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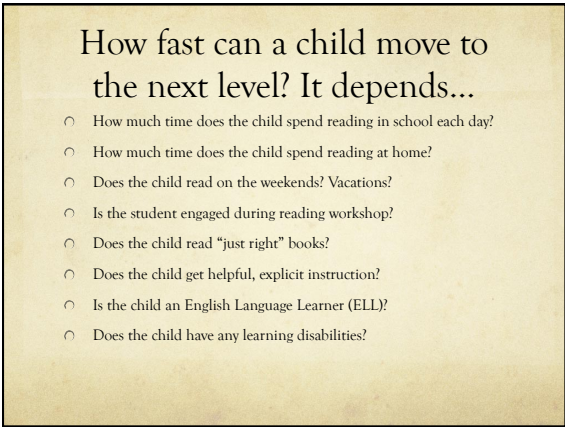
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SEPTEMBER	NOVEMBER	MARCH	JUNE
<b>Kindergarten</b> Emergent Story Books Shared Reading	<b>Kindergarten</b> Emergent Story Books Shared Reading	<b>Kindergarten</b> 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E	<b>Kindergarten</b> 1=B or below 2=C (with book intro) 3=D/E 4=F or above
<b>Grade 1:</b> 1=B or below 2=C 3=D/E 4=F or above	<b>Grade 1:</b> 1=C or below 2=D/E 3=F/G 4=H or above	<b>Grade 1:</b> 1=E or below 2=F 3=G/H 4=I or above	<b>Grade 1:</b> 1=G or below 2=H 3=I/J/K 4=L or above
<b>Grade 2:</b> 1=F or below 2=G/H 3=I/J/K 4=L or above	<b>Grade 2:</b> 1=G or below 2=H/I 3=J/K/L 4=M or above	<b>Grade 2:</b> 1=I or below 2=J/K 3=L/M 4=N or above	<b>Grade 2:</b> 1=J or below 2=K/L 3=M 4=N or above
<b>Grade 3:</b> 1=K or below (avg. H) 2=L 3=M 4=N or above	<b>Grade 3:</b> 1=K or below (avg. I) 2=L/M (avg. L) 3=N 4=O or above	<b>Grade 3:</b> 1=M or below (avg. J) 2=N 3=O 4=P or above	<b>Grade 3:</b> 1=N or below (avg. K) 2=O 3=P 4=Q or above
<b>Grade 4:</b> 1=M or below (avg. J) 2=NO (avg. N) 3=P/Q (avg. P) 4=R or above	<b>Grade 4:</b> 1=N or below (avg. L) 2=OP (avg. P) 3=Q/R (avg. Q) 4=S or above	<b>Grade 4:</b> 1=O or below (avg. K) 2=P/Q (avg. P) 3=R/S (avg. R) 4=T or above	<b>Grade 4:</b> 1=P or below (avg. L) 2=Q/R (avg. Q) 3=ST (avg. S) 4=U or above
<b>Grade 5:</b> 1=P or below (avg. M) 2=Q/R (avg. Q) 3=S 4=T or above	<b>Grade 5:</b> 1=P or below (avg. N) 2=Q/R/S (avg. Q) 3=T 4=U or above	<b>Grade 5:</b> 1=Q or below (avg. O) 2=R/S/T (avg. R/S) 3=U 4=V or above	<b>Grade 5:</b> 1=R or below (avg. P) 2=S/T/U (avg. S/T) 3=V 4=W or above

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It's not a perfect science, but...

Level	How many months to move?
A/B	½ - 1 month per level
C/D/E/F/G	1 - 1 ½ months per level
H/I/J/K/L	2 months per level
M/N/O/P/Q/R/S/T/U	3 months per level
V/W/X/Y/Z	3-4 months per level

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Student Name	March 2010		June 2010		September 2010		November 2010	
	IRL	Bench	IRL	Bench	IRL	Bench	IRL	Bench
MARLON		0	F	1	F	1	H	2
LYNIYAH B		0	I	3	F	1	H	2
DALILAH C		0	G	2	G	1	G	1
JAYVIN		0		0	H	2	I	2
VITALY		0	D	1	C	1	C	1
TAURELL F		0	L	4	M	4	M	4
CAI		0	H	2	H	2	H	2
KIARA		0	M	0	M	4	M	4
SANIYA		0	G	0	E	1	E	1
ISAIAH		0		0	J	3	L	3
SAMIR		0	L	4	L	4	N	4
KRISTINE		0	K	3	J	3	L	3
FATOU		0	M	4	M	4	O	4
JORDYN		0	L	4	L	4	M	4

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Student Name	March 2010		June 2010		September 2010		November 2010	
	IRL	Bench	IRL	Bench	IRL	Bench	IRL	Bench
MAMOTAZ		0	Q	2	R	2	S	2
DALILA		0	P	0	Q	2	Q	2
KIANA		0	O	0	Q	2	R	2
RONNELL		0	P	2	Q	2	Q	2
LATEEK		0	Q	0	T	4	S	2
ABIGAIL		0	Q	0	S	3	T	3
CARESS		0	T	0	U	4	V	4
KRYSTAL		0	R	3	T	4	U	4
BRYAN		0	V	4	V	4	V	4
NELSON		0	S	0	T	4	V	4
JASMIN		0	P	0	Q	2	S	2
DREW		0	T	3	U	4	V	4
JAELYN		0	U	0	U	4	V	4
MYLES		0	T	0	U	4	V	4
CHRISTIAN		0	S	3	V	4	V	4
ANTHONY		0	T	3	U	4	V	4
SCHUYLER		0	P	0	U	4	V	4
JUSTIN		0	T	0	T	4	T	3

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When a reader needs to move,  
what can we do?

1.

Get to know the demands of a level

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## Plot & Setting

- Retell important events
- Synthesize problems and solutions
- Synthesize causes and effects
- Visualize setting

**COMMON CORE**  
RL 3.1, 3.5, 4.1,  
4.5, 5.1, 5.5

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## Character

- Infer about, interpret, analyze the main character
- Synthesize character change
- Infer about, interpret, and analyze secondary characters

**COMMON CORE**  
RL 3.3, 4.3, 5.3

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COMMON CORE  
LITERACY STANDARDS

RL 3.4, 4.4, 5.4



## Vocabulary & Figurative Language

- Monitor for meaning and use context to determine the meaning of words and phrases

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COMMON CORE  
LITERACY STANDARDS

RL 3.2, 4.2, 5.2



## Themes & Ideas

- Interpret a story by naming a lesson or theme
- Identify and interpret social issues in a story
- Identify and interpret symbols in a story

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When a reader needs to move, what can we do?

2.

Get to know the expectations of readers within that level

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[illegible]

When a reader needs to move,  
what can we do?

3.

Get to know the reader

The image shows a person's hands holding an open book and a worksheet. The book has a cartoon illustration of a person with glasses and a speech bubble. The worksheet is titled "The Three Wishes You Wrote at the End of the Lesson Today" and contains several numbered questions about the reading. A yellow pencil is resting on the worksheet.



# ASSESS

## Student Response Form


Student's name Bodica Grade 4


Your teacher wants to learn more about you as a reader. Here are some directions to remember:


- Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- Each time you read, please fill in your reading log below.
- When you reach a page with a sticky note, read to the bottom of the page.
- Stop and answer the question on your response form. Include as much detail as you can from the book to support your answer. (It is fine to reread, but do not read ahead.)
- Put the sticky note back in the book.
- Keep reading!

READING LOG						Teacher: Please fill out.	
Date	Start Time	End Time	Start Page	End Page		Total Time	Total Pages
10-18-11	9:40	10:10	1	20			
10-18-11	10:30	11:00	20	40			
10-19-11	10:45	11:15	40	56			

# ASSESS

 1. PAGE 5 What kind of person is Stuart?  
Stuart is a person who likes to worry about his stuff. He likes to worry about school.

 2. PAGE 13 What does "his ears begin to blow up" mean in this part?  
Maybe he means he was embarrassed from the whole class seeing his underwears.

 3. PAGE 19 Why does Stuart work so hard to bring in something special for "Our Big Interesting World"?  
Stuart works so hard to dig for something they had not saw like bones, jewels, gold.

# ASSESS

**Reflection**

Was this book easy, just right, or too hard? just right

How do you know? because it felt like it's my level

Did you like this book? yes

Why or why not? because I feel like this character reminded me of my cousin

Would you choose another book like this from the library? yes

Why or why not? because he's funny and I like the author

## EVALUATE

Stuart Goes to School		
EXCEPTIONAL	PROFICIENT	APPROACHING
<b>QUESTION 1</b> What kind of person is Stuart? <small>Identifies one or more key stories/tradits and/or feelings of a main character.</small> <small>He worries too much about going to third grade, he's pretty for a third grade boy.</small>	<small>Identifies one or more stories/tradits and/or feelings of a main character that are cited explicitly in the text and/or pictures.</small> <small>Stuart worries a lot.</small>	<small>Identifies one or more key significant details, feelings, or ideas/tradits to describe a main character.</small> <small>Stuart likes his clothes. He's going to be a third grader.</small>

**1. PAGE 5** What kind of person is Stuart?

Stuart is a person who likes to worry about his stuff. He likes to worry about school.

E P A I

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## EVALUATE

### Comprehension Record & Planning Form: Level M

Stuart Goes to School by Sara Pennypacker

Student: Nadia M. Date: 10/21/11

**First, Tally Student Results**

- Refer to the student's scored Response Form.
- Check ☒ the appropriate white box (E, P, A, or I) below for each answer.
- Tally each column to find the total number of E, P, A, and I responses.
- Record the overall tally below the chart.

**Scoring Guide**

E-Exceptional

P-Proficient

A-Approaching

I-Incorrect

Question	Page	Plot & Setting				Character				Vocabulary & Figurative Language				Themes & Ideas				
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I	
1	5																	
2	13																	
3	19																	
4	21																	
5	32																	
6	36																	
7	40																	
8	42																	
9	51																	
10	56																	
<b>TALLY</b>		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I	
		1	3	1	1	2	1			1				1				

Total number of responses: exceptional 3 /10    proficient 4 /10    approaching + incorrect 3 /10  
 Total pages: 56 divided by total minutes to read book (from log): 80 = reading rate: 17 p/min

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## EVALUATE

**Next, Decide on Goals**

- In the first column, check the scenario or scenarios that best describes this student's performance.
- Reflect on the information in the last two columns to plan for your reading conference with the student.

If	Then	Teaching Suggestions
<input checked="" type="checkbox"/> One-third (1/3) or more of the student's total responses from all four strands are <b>approaching</b> and/or <b>incorrect</b> .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
<input checked="" type="checkbox"/> The student's <b>approaching</b> and <b>incorrect</b> responses are clustered in one or two of the four strands, yet all other responses are <b>proficient</b> and/or <b>exceptional</b> .	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. Character 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: 121 Plot and Setting 133 Character 149 Vocabulary and Figurative Language 159 Themes and Ideas
<input type="checkbox"/> No answers are <b>incorrect</b> or <b>approaching</b> . The student's responses are mostly <b>proficient</b> and some are <b>exceptional</b> .	In most cases, work to move the student from <b>proficient</b> to <b>exceptional</b> in all areas. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: 121 Plot and Setting 133 Character 149 Vocabulary and Figurative Language 159 Themes and Ideas

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EVALUATE

And Now, Take It to the Conference

What goal or goals have you decided to focus on (see Then column)?

Plot & Setting

Which strategy or strategies will you introduce first? (Refer to pages from the Teaching Suggestions column.)

- "Recap With Chapter Titles"
- "Somebody-Wanted-But-So"

Additional notes to prepare (e.g., questions to ask, a book for modeling, and so on):

Ask Nadia to start w/shorter level M books so there is less text to accumulate

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When a reader needs to move,  
what can we do?

3.

Teach!

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TEACH



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## It's not a wait-and-see game...

- Start with a clear goal
- Strategy lessons
- Guided reading (one-on-one or in a group)
- Text level introduction groups
- Get child in a series, release scaffold across series
- Give the support of a book club

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