

Student Banks Wissins

2-3 Searching and Gathering Checklist

Pre-assessment	Post-assessment
<p>Title: <u>Desmond Cole (Ghost Patrol)</u> Genre: <u>Approximate equated text level:</u> Sources for Meaning <input checked="" type="checkbox"/> Using context of the text/paragraph/sentence</p> <p><input type="checkbox"/> Rereading the sentence <input type="checkbox"/> Reading on/coming back <input type="checkbox"/> Knowing the right meaning for multiple meaning words in the context <input type="checkbox"/> Substituting a word that makes sense - <u>I did for him</u> <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 checked="" type="checkbox"/> Uses background knowledge</p> <p>Sources for Visual <input type="checkbox"/> Uses word parts such as endings and prefixes <input checked="" type="checkbox"/> Uses syllables to break a word apart <input type="checkbox"/> Uses analogy (If I know back, I know sack)</p> <p>Ideal <input checked="" 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 <input type="checkbox"/> Using context of the text/paragraph/sentence</p> <p><input type="checkbox"/> Rereading the sentence <input type="checkbox"/> Reading on/coming back <input type="checkbox"/> 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</p> <p>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)</p> <p>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