



Assessing Student Learning

Goal	Fluency
Strategy	Voracious Reading
Common Core Alignment	RF.1.4 RF.2.10, RI.2.10 RL.3.10, RI.3.10 RL.4.10, RI.4.10 RL.5.10, RI.5.10 RL.6.10, RI.6.10
Possible Text Selections	<i>Zoom Broom</i> by Margie Palatini <i>Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move</i> by Judith Viorst <i>Alice the Fairy</i> by David Shannon <i>Miss Nelson is Missing!</i> By James Marshall <i>No Jumping On the Bed</i> by Tedd Arnold <i>There Was an Old Lady Who Swallowed Fly Guy</i> by Tedd Arnold <i>Thank You, Mr. Falker</i> by Patricia Polacco <i>Skippyjon Jones</i> by Judy Schachner
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Reading Log (example below) Students that need this strategy must increase the amount of reading that they do. The books they are reading must also be a “good fit.” In order to hold students accountable for this, a reading log can be filled out by the student to demonstrate the amount of time spent reading. This can be done in the writing notebook or on a log such as the one provided below.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have been voraciously reading from good fit books, ones that are in their reading level and they are interested in. • Ask students to read a portion of their good fit book. • After listening to the student read, ask what they notice about their reading fluency when reading a good fit book. • Discuss the importance of voracious reading and “good fit books.” <p>If the student seems to be struggling with voracious reading to improve their fluency, provide further instruction.</p> <p><i>* These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.</i></p>



Voracious Reading for Fluency Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Voracious Reading	The student successfully selects good fit books consistently that they are able to read smoothly and with expression.	The student successfully selects good fit books consistently that they are able to read smoothly and with some expression.	The student occasionally selects good fit books that they can read smoothly or with expression.	The student does not select good fit books that they can read fluently.



Voracious Reading for Fluency

Book Log

Name: _____ Date: _____

Book Title	Appropriate Reading Level (yes or no)	Interesting to Read (yes or no)	Read with Fluency (yes or no)

