



Assessing Student Learning

Goal	Fluency
Strategy	Read Appropriate-Level Texts That are a Good Fit
Common Core Alignment	RF.1.4, RL.1.10, RI.1.10 RL.2.10, RI.2.4, RI.2.10, RF.2.4 RL.3.10, RI.3.10, RF.3.4 RI.4.4, RI.4.10 RL.5.10, RI.5.10 RL.6.10, RI.6.10
Possible Text Selections	<i>The Cat on the Hat Is Flat</i> by Andy Griffiths <i>The Big Fat Cow That Goes Kapow</i> by Andy Griffiths <i>Hi! Fly Guy</i> by Tedd Arnold <i>Pink and Say</i> by Patricia Polacco <i>Miss Nelson is Missing!</i> By James Marshall <i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i> by Lynne Cherry <i>Mufaro's Beautiful Daughters: An African Tale</i> by John Steptoe <i>The True Story of the Three Little Pigs</i> by Jon Scieszka
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Checklist (example below) Students must have good fit books that they can read with 99-100 percent accuracy. By providing a checklist to students, they can ensure that they are reading an appropriate level text that is a good fit for them. This checklist will also make students cognizant of what factors go into selecting a good fit book so they are eventually able to do so independently. If you choose, students can not only check off each component, but can also fill in their purpose for reading, why they are interested in the text, a few sentences that summarize what they read, and any words they do not know.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask what factors led them to selecting that particular text. • Ask students to read a portion of their good fit book. • After listening to the student read, ensure that the text the student selected is indeed a one the student can read with 99-100 percent accuracy, is one they understand, and is one they are interested in. <p>If the student seems to be struggling with selecting appropriate level texts that are a good fit, 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.*



Read Appropriate Level Texts That Are a Good Fit Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Good Fit Text	The student successfully selects a text they can read with 99-100 percent accuracy and they understand what they read. The student can state why they are interested in the text, and the purpose for reading the text.	The student successfully selects a text they can read with 99-100 percent accuracy, they understand what they read, they are interested in the text, and they have a purpose for reading the text.	The student has selected a text that they can read with 99-100 percent accuracy and understand what they read. The student is not interested in the text or does not have a purpose for reading the text.	The student does not select a text they can read with 99-100 percent accuracy.



Read Appropriate Level Texts That Are A Good Fit Checklist

Name: _____ Date: _____

I--I have selected a text.	
P--I have a <i>purpose</i> for choosing this text.	
I--I am <i>interested</i> in this text.	
C--I <i>comprehend</i> what I read.	



K--I *know* most of the words.

