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Strategies Assessed in This Book

➡ Thinking Aloud

Readers need to monitor their own thinking while reading. Ultimately, they should be able to clearly articulate their thinking orally and in writing.

➡ Using Schema

Readers use schema (prior knowledge) purposefully to understand more thoroughly what they read. Prior knowledge includes information and experiences that contribute to and enhance what a reader already knows.

➡ Inferring

Readers infer by using both background knowledge and information learned from the text to draw conclusions, interpret, form opinions, and predict.

➡ Asking Questions

Readers purposefully generate questions before, during, and after reading to comprehend more completely what they are reading.

➡ Determining Importance in Text

Readers decide on the most important elements and themes in text content at the word, sentence, and whole-text level. A summary is a short and concise description of the main ideas in a text. A summary includes the key ideas and the main points that are most important for a student to note and remember.

Strategies Assessed in This Book (cont.)

➡ **Setting a Purpose for Reading**

Readers set purposes in order to make reading more meaningful. When readers understand the purpose for reading a particular text, they can select the appropriate reading strategies that help meet the reading goal.

➡ **Monitoring Comprehension**

Readers know when they are not comprehending, know what they need to understand, and have options for improving comprehension when a reading problem is encountered.

➡ **Visualizing (Using Sensory and Emotional Images)**

Readers create detailed images that contribute to comprehension. They can use these images to draw conclusions, make inferences, fill in missing information, and recall important details.

➡ **Synthesizing (and Retelling)**

Readers keep track of the meaning of text and their interpretations during reading and pull together information from a variety of sources after they read. They identify the underlying meaning of a text and extend their comprehension beyond the basic elements of a passage including forming opinions and reading critically. Retelling is describing what happened in a story or text after hearing it read or reading it.

➡ **Text Structure/Structural Patterns**

Authors structure texts in different ways to easily convey information to readers as they read. The elements of fiction story structure, or the “skeleton” of the story, are characters, plot, and setting. Readers understand the structure of a text in order to analyze how stories are organized and gain greater meaning.



The Messy Room

H
Passage 2
Fiction

"Mom, where's my favorite baseball hat?" Nathaniel bellowed loudly down the hallway. Nathaniel couldn't find anything in that disordered and chaotic room of his.

Nathaniel's room was a disaster; actually, it was a complete catastrophe. Clothes overflowed from his laundry basket like a pot boiling over, smelling like old socks. Dirty, sticky dishes littered the room from left to right, and baseballs, footballs, and even basketballs, were tossed everywhere.

"You're worried about finding your hat? Take a second and explain where that floor of yours has disappeared to these days," his mom responded with a holler. She was exhausted from arguing with Nathaniel about his room; if he wanted to let it be such a disgusting mess, he had to live with the consequences.

As Nathaniel searched through his closet, camping equipment and a skateboard from the high shelves plummeted to the floor with a crash. His twin sister, Jacqueline, casually sauntered into the room and surveyed the mess.

"What are you looking for?" she asked, a devilish look in her eyes and a smirk on her face.

"My lucky baseball hat—the blue and orange one that Grandpa William gave me," Nathaniel answered, slightly panicked at this point.

Jacqueline sighed an exasperated sigh. She was sick of this misplaced disarray, too. Each day it was something new—perhaps a lost shoe or a missing book. It didn't matter. Nathaniel's belongings always went missing, and it usually happened at the most inopportune moments.

However, today Jacqueline decided to be sympathetic because she realized that being unkind wasn't going to remedy the problem—Nathaniel needed to learn his lesson. Jacqueline decided to take things into her own hands and have a little conversation with her parents.

Following baseball practice that day, Nathaniel came home to a completely different house. Dirty breakfast dishes were piled high in the sink while newspapers, magazines, and a week's worth of mail were all scattered on the countertops in complete disorder. In fact, Nathaniel could barely open the front door because there were numerous pairs of shoes heaped up in the foyer!

"What's wrong with this house?" Nathaniel exclaimed as his whole family walked into the kitchen with him.

"Nathaniel, we thought you liked things messy," said his dad.

"Well . . ." Nathaniel pondered for a minute. Did his room really look this messy all of the time?

Nathaniel's family convinced him that cleanliness is happiness, and after that day Nathaniel learned his lesson and decided not to be such a slob!



Using Schema: Written Assessment

Directions: Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. When you read that text, did it remind you of anything you know about or believe? What? Why do you think you remembered what you did?

- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help?

- C. Choose one of the questions below to answer:

- You have just written about what this book reminds you of. What do you understand now that you didn't understand before?
- How does schema or background knowledge help a reader understand a text while reading?
- How did thinking about your own schema or background knowledge help you understand this text?



Using Schema: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/schematic connection.
2	Can talk about what text reminds him/her of but cannot explain; reference to schema may not be clearly connected to text.
3	Relates background knowledge/experience to text.
4	Expands interpretation of text using schema; may discuss schema related to author or text structure; may pose questions based on apparent discrepancies between text and background knowledge.
5	Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text.

Observation Notes:
