

“Shhh....I’m Reading”: Scaffolded Independent-Level Reading

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with
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If proficient readers typically read extensively on their own, as the research suggests, it would seem prudent, even scientific, to develop this habit in young readers.

Thomas Newkirk, Education Week, 2002

Although they are firmly committed to the benefits of sustained silent reading, many teachers find that SSR or DEAR-Time a challenge. They are frustrated when students linger at the bookshelf or book bins looking aimlessly for a book. They lose patience when a student finishes a book and loudly proclaims, “I’m done. I need another book.” They find themselves becoming reading police, observing their students to catch someone who is not reading. Often-additional frustrations surface: There seems to be little accountability on the part of the students. Some parents and administrators challenge teachers by suggesting that the students are, “Just sitting there reading.” Many teachers give up or succumb to the pressure and allow students sustained silent reading no more than once a week. Classroom libraries take up too much room. They gather dust and age badly and become a storage problem rather than an instructional tool. Allowing silent reading that provides students with a choice of books is just too maddening.

Yet, deep in their hearts, teachers know what the research suggests:

Richard Allington, “Any reading program that substantially increases the amount of reading students do will impact their reading achievement.”

Richard Anderson, “A longstanding highly respected body of research definitively shows that students who read more read better and have higher reading achievement.”

Stephen Krashen, “Research on voluntary reading programs indicates that students, both traditional language arts students and second language learners, participating in voluntary reading programs did as well or better on tests of reading comprehension as students who did not participate in such programs. The longer the program lasted, the better the results.”

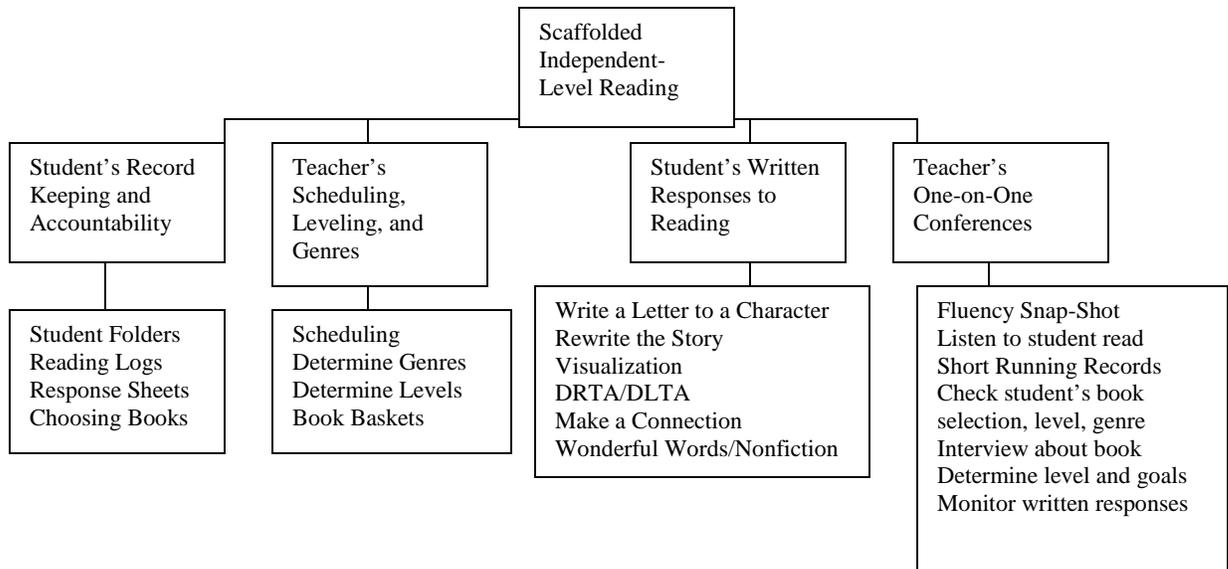
Gay Ivey, “Students preferred independent reading...above most other activities and, conversely, that assigned reading was rarely mentioned as a preference. Reading competence is closely tied to the amount of time children spend reading on their own.”

What is Scaffolded Independent-Level Reading?

Scaffolded Independent-Level Reading is one component of a Balanced Reading Program. Fountas and Pinell, (2000), characterizes a Balanced Reading Program as one that provides opportunities for pleasurable, independent reading for a specific purpose and interaction through discussion, response to literature, research and inquiry. During Scaffolded Independent-Level Reading, students choose books at their independent level. Cunningham (), states, “Independent reading is essential for the development of fluency. Fluency comes from the ability to identify immediately and automatically most frequent words. This is the key to the success of a life-long reader.” In her book, *Reading Essentials*, Routman defines Scaffolded Independent-Level Reading as the process where, “On their own, readers choose and read books they enjoy and understand. This involves daily-sustained silent reading in school. The process is carefully monitored by the teacher.” Routman suggests that this practice should get 30 non-negotiated minutes per day in any good reading program and become the fulcrum of a first-rate reading regime.

How is it different from SSR or DEAR-time?

<u>SUSTAINED SILENT READING OR DEAR-TIME</u>	<u>SCAFFOLDED INDEPENDENT-LEVEL READING</u>
Student chooses any book to read	Student chooses any book to read with teacher’s guidance
Daily reading time is 10-30 minutes	Daily reading time is at least 30 minutes
Optional classroom library	Classroom library is an essential instructional tool
Books may be above reading level	Student reads “just-right” books
No checking by teacher	Teacher monitors comprehension
No writing involved	Student keeps a reading record and writes a variety of responses to what has been read
No instruction involved	Instruction occurs during mini-lessons and one-on-one conferences
No reading goals set	Teacher and student set goals



Scaffolding Student's Record Keeping and Accountability

Student Folders

Reading Logs

Response Sheets

Choosing Books

Student Folders

These ordinary paper folders with two pockets contain:

- Book student is currently reading
- Back-up books (2 for primary, 1 for intermediate and middle)
- Reading Record
- Response Sheets

Folders and books stay in school and are used during Scaffolded Independent-Level Reading

Student's Book Choices

Students use the following methods to determine the correct book for their personal reading level:

- Students choose books at their color level determined by the teacher. Put a dot inside the folder to match the student's color level.

or

- Students use the *Goldilocks Method*



The *Goldilocks Method* of choosing a Self-Selected Book challenges students to ask themselves the following questions:

Is the book too Easy:

- Have you read it lots of times before?
- Do you understand the story very well?
- Do you know almost every word?
- Can you read it smoothly?

Is the book too Hard:

- Are there more than 5 words on a page you don't know?
- Are you confused about what is happening in most of this book?
- When you read, does it sound pretty choppy?
- Is everyone else busy and unable to help you?

Is the book "Just Right"?

- Is the book new to you?
- Do you understand a lot of the book?
- Are there just a few words on a page you don't know?
- When you read, are some places smooth and some choppy?

Self-selected Reading

Now and then, it is good practice to invite students to **self-select** a book that is not on their personal reading level. Some students might want to challenge themselves by trying a book that is one-level up from their "Goldilocks" level. On their own, they test the challenge book by opening the book to any page and reading silently putting a finger up for each word missed. If, at the end of the reading, five fingers are up, then they should try another book. On the other hand, students can take a **Book Break** and choose to read down one level.

Student Daily Reading Record

Students keep their own record of daily reading. The books are recorded by number with the dates of each reading session listed along with the title of the book, the genre, the reading level, a description of the type of response the students did to the book, the number of pages read each day, and the date the book is finished. You will find a Daily Reading Record attached to the end of this document.

Student Response Tally Sheet: A record and a resource

The Response Tally Sheet serves two purposes. It provides students with a resource for choosing a response and it provides them with a record of which responses they have completed. Students keep this sheet in their folders. A sample response record sheet is attached to this packet.

Teacher’s Scheduling, Leveling, Genres
Scheduling Scaffolded Independent-Level Reading
Determining Genres
Determining Text Levels
Preparing Book Baskets

Scheduling Scaffolded Independent-Level Reading

Teachers should attempt to hold Scaffolded Independent-Level Reading for at least 30 minutes per day. It is tempting to let other activities take over this time, but teachers should maintain the importance of having this supported practice every day. Below is a sample schedule for one month:

Monday	Tuesday	Wednesday	Thursday	Friday
Silent Reading	Partner Reading	Write a Response	Silent Reading	Write a Response
Silent Reading	Partner Reading	Silent Reading	Write a Response	Silent Reading
Silent Reading	Partner Reading	Write a Response	Silent Reading	Write a Response
Silent Reading	Teacher’s book talks, students pick new books for Book Bins	Mini-lesson on a new response	Write a response	Silent Reading

Partner Reading

According to Griffin, (2002), “Research shows that taking turns reading increases reader involvement, attention, and collaboration.”

Partner or paired reading has students taking turns reading aloud with a peer. Each student reads a page of the text he/she is reading. Students support each other, and intermittently stop to discuss the text. For successful partner reading to occur, students need not be reading the same book.

Determining Genres

Sort the books in your collection by genre. Keep the genre simple especially if you do not have an extensive classroom collection. Fewer genres can enable students to select and vary the genre they choose to read. After your Scaffolded Independent Reading sessions are up and running, you can begin to introduce students to some of the subgenre in the Fiction category such as mysteries or historical fiction. Here are four simple genre categories to use when sorting materials:

- Fiction

- Nonfiction
- Poetry
- Periodicals

“A kid who can’t read hasn’t found the right book yet.”

Paul Jennings

Leveling Books

I imagine that a teacher with a rather small classroom library could use a large table to divide his/her books into genres and then divide those genre piles into reading levels. There are many excellent publications that suggest finite reading levels. These are definitely worth using for Guided Reading, but I believe “less is more” when it comes to leveling your classroom library. Fewer levels make it easier for the teacher to divide the books and for students to have many book choices at their independent reading level. Eventually, students should be able to level new books as they are added to the classroom collection without help from the teacher.

Most teachers place colored sticky dots on their books to indicate the reading level. The four color-coded levels are red, orange, yellow, and green. These colors are selected because these are the colors that come in the package of dots available at local office stores. If it is determined that a book has been miss-leveled, it is an easy task to snap a label of a different color on the book.

During Scaffolded Independent-Level reading, students choose books at their independent level. The Independent-Level is defined by Johns (2001), as the level at which the student can read fluently without teacher assistance. Materials read at this level are read with near perfect accuracy, 95%-100%, and with 90% comprehension determined by a brief retelling. In contrast, Instructional level reading is the level at which the student is challenged but not frustrated with teacher guidance. The student can read accurately, 90-95% with 75% comprehension. While Frustration level reading is the level at which the student should not be given materials to read. Students at frustration level, less than 90% accuracy and 50% comprehension, are unable to read the materials even with the support of the teacher.

The chart below offers some criteria for leveling at Primary and Intermediate or Middle level:

Primary	Level Colors At the Independent Level students read with 95- 100% accuracy	Intermediate/Middle
Beginning readers: Learning to read, books have many pictures and few words	RED	Transitional readers, chapter books, under 50 pages, large type face
Developing readers: books have 1/3 words, 2/3 pictures	ORANGE	Less-skilled readers, short books, under 100 pages, medium type face
Transitional readers: ½	YELLOW	Skilled readers, book under

words, ½ pictures		200 pages, small type face
Fluent readers: chapter books	GREEN	Very skilled readers, long books, over 200 pages, very small type face

Book Baskets

Teachers arrange their desks so they form tables and seat students at the tables in mixed ability groups. Four to six students at a table is ideal. A book basket of 25 books is placed on each table. Twenty-five books provide choices at each genre and each level without overwhelming students with too many choices. A sample basket might contain the following:

- 4-6 books at each reading level (16)
- Non-fiction books (4)
- 4-6 copies of the same book
- A copy of a newspaper
- Some magazines, *National Geographic* or *National Geographic World*, or *Ranger Rick*
- 4-6 copies of classroom magazines such as *Scope* or *Action*
- Textbooks not currently being used

The teacher selects most of the books, but students are also invited to add interesting books to their basket collection. An extra bonus of this strategy is that students look at books that otherwise would sit on the shelf. Most teachers rotate the baskets weekly. Middle-Level students may have fewer books in their basket. After selecting a book and listing it on their reading record, students keep the books in their pocket folders. When a book is finished, it is returned to its original basket. In the research I have done for this project, I found the following suggestion for making good use out of Scaffolded Independent-Level Reading time:

I had to really find time to squeeze in a Self Selected Reading Block. But this really works in my situation and has really helped on several management concerns in my classroom.

We MUST take our children to the restroom as a group. This takes a good 10-15 minutes of time. I do not have 10-15 minutes 3 times a day to do this. I had to be creative, so here is what I do:

I have 5 book tubs each arranged with:

- 10 books selected by me according to a theme
- 4 books that are all the same
- portable word wall (made on a legal size file folder by me)
- 4 pencils (it is one child's chore in the early morning to make sure these pencils are sharpened)
- some stripped post-it notes. (I cut post-it notes into strips making sure the sticky stuff is at the top.)

There are 4 children assigned to each tub. As the children return from SFA, the "group leaders" get their group's tub and sit in the hall against the wall in their assigned places. They select a book and begin reading it. I then quietly dismiss one boy and one girl to go to the restroom, when they return they release the next 2 to go. The whole time there is of course commotion in the hall way from

other classes! By the end of October my students can block the noise of the other children. They have learned to focus and attend to their reading. I have a very delicate tinkle bell that I ring when all children have returned from the restroom. When they hear that bell, they put up their books and we return to the classroom. I have absolutely no discipline problems in the hall with this procedure.

Before lunch, we again have to take a restroom "group" break. I take the same tubs out to the hall and they sit in the same places, but this time they get their group book and they whisper read together. We use the same procedure to go to the restroom and wash for lunch.

There is one more restroom break we must take mid-afternoon. At this break, they write word wall words (using the mini-word wall) on the post-its and find them in their books. Halfway thru this restroom break, they switch books with their study buddy and they read each other's post-its. On Friday's we remove all post-its. They usually stick them to their clothing and brag that they know all of these words to whoever asks.

I rotate these book tubs, so I only have to prepare them every 5 weeks. I have had other teachers try unsuccessfully to do this, but it doesn't work for them because they do not monitor the procedure. They think they can chat with their teacher buddies in the hall during restroom break and expect the children to behave and read properly, but you know that will not work. I model and monitor daily, it is a pain at first, but it is well worth the effort. This is 45 minutes of time with books in their hands that would otherwise be used for who knows what!"

Scaffolding Student's Written/Drawn Responses to Reading

Seven Suggested Strategies:

Write a letter to a character

Rewrite the story changing the setting, ending, and/or action

Visualization Strategy

DRTA/DLTA

Make a Connection

Wonderful Words

Nonfiction Response

Model the Strategies

Before beginning Scaffolded Independent-Level Reading, choose three or four strategies and model them for the students. At some schools, teachers choose three focus strategies for the year. As these strategies become second nature for the students, add more strategies. The strategies are simple at the early grades and more detailed at the later grades. Teachers often use basal materials or anthologies to teach the strategies. Later, they support students as they try each strategy on their own. The teachers need to be sure students can do each strategy before Scaffolded Independent Level reading begins. Early in the Scaffolded Independent-Reading program, teachers assign some type of written response twice a week. Eventually, the student chooses the response. As Scaffolded Independent-Reading becomes more ingrained in students' day, fewer, but better, responses are required for accountability.

I will highlight three strategies, Making a Connection, Wonderful Words and a Nonfiction response.

Making a Connection: It is important for students to become aware of the connections they make during reading. These associations can involve connections to themselves, other books, and the world. On the work sheet, students identify the place in the text that triggers the connection. They describe the link they make with this connection. A sample Making a Connection sheet is attached at the end of this article.

Wonderful Words: As they read, students collect words that are interesting, unusual, difficult, or unique to the text in some way. They list these words including the page number and context where the word is found in the text, before looking up the word, students provide an approximate meaning (Take a Guess), and finally, students include a dictionary definition. An example of a Wonderful Words sheet is attached to this article, but students can fold their notebook paper in four columns for the same effect.

Nonfiction Response: Students reading nonfiction books, newspaper stories, classroom magazines, or National Geographic respond to their reading by completing the following sheet:

Non Fiction Response

- Title of the periodical or book:
- Author
- This is a nonfiction book. I know this because:
- Here are four facts that I learned from the book:
- Here are some interesting words that I found in the book (list four) :
- One word I especially found interesting was:
 - I found it on page:
 - This word means:
- Identify and illustrate the fact that you found most interesting. Use details in your drawing and writing:

Scaffolding Teacher's One-on-One Conferences

Fluency Snap-shot

Listen to student read and keep short running records

Make notes on students' book selection, level, and genres

Interview student about a book

Determine new levels and goals

Monitor written responses

Scaffolded Independent-Level Reading time gives the teacher a chance to read with one student at a time and interview that student about reading. This option is difficult to accomplish during other times in the reading workshop. Guided reading requires a teachers to focus on small groups of students, shared reading engages a teacher with the entire class, but Independent-Level Reading time, properly supported, promotes a quiet atmosphere the allows the teacher time to read with one student only.

Fluency Snapshot

The Fluency Snapshot gives the teacher an initial method of determining students' reading levels. More and more research indicates that this snapshot correlates with comprehension and is accurate about 92% of the time. In fact, Robert Shin, National Louis University, finds that the Fluency Snapshot is more accurate than other measures such as a standardize test like the Iowa Test of Basic Skills (ITBS). In addition, the Fluency Snapshot is cheap, quick, and returns results immediately. The Fluency Snapshot is sensitive to change. Students taking the test in January and February should realize a 20-word increase over their initial September score. This improvement is gratifying to teachers and spotlights students making a breakthrough or falling behind. Teachers can use their Fluency Snapshot Record Sheet to group students into four levels.

Scaffolded Independent-Level Reading time can be used for the tri-yearly Fluency Snapshots.

Reading Conference Record Sheet

Some teachers keep tract of their conferences in a grade book or on a list. My internet research uncovered this simple Reading Conference Record Sheet. Each student's name is listed along with the type of assessment that was done in the conference and any notes on the genre, level, and interview that was done in the conference. The following notations are abbreviations for different types of reading.

IR-Independent Reading Level

PR-Partner Reading

RA- Read Aloud

A sample Reading Conference Record Sheet is attached at the end of this article.

Informal Reading Conference

Scaffolded Independent-Level Reading proves the teacher with time to meet with students on a one-on-one basis. During these meetings, teachers can listen to the student read and keep brief running records. The teacher notes the student's book selections, reading level, and genres. If a student seems to repeats one genre too often, the teacher can guide the student to try another type of text or periodical. The teacher can adjust the student's reading level to determine new levels and reading goals. This interview time can be use to monitor the responses the student has written.

During the Informal Reading Conference, the teacher can interview the student about a book. The student arrives at the conference with a book currently being read. Primary students might be asked to bring five books read that week, while intermediate or middle student would bring a current book. The interview follows this script developed by Routman (2003):

Bring me a book that you are reading now.

What is the Title of Book?

What is the Genre?

Why did you choose this book?

How is the reading level of this book for you? __Hard__Easy_Just Right

Tell me what the book is about so far.

Read this part of the book for me. (Take notes as the child reads orally)

Tell me what you remember about what you just read.

Let us discuss your strengths and what you need to work on:
Your strengths are... (Cite as many as possible.)

You need to work on... (Focus on one area)

Should we change your goals? How should they be changed?

How long do you think it will take to complete this book?

Reggie Routman (2003), *Reading Essentials*

Some teachers are uncomfortable because they haven't read all the books the students are reading. They are afraid they won't be able to understand the book. Here are some additional questions a teacher can add to a reading conference:

For a book of fiction ask:

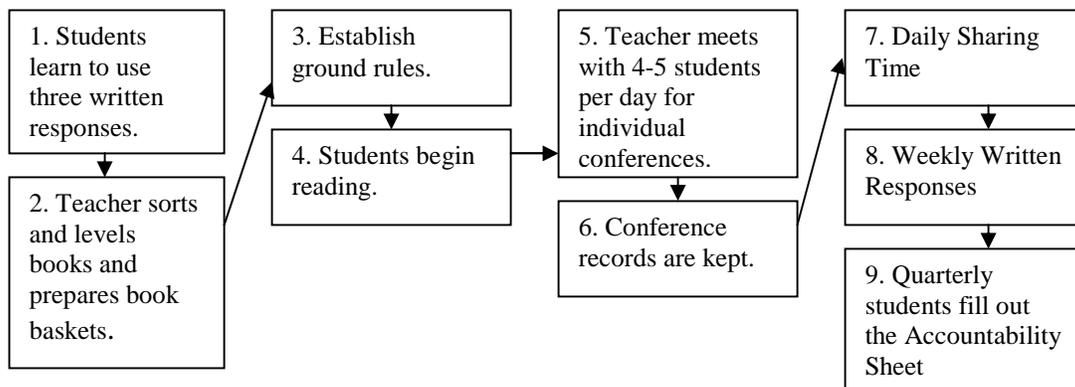
- What is the problem in the story so far?
- What is the main character like?
- Tell me about the setting?
- What is your favorite part so far?
- What is happening in the story so far?

For a Non Fiction book, ask:

- What is the most interesting thing you've learned?
- What is your favorite part?
- What else are you hoping to learn?
- How is this book organized?

I have developed an Interview Sheet that a teacher can use to take notes during the conference. These notes can comprise report cards observations. The interview sheet is attached to the end of this piece.

Process for Scaffolded Independent-Level Reading



Setting the Ground Rules

Students should participate in this process. The goal is that everyone is reading quietly so that the teacher can have individual conferences with students. Students understand the goal and devise rules for Scaffolded Independent-Level Reading time.

The rules might be:

- You must stay in your seat.
- You cannot walk around to select another book or get a tissue. Take a tissue with you to your seat before we begin and, if you need a new book, select one from the Book Basket.
- You cannot talk to another student unless it is a day for discussion.
- You cannot go to the bathroom. This should be taken care of before we start reading time.
- When the teacher calls you for your conference, come immediately with your folder and books.

Accountability Sheet

Every quarter students should fill out an accountability sheet regarding their independent reading. This sheet becomes an addition method of holding students accountable for their own reading. The sheet asks students to reflect on the work they have done and demonstrate their ability to write a response to literature. Debbie Gurvitz developed an accountability sheet that invites students to choose a response to something they are reading, reflect on their choice, and write an additional response. I have attached a sample Accountability Sheet to this piece.

Sharing Time

During the last 5 minutes of Scaffolded Independent-Level Reading time, students have the opportunity to share what they have been reading. Here are some activities that lend themselves to Sharing Time:

- Draw two names and have students book chat about their books
- Have one student per table share their book with their table
- Have all students hold up their books and share title, genre, and whether or not they like the book
- Stop a little earlier and invite students to “Sell Your Book” in 30 seconds. “Here’s why you have to read this book...”
- Talk to a buddy and tell them about your book
- In your group, “Say Something” about your book
- On Friday, use a slip of scratch paper as a book mark. Write a comment about your reading on the slip of paper.
- Invite students to have a written conversation about their books.

Written Conversation

- On a piece of paper, write one thing about your book. Pass your paper to a partner.
- Respond to what is written, and add something about your book.
- Again respond to what is written and add a question you still have about the book your partner has read.
- Answer the question if you can and return the paper to the original owner.

Ways to Respond to Reading: Resource and Record Sheet

Tally

_____	write a summary
_____	write a letter to a character
_____	write a letter to the author
_____	write about your favorite part
_____	wonderful words
_____	find interesting facts
_____	make a Venn diagram
_____	make a story map
_____	change the story ending, setting, characters, problem, or solution
_____	find a connection to your life
_____	find a connection to another book
_____	ask questions
_____	sketch-to-stretch
_____	fill out the nonfiction response
_____	DRTA/DLTA (Stop-a-Process)
_____	other responses:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Making a Connection

Me and the Book	
When I read this in the book:	It reminds me of this in my life:
Text to Text	
When I read this in the book:	It reminds me of something I read in:
Text to World	
When I read this in the book:	It reminds me of this in the world:

Reading Conference Record Sheet

IR-Independent Reading Level

PR-Partner Reading

RA-Read Aloud

Student Name IR PR RA				

Informal Reading Conference

Student Name _____ Date of Conference _____

What is the Title of Book?

What is the Genre?

Why did you choose this book?

How is the reading level of this book for you? __Hard__Easy_Just Right

Tell me what the book is about so far.

For a book of fiction, ask:

- ✓ What is the problem in the story so far?
- ✓ What is the main character like?
- ✓ Tell me about the setting?
- ✓ What is your favorite part so far?
- ✓ What is happening in the story so far?

For a Non Fiction book, ask:

- ✓ What is the most interesting thing you've learned?
- ✓ What is your favorite part?
- ✓ What else are you hoping to learn?
- ✓ How is this book organized?

Read this part of the book for me. (Take short running-record notes as the child reads orally.)

Line One
Line Two
Line Three

Tell me what you remember about what you just read.

Let us discuss your strengths and what you need to work on:

Your strengths are... (Cite as many as possible.)

You need to work on... (Focus on one area)

Should we change your goals? How should they be changed?

How long do you think it will take to complete this book?

Reggie Routman (2003), *Reading Essentials*

Accountability Sheet

Name _____ Date _____

Title _____ Author _____

Pages Read _____

Genre _____

Decide how you are going to respond:

Write a letter to a character

Rewrite the story changing the setting, ending, and/or action

Visualization Strategy

DRTA/DLTA

Make a Connection

Wonderful Words

Nonfiction Response

Tell a friend why you decided to respond this way.

Then complete the following:

I decided to respond by _____

Because _____

Attach response

Developed by Debra Gurvitz, Lyons School, Glenview, Illinois

**Rubric for Participation in
Scaffolded Independent-Level Reading**

Does Not Meet -1	Meets 1	Exceeds +1
Reads books that are either too hard or too easy	Reads mostly “Just Right” books	In addition to “Just Right” books, student occasionally attempts books one level up or relaxes with a book one level down
Sticks with the same genre, only reads periodicals or newspapers	Reads a variety of genres	Can identify the genre of new books or subdivides genre for self
Fails to record information in a reading record or information is incomplete	Keeps a reading record	Keep a detailed and clear record; adds additional records when needed
Is unable to summarize material read	Is able to give a short summary	Provides a well written summary that does not exceed twenty words and contains important details
Does not come to conferences prepared; items are missing or lost	Comes to reading conference prepared with _____	Comes to reading conferences quickly; is ready when called to conference
Does not set goals or sets goals that are too hard or too easy	Sets reading goals and works towards them	Uses the reading goal as a challenge to improve reading accomplishments
Does not read during independent reading time	Reads at school during independent reading time	In addition to reading during independent time, student reads whenever a moment is available; takes out a book and reads while waiting
Materials are missing; folder or books are at home; borrows materials from other students; loses materials	Comes prepared for independent reading time with folder and two books	Maintains folder in excellent condition; is always prepared to read and write responses; keeps all responses in folder

I was able to find these interview cards on the web. They could be rotated and provide additional types of interview responses.

Characters

- Who are the main characters in the story?
- Do you like or dislike them? Why?
- Who is the most important character in the story? Why?
- Do any of the characters change in the story? How?
- Does a character do things that are good/bad? What?
- Choose a character. Why is this character important in the story?
- Do any of the characters change? In what way?
- Do any of the characters do things you think are good/bad? What? Why do you think it is good/bad?

Do you know anyone like a character in the story?

Setting

- Where does this story take place?
- What is this place like?
- When did this story take place? How do you know?
- Have you ever been in a place like this? Could there be a place like this?
- Did the story take place a long time ago/in the future/now?
- Which part of the story best describes the setting?
- How does the writer create the atmosphere for the setting?
- Are there any particular words that create this atmosphere?
- Is there anything I can tell about the setting even though it does not say it directly?
For example: I know it is winter if there is snow on the ground.

Plot

- What are the main things that have happened in the story?
- Were you able to guess what was going to happen next? What clues did you use?
- What would you have done differently if you had been one of the characters?
- Can you think of another way that the story might have happened?
- Can you think of another way that your story might have ended?
- What might have happened if a certain action had not taken place?
- Which chapter do you think is the most important to the story? Why?
- Who has a problem? Is there one problem or more than one?
- What is the problem in the story?

How is the problem solved? How do you know?

Mood

- How did you feel while reading this story? Why did you feel that way?
- What was the most exciting thing that happened?
- What was the funniest/saddest/strangest thing that happened?
- What do you remember most about this story?
- How did the author make you feel the way you did?
- Does the mood of the story change? How?

Style

- What special words does the author use to help you see, hear, smell, taste things in the story?
- What pictures did the author leave in you mind?
- What did you like about the way the author has written the story?
- What did you dislike about the way the author has written the story?
- How did the author describe the characters?
- Were there any unusual ways of saying things?
- How does the author keep you interested?
- What strengths does the author have?

What do you like about his or her style?

Theme

- Why do you think the author wrote this book?
- Do you think there is a message in this story? What is it?
- Have you learned a lesson from reading this story? What is it?

Author

- Who is the author?
- What is the author trying to tell you in the book?
- What did the author have to know to write this book?
- What do you know about the author? How can you tell?
- What kinds of things do the author like or dislike? How can you tell?
- Why do you think the author wrote the book?

Illustrations

- Who is the illustrator?
- Do you like the illustrations? Why or why not?
- What (if anything) did the illustrations add to the text?
- If the illustrations were not there, would there need to be more words? Why?
- What do you think the illustrator needed to know in order to illustrate the story?

Would more illustrations help the reader understand the story? Why?

Content

- What topic(s) does this book or chapter describe?
- Is the information easy for you to understand? Why?
- What facts did you like learning about the most? Why?
- What information would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to know about this topic? How can you find out?
- Was the title misleading? Did you expect to discover information that wasn't there?
- Did the book/story/chapter give you enough information? If not, what else do you need to know?

Accuracy

- Who is the author? What qualifies the author to write this information?
- What would you ask the author if you ever met him or her?
- What kind of research did the author have to do to write this information?
- Does this book provide recent information? Is there a better source of information?
- Give some examples of specific clue words the author uses that let you know he or she is stating an opinion or a fact.

Style

- Do you understand what the author is saying? What information is the easiest to understand or the hardest to understand? Why?
- Would you like to learn more about this topic? Why?
- Would this book or information be different if it were written 10 years ago?
- By reading, did you discover anything that could help you outside of school?
- Is this book like any other book you have read? How is it alike or different? Which one do you like better? Why?
- Was the information well organized? Give an example of why or why not?
- Is the information told straight to you or is it in story form?
- What could the author have done to make the information easier to understand?

Illustrations

- Did the author include illustration with the book? Who is the illustrator?
- What kind of illustrations did the author use? (diagrams, photographs, maps charts, graphs, tables)
- Did the illustrations help you understand the information better? Why or why not?
- What illustrations or pictures are the most interesting? Why?
- What illustrations could the author have added to make the information easier to understand?
- Where labels and captions used? If so, did they help you understand the information better? Why or why not?

Text Structure

- Did you use the Table of Contents or the Index? For what?
- Did they help you find the information quickly?
- Did the headings and sub-headings help you “see” what was in the book?
- How is the information in this book, chapter or passage presented?
 1. *It gives the information in a specific order such as: in order of the times things took place or in order of how something must be done.*
 2. *It just gives a list of information.*
 3. *It compares something or tells how things are different.*
 4. *It tells what causes something to happen and then tells how that effects something.*
 5. *It tells about a problem and about a solution to the problem.*
 6. *It has a main idea or topic and then gives details to support the idea or topic.*

expository

Reading Assessment for Self Selected Reading

Student _____

Always- 4 points, Most of the time-3 points, Sometimes- 2 points, Not yet- 1 point

<i>Reading Attitudes</i>	<i>1st nine weeks</i>	<i>2nd nine weeks</i>	<i>3rd nine weeks</i>	<i>4th nine weeks</i>
Enjoys books Chooses to read Self-selects appropriate books				
<i>Reading Strategies</i>				
Draws upon prior knowledge Understands/uses 1 to 1 matching and convention of print Reads for meaning; uses semantic cues, syntactic cues, picture cues Uses grapho-phonic cues: initial/final consonants, digraphs, consonant blends, vowels/vowel combinations Makes predictions about text Self-corrects errors Helps self when in difficulty Recognizes high frequency words Reads fluently				
<i>Comprehension</i>				
Can retell story or recall information in own words Can figure out vocabulary from context Understands main ideas Can make inferences Can support comprehension with text or illustrations Can analyze and think critically				
<i>Literary Skills</i>				
Understands plot Understands setting Understands characters Understands author and illustrator Understands style				
<i>Grade</i>				