	<input type="checkbox"/> thorough writing (includes thoughtful reactions, summaries, and connections to other books or experiences, evaluates and analyzes author's craft or elements of literature)
<input type="checkbox"/> includes no examples to support opinions	<input type="checkbox"/> includes occasional, incomplete or unclear examples to support opinions	<input type="checkbox"/> includes sufficient examples to support opinions	<input type="checkbox"/> includes clear, complete examples to support opinions
<input type="checkbox"/> no variation in forms of written response	<input type="checkbox"/> occasionally varies forms of written response	<input type="checkbox"/> clearly varies forms of written response	<input type="checkbox"/> skillfully and creatively varies forms of written response
<input type="checkbox"/> no attention to details (lacking in organization and neatness with many spelling and punctuation errors)	<input type="checkbox"/> slight attention to details (lacking in organization and neatness with some spelling and punctuation errors)	<input type="checkbox"/> adequate attention to details (somewhat organized and neat, with mostly correct spelling and punctuation)	<input type="checkbox"/> thorough attention to details (well organized and neat, with correct spelling and punctuation)

Comments:

PRESENTATION RUBRIC

<p>4</p> <p>WOW! TERRIFIC!</p>	<ul style="list-style-type: none"> • I spoke loudly all of the time • I faced the audience all of the time • I looked at the audience all of the time • I was serious all of the time • I followed along all of the time • I knew when it was my turn all of the time • I did my part well
<p>3</p> <p>You've Got It!</p>	<ul style="list-style-type: none"> • I spoke loudly most of the time • I faced the audience most of the time • I looked at the audience most of the time • I was serious most of the time • I followed along most of the time • I knew when it was my turn most of the time • I did my part well most of the time
<p>2</p> <p>Not Yet</p>	<ul style="list-style-type: none"> • I spoke loudly some of the time • I faced the audience some of the time • I looked at the audience some of the time • I was serious some of the time • I followed along some of the time • I knew when it was my turn some of the time • I did some of my part
<p>1</p> <p>Try Again!</p>	<ul style="list-style-type: none"> • I did not speak loudly • I rarely faced the audience • I rarely looked at the audience • I was not serious • I did not follow along • I did not know when it was my turn • I did not participate

PRESENTATION RUBRIC

Name: _____

Date: _____

Check the boxes that apply to this presentation, then mark an "X" in the top bar to indicate approximate placement on a continuum. Use the back for comments: what you noticed as strengths and weaknesses, and what you found interesting and unique.

NOVICE	APPRENTICE	PRACTITIONER	EXPERT
<input type="checkbox"/> not prepared for presentation	<input type="checkbox"/> not fully prepared or rehearsed for presentation	<input type="checkbox"/> evidence of adequate preparation and rehearsal	<input type="checkbox"/> thoroughly prepared and rehearsed
<input type="checkbox"/> little eye contact with audience	<input type="checkbox"/> occasionally looks at audience	<input type="checkbox"/> eye contact with most of the audience most of the time	<input type="checkbox"/> eye contact engages all of the audience
<input type="checkbox"/> little voice inflection (too quiet, too loud, or monotone)	<input type="checkbox"/> occasional use of voice inflection and volume	<input type="checkbox"/> adequate use of voice inflection and volume	<input type="checkbox"/> skillful use of voice inflection, volume and expression

Comments:

TWO STARS AND A WISH

Name: _____ Project: _____

Reviewer: _____ Date: _____





WISH _____

TWO STARS AND A WISH

Name: _____ Project: _____

Reviewer: _____ Date: _____





WISH _____

RETELLING SELF-EVALUATION

Name: _____

Date: _____

Title: _____

- I told when and where the story took place.
- I told about the main character.
- I told about other characters.
- I told the main problem in the story.
- I told some of the details from the story.
- I told how the problem was solved.
- I used some of the language from the book.
- I made connections to my life or other books.
- I told what I thought of the book.

RETELLING EVALUATION

Name: _____

Date: _____

_____ Setting

_____ Plot

- _____ chain of events
 - _____ story problem
 - _____ supporting details
 - _____ resolution/ending
-
-

_____ Characters

- _____ main characters
 - _____ supporting characters
-
-

_____ Theme/Central Idea

Student Retelling:

Comments:

- _____ literal retelling
- _____ supports with language from text
- _____ summarizes logically
- _____ connects to other books/authors/experiences
- _____ evaluates

FICTION RETELLING GUIDE

Name: _____

Date: _____

Title: _____

Retelling	Aided	Unaided
Story introduction	_____	_____
Setting	_____	_____
Main character(s)	_____	_____
Supporting character(s)	_____	_____
Plot/chain of events	_____	_____
Plot/supporting details	_____	_____
Plot/climax	_____	_____
Theme/central idea	_____	_____
Story conclusion	_____	_____
Student Response		
Personal reflection	_____	_____
Supports with language from the text	_____	_____
Explicit information	_____	_____
Implicit information	_____	_____

Comments:

NONFICTION RETELLING GUIDE

Name: _____

Date: _____

Title: _____

Retelling

Aided

Unaided

Introduction of topic

States main idea

Sequences ideas

Includes important details

Draws conclusions

Student Response

Demonstrates understanding of concept(s)

Uses key vocabulary

Understands cause & effect relationships

Explicit information

Implicit information

Comments:

READING LOG

Name:

Date	Title	Author	Genre	How much did you like it?				
				A little	Some	A lot		
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5

HOME READING LOG

Name:

Date	Title	To	With	By	Comments

(form adapted from *Highlight My Strengths* by Leanna Traill, Rigby, 1993)

MONTHLY READING LOG

Date	Title	How much did you like it?				
		A little	Some	A lot		
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5



Reading Response Log

Choose one to write about:

Who... 

- ...solves the problem?
- ...is your favorite character?
- ...does the character remind you of?

What... 

- ...is the problem?
- ...is the most interesting part?
- ...does this story remind you of?

How... 

- ...is the problem solved?

Where and when... 

- ...does this take place? (and what details did the writer use to show you that?)



Reading Response Log

Choose one to write about:

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How... 

- ...is the problem solved?

Where and when... 

- ...does this take place? (and what details did the writer use to show you that?)



January 23, 2002

Dear Parents,

Today the children begin home reading logs. Each night, when they read, they will record the date, title, author and what they liked about the books they read. Children who read more than one book or selection will decide which was their favorite and write about that.

Please do not record for your child. For the most part, the children should be able to do this on their own. It is the same procedure we use for recording in reading response logs here at school each day. Here are some things you can do to help:

- Remind the children to extend their thoughts by prompting them to "try to use the word 'because' in your sentence."
- Encourage the children to "do your best" when forming letters and spelling words. Rather than spelling the word for your child, you can best support his/her path to independence with these phrases:
 - "Use your sounds"
 - "Can you remember how that word looks?"
 - "Is there a word pattern or ending that you need to use?"

In most instances, the children can come up with a "sounded spelling" that makes sense so that they and others can read even "unknown" words.

- Have the children read their response to you after they have finished it.

Thanks for your support!

Cynthia



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Thanks for your support!

Cynthia



Dear Parents,

As your child becomes better skilled in reading, the books that s/he reads require new skills. At this point in the year, children need to move beyond picture and phonics clues and expand their strategies. If they are to become independent readers, they must rely less on someone else giving them a word or even ensuring them that they have read a word correctly and more on their own sense of the text they are reading. Children continue to need lots of practice, so reading with you is still essential.

Oftentimes, parents wonder how they can help at this stage. Here are some tips for parents from a recent issue of The Reading Teacher:



If your child comes to an unknown word, **do not “rescue” him by giving him the word.** Even if s/he gives an “appeal for help” (which is sometimes no more than a pleading look), **wait** and give your child a chance to solve it on his own. The pause may seem very long to you, but it is usually really only a few seconds.



If your child does not continue,

1. Ask, **“What can you do?”** Some of the strategies we have been working on at school include:
 - ◆ Use the pictures.
 - ◆ Use sounds, especially the first letter.
 - ◆ Read on to see what makes sense.
 - ◆ Cover part of the word, especially endings (-ing, -er, ly).
2. If your child is still stuck suggest that s/he “Go back to the beginning of the sentence and try again.” and/or “Think about what would make sense there.”
3. If your child reads a word incorrectly, you can ask:
 - ◆ Does that look right? e.g. The boat ate the candy.
 - ◆ Does that sound right? e.g. The boy ated the candy.
 - ◆ Does that make sense? e.g. The boy ate the can.



When your child reads well and uses his strategies, let him know by giving specific praise. Tell her “You knew that word didn’t make sense and you fixed it on your own.” or “You figured it out yourself!” An “I noticed you used all these strategies,” and pointing out the exact places where you observed your child using them if much more helpful than a blanket, “You read well!”

Attached to this letter, you will find a bookmark summarizing these points. I hope you will find it helpful as you read with your child. Remember, you are your child’s first and most important teacher.

Thank you for your continued support of your child’s literacy!

Cynthia Ruptic



How to Help

Pause

When your children comes to a tricky word, **wait** and give them a chance to figure it out for themselves.

Prompt

If your child cannot continue, ask, “What **strategy** could you use?” These are some strategies we use at school:

- Picture clues
- Sounds, especially first letter (phonics)
- Read on (context)
- Cover part of the word (phonemic awareness)

If your child is still stuck, you may suggest, “Go back to the beginning of that sentence and try again. Think about what would make sense there.”

When your child reads incorrectly a word, which changes the meaning ask, “Does that make sense?”

Specific and Honest Praise

- ☞ “You figured it out yourself!”
- ☞ “You read that very smoothly.”
- ☞ “You knew that word didn’t make sense and you fixed it on your own.”
- ☞ “You used these strategies (name specific strategies you noticed).”



How to Help

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BOOK PROJECTS AND GENRES

Each of these genres will be discussed in class prior to the homework assignment. Each type of response project will also be demonstrated in class so that your child is clear about the expectations. A rubric with the criteria for evaluation will be sent home for each project.

OCTOBER: Read a mystery

Draw cards to answer questions about your book (i.e., characters, setting your favorite part, etc.)

NOVEMBER: Read historical fiction or historical nonfiction

Make a story map.

DECEMBER: Read a book of poetry

Make a poster and memorize a poem.

JANUARY: Read a folktale, fairy tale, or collection of folktales or fairy tales

Make a game.

FEBRUARY: Read a nonfiction book

Write a book review for "Storyworks" magazine.

MARCH: Read a biography or autobiography

Dress as the main character or make a "jackdaw" display to tell about the person's life.

APRIL: Read a fiction book with an animal as the main character or a nonfiction book about an animal

Create the animal from any medium for our pet show.

MAY: Free Choice!

Read a genre of your choice and celebrate it in a format you have enjoyed this year or a new one you've created yourself. Do this one alone or with a friend.

READING GENRE LOG: PART ONE

Name:

Genre				
Observation				
Personal Story/Memories				
Biography				
Poetry				
Folk/Fairy/Tall Tales				
Myth/Legend				
Fantasy				
Animal Story				
Nonfiction/Research				
Story Problem				
Letter				

READING GENRE LOG: PART TWO

Name:

Genre				
Realistic Fiction				
Adventure/Survival				
Autobiography				
Play				
Mystery				
Science Fiction				
Historical Fiction				
Sports Story				
Persuasive Writing				

