

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



**Oregon Episcopal School  
Portland, Oregon  
Bonnie Campbell Hill  
February 5, 2010**

Special thanks to all the teachers and students who have contributed ideas, suggestions, samples and assessment forms. I especially wish to thank the following teachers whose work and forms are included in this handout:

Cynthia Ruptic (Jakarta, Indonesia)  
Lisa Norwick (West Bloomfield, Michigan)  
Anne Klein (Edmonds, Washington)  
Christy Clausen (Everett, Washington)  
Megan Sloan (Snohomish, Washington)  
Teachers at Brighton School (Lynnwood, Washington)

© 2010

Copyright Notice:

All materials in this handout are copyrighted by Bonnie Campbell Hill. Some of this material was published by Christopher-Gordon Publishers in the first two books of the *Corner Pieces* series, titled:

*Classroom Based Assessment (Book One)*

By Bonnie Campbell Hill, Cynthia Ruptic and Lisa Norwick

*Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8 (Book Two)*

By Bonnie Campbell Hill

You have permission to make copies of these materials for your classroom use. You may not distribute, copy, or otherwise reproduce any of this material for sale, commercial, or wide-scale use without written permission of:

Dr. Bonnie Campbell Hill  
13910 64<sup>th</sup> Place West  
Edmonds, WA 98026  
(425) 742-7110  
[www.bonniecampbellhill.com](http://www.bonniecampbellhill.com)

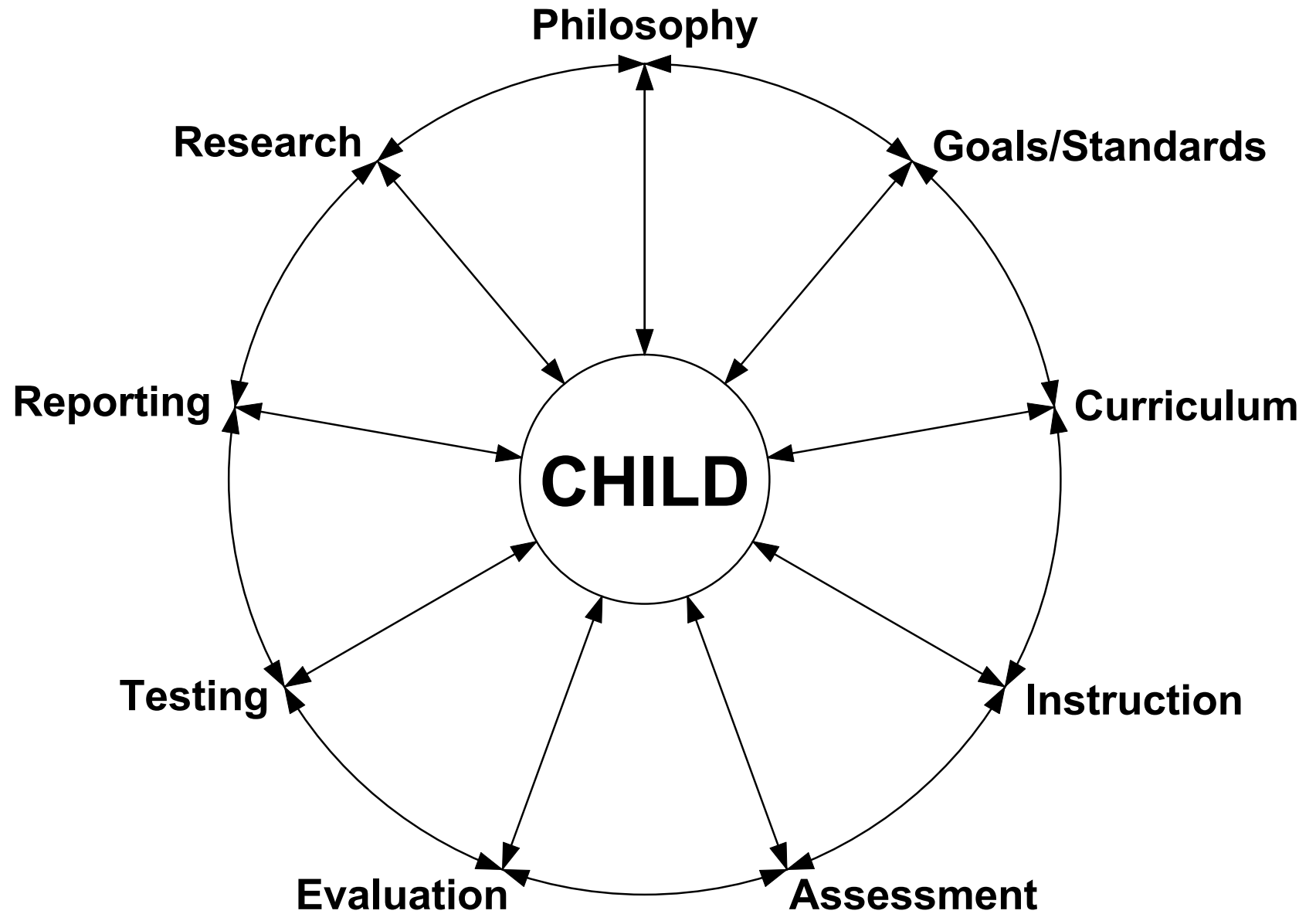
# TABLE OF FORMS

Nine Educational Components.....	1
Washington State Essential Learnings.....	2
Curricular Components .....	3
Assessment, Evaluation, and Reporting.....	4
Assessment and Evaluation .....	5
Assessment Planning.....	6
Teacher Notebook: Primary Grades.....	7
Organizational Grid: Primary Grades .....	8
Organizational Grid: SAS .....	9
Teacher Notebook: Intermediate Grades .....	10
Organizational Grid: Intermediate Grades.....	11
Organizational Grid .....	12
Anecdotal Records Grid .....	13
Anecdotal Notes: Writing Focus (Primary) .....	14
Anecdotal Notes: Writing Focus (Intermediate).....	15
Anecdotal Notes: Reading Focus (Primary) .....	16
Anecdotal Notes: Reading Focus (Intermediate).....	17
Anecdotal Notes: Behavior (Primary) .....	18
Anecdotal Notes: Principals .....	19
Parent Survey (Primary).....	20
Parent Survey (Intermediate) .....	22
Reading Survey.....	24
Writing Survey.....	25
Spelling Menu .....	26
Developmental Stages of Spelling .....	27
Spelling Continuum .....	28
Spelling Development: Individual Profile .....	29
Spelling Development: Class Profile .....	30
Spelling Strategies I Use .....	31
Spelling Words .....	32
Spelling 10 Words (Primary) .....	33
Index of Control.....	34
Have a Go Spelling .....	35
Spelling Rules Worth Teaching .....	36
Spelling Survey .....	37
Writing Menu .....	38
Emergent Writing Development .....	39
Creating Boy-Friendly Writing Classrooms.....	40
Writing Genres: Part One .....	41
Writing Genres: Part Two .....	42
Writing Text Types: Part Three .....	43
Units of Study.....	44
Writing Strategies I Use: Primary .....	45

Writing Strategies I Use: Intermediate.....	46
Writing Goals.....	47
Six-Trait Writing.....	48
Six-Trait Writing: Student Version .....	49
Focus Lessons .....	50
Focus Lessons: Primary.....	51
Focus Lessons: Intermediate .....	52
Focus Lesson Log.....	53
Writing Conference.....	54
Six-Trait Guide to Revision.....	55
Six-Trait Revision Checklist.....	56
Revising And Editing Guidelines: Primary .....	57
Revising And Editing Guidelines: Intermediate .....	58
Revising And Editing Guidelines: Nonfiction .....	59
Revising And Editing Checklist: Spring .....	60
Revising And Editing .....	61
Status of the Class .....	62
Rubric.....	63
Fiction Rubric .....	64
Nonfiction Rubric.....	65
Six Trait Writing Rubric.....	66
Reading Menu.....	67
Informal Running Record .....	68
Running Record Summary .....	69
Reading Tool Box.....	70
Reading Strategies I Use: Primary .....	71
Reading Strategies I Use: Intermediate.....	72
Reading Conference .....	73
Reading Conference Record: Primary.....	74
Reading Conference Record: Intermediate .....	75
Reading Conference Record: Intermediate .....	76
Reading Conference Form .....	77
Informal Miscue Analysis.....	78
Reading Goals .....	79
Reading Celebration.....	80
Focus Questions for Anecdotal Notes: Literature Discussions.....	81
Literature Discussion Self-Evaluation.....	82
Assessing Response to Literature: Primary .....	83
Assessing Response to Literature: Intermediate .....	84
Response Journal Rubric .....	85
Journal Response Rubric .....	86
Presentation Rubric.....	87
Presentation Rubric.....	88
Two Stars and a Wish .....	89
Retelling Self-Evaluation .....	90
Retelling Evaluation.....	91

Fiction Retelling Guide .....	92
Nonfiction Retelling Guide .....	93
Reading Log (Intermediate).....	94
Home Reading Log .....	95
Monthly Reading Log .....	96
Reading Bookmark.....	97
Book Projects and Genres .....	98
Reading Genre Log: Part One.....	99
Reading Genre Log: Part Two.....	100
Books to Read.....	101

# 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

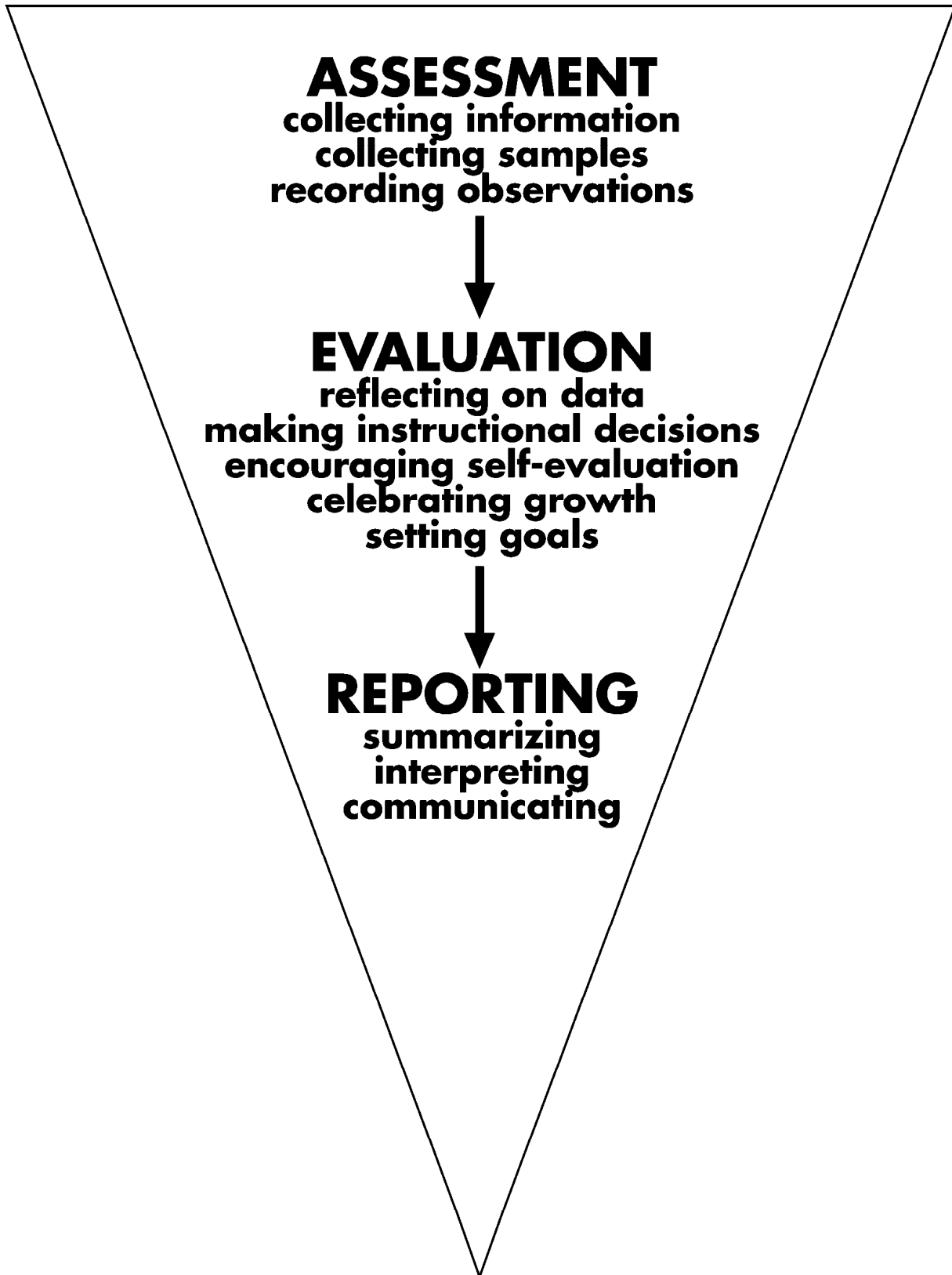
Independent Writing

## **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

<b>NOW</b>	<b>NEXT</b>	<b>LATER</b>

# **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
<b>Parent Survey</b> Form 8.1 Christopher Gordon Pub.										
<b>Spelling Words</b> List used from Word Crafting by C. Marten										
<b>Words I Know (2 or 3 times per year)</b> Form 6.1 Christ Gordon Pub or M. Clay										
<b>Writing Continuum (Mandatory)</b> Form BCH Developmental Continuum										
<b>Reading Continuum (Mandatory)</b> Form BCH Developmental Continuum										
<b>Running Records (Mandatory)</b> DRA										
<b>Running Records</b> PM Benchmarks										
<b>Reading Sample (Optional)</b>										
<b>Fix it – Writing Sample (Optional)</b>										
<b>Anecdotal Notes</b> Any format										
<b>EAL Continuum (ESOL students only)</b> Form BCH Developmental Continuum										
<b>Sentence Dictation (Optional)</b> Wright Group Publishing										
<b>High Frequency Words (Optional)</b> 100 First Grade High Frequency Words										
<b>High Frequency Words</b> 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 = 1 2 7 c	Preconventional
Pre-phonetic	Random strings of letters	WORD = BMTYZ	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

<b>Pre-writing</b> (Preconventional) Ages 3-5	<b>Pre-phonetic</b> (Preconventional) Ages 3-5	<b>Semi-phonetic</b> (Emergent) Ages 4-6	<b>Phonetic</b> (Developing & Beginning) Ages 5-8	<b>Transitional</b> (Expanding & Bridging) Ages 7-11	<b>Conventional</b> (Bridging & Fluent) Ages 8+
WORD = 1 2 7 8	WORD = B M T Y Z	WORD = WD or YD	WORD = W 9 d	WORD = W e r d	WORD = W O R D
<ul style="list-style-type: none"> <li>• Experiments with drawing and writing.</li> <li>• Uses scribble writing</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that print carries meaning.</li> <li>• Writes random recognizable letters to represent words.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to recognize that letters represent specific sounds.</li> <li>• Uses beginning consonants to write a word.</li> <li>• Uses beginning and ending consonants to write a word.</li> <li>• May use letter names (e.g., u for you) as words.</li> <li>• Begins to take risks and write independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Matches letters to sounds.</li> <li>• Spells some words by the sounds heard.</li> <li>• Spells some words by sight.</li> <li>• Uses beginning, middle, and ending sounds to write words.</li> <li>• Uses phonetic spelling to write independently.</li> <li>• Begins to notice common spelling patterns.</li> <li>• Begins to ask for correct spelling of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves beyond phonetic spelling toward conventional spelling.</li> <li>• Spells simple common words correctly.</li> <li>• Relies on visual spelling patterns.</li> <li>• Uses vowels in all syllables.</li> <li>• Uses letter combinations when writing words (e.g., clusters, blends, diagraphs).</li> <li>• Experiments with various ways to spell words.</li> <li>• Begins to use resources to spell challenging words.</li> <li>• Begins to edit for spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses visual patterns and other strategies to spell most words correctly.</li> <li>• Spells prefixes and suffixes correctly.</li> <li>• Spells contractions correctly.</li> <li>• Spells most compound words correctly.</li> <li>• Begins to learn correct spelling for irregular words.</li> <li>• Identifies misspelled words.</li> <li>• Uses resources when spelling challenging words.</li> <li>• Edits for spelling in final drafts.</li> <li>• Chooses words to learn to spell.</li> </ul>

## SPELLING DEVELOPMENT: INDIVIDUAL PROFILE

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

Date	Writing Piece	Pre-Writing WORD= 12Nt	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)
- Units of Study
- Writing Strategies I Use (7.4)
- Writing Goals (7.5)
- Writing Celebration (7.9)

## **Writing Process and Writing Traits**

- Six-Trait Checklists (7.11)
- Writing Conference Form
- 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](http://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				
<b>Personal Story/Memories</b>				
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				
Drama				
Sports Story				
Persuasive Writing				

## UNITS OF STUDY

	K	1	2	3	4	5		
August	Launching	Launching	Launching with Small Moments	Launching Writing Workshop	Launching Writing Workshop	Launching Writing Workshop		
September		Launching Small Moments						
October		Small Moments	Writing for Readers	Raising the Quality of Narratives	Raising the Quality of Narratives	Raising the Quality of Narratives		
November	Writing for Readers	Writing for Readers	Revision			Fiction		
December			Nonfiction (How to)	Teacher Choice				
January		Revision	Nonfiction (All About Books)	Informational Text	Informational Text	Poetry		
February	Small Moments				Nonfiction (How to Book)	Poetry	Fiction	Essays
March								
April	Poetry	Poetry	Poetry	Poetry	Fiction			
May						Teacher Choice		

Units of Study for Teaching Writing - Lucy Calkins

## WRITING STRATEGIES I USE: PRIMARY

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

<b>Strategy</b>	<b>With Guidance</b> ↔ <b>Independently</b>
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

<b>IDEAS AND CONTENT</b>	<b>WORD CHOICE</b>
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
<b>ORGANIZATION</b>	<b>SENTENCE FLUENCY</b>
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
<b>VOICE</b>	<b>CONVENTIONS</b>
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

<b>IDEAS AND CONTENT</b>	<b>WORD CHOICE</b>
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.
<b>ORGANIZATION</b>	<b>SENTENCE FLUENCY</b>
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.
<b>VOICE</b>	<b>CONVENTIONS</b>
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**

# WRITING CONFERENCE



Name \_\_\_\_\_

Date	Observation	Instruction & Next Steps

## 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](http://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
<b>Ideas</b>	<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
<b>Organization</b>	<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
<b>Word Choice</b>	<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
<b>Sentence Fluency</b>	<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
<b>Voice</b>	<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
<b>Conventions</b>	<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 Forms (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										
<b>TOTAL</b>										

# 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:**

<b>Strategy</b>	<b>With Guidance</b> ↔ <b>Independently</b>
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:** \_\_\_\_\_

<b>Strategy</b>	<b>With Guidance</b> ↔ <b>Independently</b>
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 CONFERENCE



Name \_\_\_\_\_

Date	Observation	Instruction & Next Steps

## READING CONFERENCE RECORD: PRIMARY

**Name:**

	<b>Date:</b> <b>Title:</b>	<b>Date:</b> <b>Title:</b>	<b>Date:</b> <b>Title:</b>	<b>Date:</b> <b>Title:</b>
<b>Reading Strategies</b>				
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				
<b>Appropriate Level</b>				
<b>Reads Fluently</b>				
<b>Literal Comprehension</b>				
<b>Interpretive Comprehension</b>				
<b>Continuum Stage/GR Level</b>				
<b>Strategy Taught/Comments</b>				

**Key:** + consistently    √ sometimes

## READING CONFERENCE RECORD: INTERMEDIATE

**Name:**

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

**Key:** + consistently    √ sometimes

## READING CONFERENCE RECORD: INTERMEDIATE

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

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

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

## 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: \_\_\_\_\_

<b>Retelling</b>	<b>Aided</b>	<b>Unaided</b>
Story introduction	_____	_____
Setting	_____	_____
Main character(s)	_____	_____
Supporting character(s)	_____	_____
Plot/chain of events	_____	_____
Plot/supporting details	_____	_____
Plot/climax	_____	_____
Theme/central idea	_____	_____
Story conclusion	_____	_____
<b>Student Response</b>		
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



# 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
		1	2	3	4	5



# 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

## 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

## 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)."

## 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				

