

2-3 Searching and Gathering Checklist

Student Evan Pollock

Pre-assessment	Post-assessment
<p>Title: <u>Judy Moody Saw the World</u>                      Genre: <u>Approximate equated text level:</u>                      Sources for Meaning <u>Book</u>                      Using context of the text/paragraph/sentence  <input checked="" type="checkbox"/> Rereading the sentence  <input checked="" type="checkbox"/> Reading on/coming back                      Knowing the right meaning for multiple meaning words in the context  <input type="checkbox"/> Substituting a word that makes sense  <input checked="" type="checkbox"/> Uses graphics  <input type="checkbox"/> Uses tools: chapter titles, table of contents, headings  <input type="checkbox"/> Uses dialogue to keep track of characters  <input type="checkbox"/> Responds to the tension in the plot  <input type="checkbox"/> Uses background knowledge                      Sources for Visual  <input checked="" type="checkbox"/> Uses word parts such as endings and prefixes <u>CR - Z</u>  <input type="checkbox"/> Uses syllables to break a word apart  <input type="checkbox"/> Uses analogy (If I know back, I know sack)                      Ideal  <input type="checkbox"/> Uses multiple sources of information  <input type="checkbox"/> Processes long sentences with embedded clauses  <input checked="" type="checkbox"/> Takes strategic action at the unknown, aka "on the run"  <input type="checkbox"/> Self-corrects when errors detract from meaning</p>	<p>Title: _____                      Genre: _____                      Sources for Meaning _____                      Using context of the text/paragraph/sentence  <input type="checkbox"/> Rereading the sentence  <input type="checkbox"/> Reading on/coming back                      Knowing the right meaning for multiple meaning words in the context  <input type="checkbox"/> Substituting a word that makes sense  <input type="checkbox"/> Uses graphics  <input type="checkbox"/> Uses tools: chapter titles, table of contents, headings  <input type="checkbox"/> Uses dialogue to keep track of characters  <input type="checkbox"/> Responds to the tension in the plot  <input type="checkbox"/> Uses background knowledge                      Sources for Visual  <input type="checkbox"/> Uses word parts such as endings and prefixes  <input type="checkbox"/> Uses syllables to break a word apart  <input type="checkbox"/> Uses analogy (If I know back, I know sack)                      Ideal  <input type="checkbox"/> Uses multiple sources of information  <input type="checkbox"/> Processes long sentences with embedded clauses  <input type="checkbox"/> Takes strategic action at the unknown, aka "on the run"  <input type="checkbox"/> Self-corrects when errors detract from meaning</p>

After comparing this child's reading over time, did this student progress with monitoring and searching and gathering for information?

Significant Progress

Some Progress

No Progress