



## ASSESSING READERS IN THE ROUND

# BOOK-MATCHING

Use these questions to drive responsive, learner-focused teaching based on relentless book-matching.

### Self-Questions

- Am I showing how to preview a book to assess its appeal and level of challenge (effort-to-reward ratio)?
- Have I modeled my own process for getting into new books? Have I demonstrated the “heavy lifting” (questioning, rereading) that’s often required at the outset?
- Am I modeling my process for prioritizing next-up reads? Do I think aloud about what I’m going to read next and why?

### Kidwatching Questions

- How does the student shop for books in the classroom library? Does she choose deliberately or somewhat aimlessly?
- Does the student display the physical signs of enthrallment (eyes tracking, pages turning, facial expressions)? Does he or she spontaneously express delight, amazement, disgust, etc., while reading?
- Does the student abandon books, and under what circumstances?
- Does the student choose next-up book(s) while still reading the current book?
- Does the student seek and follow recommendations from peers, teachers, librarians, and reviews? Does he or she make recommendations? Is she open to suggestion?

### Conferring Questions

- Let’s look at the books in your book baggie/box. Why did you choose these specific books?
- You’re starting [book title]. What makes this book easy or challenging to get into?
- What do you think the reading experience is going to be like? How do you know?
- What are you thinking about as you read?
- Show me how you’ve been moving through the book. What choices have you made about how to read it?
- With whom do you like to talk about books?
- Who else do you think would like this book? Go ahead and tell him or her about it.