

Student Amogh Venkatesh

4-5 Searching and Gathering Checklist

Pre-assessment

Post-assessment

<p>Title: _____</p> <p>Genre: _____</p> <p>Sources for Meaning</p> <p>_____ Searches for information in graphics/illustration</p> <p>_____ Use table of contents, headings, title, captions, etc.</p> <p><input checked="" type="checkbox"/> Reading on/coming back</p> <p>_____ Process complex dialogue</p> <p><input checked="" type="checkbox"/> reread</p> <p>_____ Use plot tension or suspense</p> <p>_____ Remembering details over days</p> <p><input checked="" type="checkbox"/> Uses background information <u>man-aq</u></p> <p>_____ Can use connotative meaning/multiple meanings</p> <p>_____ Understands when something is being used figuratively</p> <p>_____ Uses a variety of complex layouts</p> <p>_____ uses regional or historic dialects and words from other languages</p> <p>Sources for Visual</p> <p>_____ Uses word parts such as endings and prefixes</p> <p>_____ Uses syllables to break a word apart</p> <p>_____ Uses analogy (if I know back, I know sack)</p> <p>Ideal</p> <p>_____ Uses multiple sources of information</p> <p>_____ Processes long sentences with embedded clauses</p> <p>_____ Takes strategic action at the unknown, aka "on the run"</p> <p>_____ Self-corrects when errors detract from meaning</p>	<p>Title: _____</p> <p>Genre: _____</p> <p>Sources for Meaning</p> <p>_____ Searches for information in graphics/illustration</p> <p>_____ Use table of contents, headings, title, captions, etc.</p> <p>_____ Reading on/coming back</p> <p>_____ Process complex dialogue</p> <p>_____ reread</p> <p>_____ Use plot tension or suspense</p> <p>_____ Remembering details over days</p> <p>_____ Uses background information</p> <p>_____ Can use connotative meaning/multiple meanings</p> <p>_____ Understands when something is being used figuratively</p> <p>_____ Uses a variety of complex layouts</p> <p>_____ uses regional or historic dialects and words from other languages</p> <p>Sources for Visual</p> <p>_____ Uses word parts such as endings and prefixes</p> <p>_____ Uses syllables to break a word apart</p> <p>_____ Uses analogy (if I know back, I know sack)</p> <p>Ideal</p> <p>_____ Uses multiple sources of information</p> <p>_____ Processes long sentences with embedded clauses</p> <p>_____ Takes strategic action at the unknown, aka "on the run"</p> <p>_____ Self-corrects when errors detract from meaning</p>
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After comparing this child's reading over time, did this student progress in this cycle? _____ Significant Progress _____ Some Progress _____ No Progress