

# Inviting Students to Self-Evaluate



I suggest that students complete a self-evaluation after working through the lessons in Chapter 3, Reading Informational Texts. Then invite them to do a second self-evaluation after working through three or four additional units. The purpose is for students to observe how their attitudes change over time.

Post these questions on a chart or whiteboard:

- How did building your own prior knowledge from the passage support your recall and understanding?
- How did reading the selection twice and then skimming some parts help you?
- How did taking notes for writing paragraphs help?
- Did setting goals before writing help? Explain how.
- Why did you find writing about your reading helpful?
- How did working with a partner support your learning?

Have students choose three to four questions to respond to and then:

- chat about each with a partner
- jot some notes before writing
- and then respond in their notebooks

For the second self-evaluation, ask students to reflect on how their attitudes and strategy use have changed.