



Assessing Student Learning

Goal	Comprehension
Strategy	Make a Picture or Mental Image
Common Core Alignment	RL.1.7 RL.2.7 RL.3.7 RL. 4.7 RL. 5.7 RL. 6.7
Possible Text Selections	<i>Skippyjon Jones</i> by Judy Schachner <i>A Bad Case of Stripes</i> by David Shannon <i>Where the Wild Things Are</i> by Maurice Sendak <i>Chrysanthemum</i> by Kevin Henkes <i>Those Darn Squirrels</i> by Adam Rubin <i>A River Ran Wild</i> by Lynne Cherry <i>Henry's Freedom Box</i> by Ellen Levine
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Make a Picture or Mental Image Organizer (example below) Organizers are a way for students to organize their thinking in a meaningful way. Our mental images are constantly changing as we read through a text. The organizer below allows for students to show how their mental images change as they progress through a text. Teachers can easily view the organizer and determine if the student needs additional instruction or if their mental images are enhancing their comprehension.</p> <p>Reading Response Journal A student's reading response journal, or composition notebook, is a great way for students to model their comprehension of this strategy. It also creates an easy way for students to keep track of their thinking while reading and allows a teacher to quickly conduct a formative assessment of the student's learning.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have made any mental images or pictures about the text in their head or on paper. Listen to see if the student can describe their picture of what has happened in the text. • Ask students to read a portion of their good fit book. • After listening to the student read, ask if they have made any additional mental images. <p>If the student seems to be struggling with making a picture or mental image, provide further instruction.</p>

** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Make a Picture or Mental Image Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Visualizations	Mental images are key elements from the text. The image(s) includes details that show comprehension has taken place.	Mental images are elements from the text. The image(s) includes some details that show comprehension has taken place.	Makes weak mental images that may be accurate or inaccurate.	Makes no mental images.



Make a Picture or Mental Image

Name: _____ Date: _____

First...	Then...
Next...	Finally...

