

Assessing Readers in the Round

Principles of Reading

Reading is a:

- Personal Process
- Social/Cultural Process
- Thinking Process
- Language Process



Behaviors, Attitudes, and Understandings of a Thriving Reader	What to Look and Listen For As You Kidwatch and Confer
Identifies as a reader with an active reading life.	<ul style="list-style-type: none"> • Enjoys reading; is aware of own reading process and notices how reading changes him or her. • Sets reading goals; monitors pace, productivity, and challenges. • Has reading rituals and preferred reading spots. • Makes time and plans to read daily. • Is confident about problem solving his or her way through a challenging text.
Seeks and finds appealing reading material.	<ul style="list-style-type: none"> • Uses classroom, school, home, and public libraries to find home-run books. • Chooses books for a variety of personal reasons and purposes (e.g., for pleasure, friend recommendations, new intriguing information). • Searches for other books by the same author; commits to series books. • Develops literary tastes and preferences. • Follows online columnists, bloggers and anticipates new releases; chooses a next-up book while reading a current book
Reads voluminously with confidence, engagement, and a critical eye.	<ul style="list-style-type: none"> • Develops agency by progressing through and completing books at self-determined pace. • Experiences reading spurts and stalls and can explain what causes them. • Experiences reading volume jumps when books are sent home. • Practices responsive, responsible, and empathic reading. • Abandons books for clear, sensible reasons that the student can explain.

Personal

	Behaviors, Attitudes, and Understandings of a Thriving Reader	What to Look and Listen For As You Kidwatch and Confer
Social/Cultural	Participates in a community of readers.	<ul style="list-style-type: none"> • Participates actively in reading partnerships, book clubs, and book talks. • Makes and takes reading recommendations. • Takes an interest in and inquires about peers' reading. • Recognizes and respects that reading tastes differ; can identify classmates who have similar tastes in books. • Talks informally throughout the day with peers about the books they are reading
	Expands understanding through discussion with other readers.	<ul style="list-style-type: none"> • Talks frequently with partners to enhance understanding and gain perspective about the book's meaning. • Turns and talks with a partner during whole-group gatherings. • Builds and revises meaning through text talk with others. • Meets in book clubs regularly to discuss books and take thinking further. • Meets in inquiry circles to discuss and research issues and ideas of interest.
	Draws on own cultural perspective as a meaning-making strength.	<ul style="list-style-type: none"> • Feels comfortable drawing on own cultural perspective to help make sense of text. • Feels comfortable sharing his or her cultural perspective with classmates and teacher. • Seeks (and easily finds) text that reflects his or her own cultural background; enjoys sharing it with classmates. • Feels comfortable using his or her home language in class. • Participates in—or leads—challenging discussions that may pertain to political and economic inequality and exclusion.
Thinking	Draws on own cultural perspective as a meaning-making strength.	<ul style="list-style-type: none"> • Merges thinking with content; uses comprehension strategies to turn information into knowledge. • Demonstrates curiosity about the world—wonders expansively; asks questions, does research, seeks information and discovers answers. • Builds knowledge and understanding through reading, listening and viewing.. • Infers, visualizes and creates sensory images to experience a more robust, engaging read. • Shares curiosity and asks questions to stimulate conversations with peers and challenge the status quo
	Monitors comprehension while reading.	<ul style="list-style-type: none"> • Listens to his or her inner voice and engages in an inner conversation with the text. • Thinks about background knowledge to make sense of what is being read. • Stops and uses fix-up strategies when meaning breaks down. • Uses comprehension strategies to construct meaning from multi-media including images, videos, infographics, podcasts, audio books, digital stories, and the like. • Makes connections to personal experiences, other texts and the world when reading and taps into those connections in book discussions with peers.
	Engages in critical, strategic thinking to learn, understand, and act.	<ul style="list-style-type: none"> • Challenges the text, trouble shoots and solves problems. • Assumes a skeptical stance— asks questions, reads between the lines, analyzes, and synthesizes. • Develops empathy and imagines the world from multiple perspectives. • Goes beyond problem solving to surface potential problems before they occur—problem finding. • Thinks beyond the text to generate original ideas and take action.

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Language	Understands that reading is supposed to make sense and sound like language.	<ul style="list-style-type: none"> • Draws from four integrated language cueing systems—graphophonic, syntactic, semantic, and pragmatic—as student works to make sense of print. • Integrates cueing systems by sampling text, inferring, predicting, confirming, and, as needed, self-correcting. • Evaluates and self-monitors miscues; corrects those that interfere with reading; keeps going if they don't. • Drops inefficient strategies revealed through miscue analysis, running records, and other assessments, and bolsters the strategies that work. • Continues to hone understanding of genre, alphabetic principle, and concepts of print.
	Brings own language and culture to every reading transaction	<ul style="list-style-type: none"> • Uses his or her entire linguistic repertoire, including home language, to make sense of the text (translanguaging). • Analyzes a text through his or her own cultural perspective as well as other perspectives. • Is comfortable asking questions of the text. • Accesses meaning, as needed, through multimedia and realia. • Benefits from partnering with a native English speaker.
	Understands the purposes and characteristics of genre.	<ul style="list-style-type: none"> • Navigates and understands the different forms of nonfiction: biography, informational, procedural, essay, and so on. • Navigates and understands the different forms of fiction: historical, realistic, fantasy, sci-fi, and so on. • Recognizes the elements of poetry: rhythm, rhyme, free form, white space, and so forth. • Recognizes the literary elements and features in fiction: character, setting, theme, foreshadowing, flashback, and so on. • Pays attention to text and graphic features in nonfiction: signal words, titles, subheads, illustrations, photos, graphs, and so on.