



ASSESSING READERS IN THE ROUND

VOLUME

Use these questions to drive responsive, learner-focused teaching of voluminous, high-success reading.

Self-Questions

- Have I modeled my own volume-building habits (e.g., having nonfiction downloaded on my phone, keeping books in my car)?
- Have I modeled my own reading plans for weekends and vacations?
- Am I certain kids are well matched with the books in their hands?
- Do I confer regularly with kids about their reading and reading materials to ascertain their level of engagement?
- Have I modeled how I get myself ready to read (e.g., by finding a block of distraction-free time, particularly for a new book)?
- Have I modeled my own process of getting into books, particularly challenging ones?

Kidwatching Questions

- Does the student activate knowledge about the book and/or author? Does she read the flap? Peruse the contents?
- Watch the student in the early stages of reading. Does he get into the book readily and progress at a reasonable pace?
- Does the student maximize downtime and build volume by seizing opportunities to read?
- Does the student abandon books? If so, is there a pattern?
- Does the student initiate conversations with peers about what she is reading?
- Does the student express curiosity and search for additional information about what he has read (e.g., about the real Ivan the gorilla)?

Conferring Questions

- (At the outset) Are you getting into the book? Is it easy to get into? If so, why? If not, why not?
- (Mid-book) How is it going? What is the book making you think about?
- I've noticed that during the week you don't seem to read as much at home as on weekends. Let's talk about that.
- What does this book make you curious about? What would you like to know more about?
- Do you think this author has written anything else? Let's check . . .