Assessing Student Learning

Goal	Fluency
Strategy	Reread Text
Common Core Alignment	RF.1.4 RF.2.4 RF.3.4 RF.4.4 RF.5.4 L6.3
Possible Text Selections	*Eyes and Ears* by Seymour Simon *I Need My Monster* by Amanda Noll *Miss Rumphius* by Barbara Cooney *Pete the Cat: I Love My White Shoes* by Eric Litwin *The Little Red Hen (Makes a Pizza)* by Philemon Sturges *The Recess Queen* by Alexis O'Neil *The Relatives Came* by Cynthia Rylant *Walter the Farting Dog* by William Kotzwinkle and Glenn Murray *Wemberly Worried* by Kevin Henkes
Instruction	See **Ready Reference Guide**
Possible Options for Assessment ** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*	**Sticky Notes** Sticky notes are an easy way for students to mark various passages they have chosen to reread each day. Teachers can quickly assess if a student is reading the passage smoothly, with expression, and reading the words correctly. **Conferring** - Before asking students to read from their good fit book, ask if they have marked any paragraphs that they have chosen to reread each day. - Ask students to read the passage(s) they have chosen to practice each day. - Listen to ensure that students are reading the passage smoothly, with expression, and accurately. - Ask students what they notice about the difference in their reading between the first time they read the paragraph and just now when they read the paragraph. If the student seems to be struggling with rereading text, provide further instruction.

Reread Text Rubric

	4	3	2	1
	Exceeds Standard	**Meets Standard**	**Approaching Standard**	**Below Standard**
Reread Text	The student successfully reads the text smoothly, accurately, and with expression. The student can tell you how their reading has improved by rereading the text.	The student successfully reads the text smoothly, accurately, and with expression.	The student reads smoothly, accurately, **or** with expression but is lacking at least one quality of a fluent reader.	The student does not read the text smoothly, accurately, or with expression.