



# Assessing Student Learning

<b>Goal</b>	Fluency
<b>Strategy</b>	Use Punctuation to Enhance Phrasing and Prosody (End Marks, Commas, etc.)
<b>Common Core Alignment</b>	RF.1.4 L.2.2 L.3.2 L.4.2 L.5.2 L.6.2, L.6.6 L.7.2 SL.8.6
<b>Possible Text Selections</b>	<i><u><a href="#">A Bad Case of Stripes</a></u></i> by David Shannon <i><u><a href="#">A Quiet Place</a></u></i> by Douglas Wood <i><u><a href="#">Bad Kitty</a></u></i> by Nick Bruel <i><u><a href="#">Chrysanthemum</a></u></i> by Kevin Henkes <i><u><a href="#">Crickwing</a></u></i> by Janelle Cannon <i><u><a href="#">Dog Breath: The Horrible Trouble with Hally Tosis</a></u></i> by Dav Pilkey <i><u><a href="#">Enemy Pie</a></u></i> by Derek Munson <i><u><a href="#">Miss Nelson is Missing!</a></u></i> By James Marshall <i><u><a href="#">The True Story of the Three Little Pigs</a></u></i> by Jon Scieszka
<b>Instruction</b>	See <a href="#">Ready Reference Guide</a>
<b>Possible Options for Assessment</b>	<p><b>Highlighters or Pencils</b> Students can mark in their texts where punctuation helped them understand how to read the text with fluency. This may include highlighting or underlining the phrases they read in a particular sentence to enhance how it sounds and is comprehended. It may also include the student highlighting or underlining various punctuation marks that enhance reading.</p> <p><b>Conferring</b></p> <ul style="list-style-type: none"> <li>• Before asking students to read from their good fit book, ask if they have highlighted or underlined phrases or punctuation that aided their reading of the text fluently.</li> <li>• Ask students to read a portion of their good fit book.</li> <li>• While listening to the student read, determine if the student is using punctuation to enhance their phrasing and prosody.</li> </ul> <p>If the student seems to be struggling with using punctuation to enhance phrasing and prosody, 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.*



## Use Punctuation to Enhance Phrasing and Prosody Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Below Standard</b>
<b>Phrasing and Prosody</b>	The student fluently reads the text, using the correct phrasing and prosody. The student reads with good expression throughout the entire text.	The student fluently reads the text, using the correct phrasing and prosody.	The student is beginning to use punctuation to enhance their phrasing and prosody.	The student does not phrase the words together correctly, instead reading word by word. No punctuation is used to enhance fluency.

