

From Assessment to Conferring

| WHAT WE ARE SEEING | POTENTIAL GOALS | POSSIBLE STRATEGY | ALTERNATIVE STRATEGY |
|--|----------------------------------|--|---|
| Student jumps right into reading story, then lacks understanding | Comprehension | Use prior knowledge to connect with text | Ask questions while reading, Back up and reread |
| Doesn't remember details but understands the main idea | Comprehension | Retell the story | Recognize literary elements |
| Doesn't remember details from nonfiction | Comprehension | Use text features (titles, headings, captions, graphic features) | Determine and analyze author's purpose and support with text |
| Can't remember what was read | Comprehension | Check for understanding | Retell or summarize, Make a picture or mental image, Determine importance using theme, main ideas, and supporting details |
| Can comprehend literally but can't read between the lines | Comprehension | Infer and support with evidence | Ask questions while reading, Predict what will happen; use text to confirm |
| Leaving off ends of words | Accuracy | Cross checking | Chunk letters together |
| Stalls on words | Accuracy | Skip the word, then come back | Blend sounds; stretch and reread |
| Reads words with correct letters but wrong sounds | Accuracy | Flip the sound | Cross checking |
| Sounds out each individual letter | Accuracy | Chunk letters together, Cross checking | Blend sounds |
| Reading too quickly | Fluency | Adjust and apply different reading rates to match text | Use punctuation to enhance phrasing and prosody |
| Chooses books that are too hard | Reading Behaviors Book Selection | I PICK | Read first chapters to student |
| Doesn't stick with a book | Reading Behaviors Book Selection | Read appropriate-level text, Choose good-fit books | Voracious reading |

ADD YOUR OWN:

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