



The Great Books Foundation

## Assessment Tools for Junior Great Books Series 7–9 and Introduction to Great Books Series 1–3 for Middle and High School

The Great Books program offers both informal and formal assessment tools and strategies to help you judge how well the activities are working for your class and to evaluate the progress of individual students. The tools and procedures explained below also allow you and your students to reflect on everyone’s progress using the Shared Inquiry method.

Great Books assessment tools emphasize the three key student learning strands of reading comprehension, critical thinking, and writing. You can see a broader view of these objectives in the chart Great Books Student Learning Objectives: K–12 (page 20).

Older students are often very much interested in their own intellectual development. Share with them the assessment tools you use, and enlist them in reflecting on their achievement and planning for improvement.

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## Planning for Assessment

Using a variety of assessments will give you the best understanding of your students' progress, and using assessments regularly will allow you and your students to become accustomed to them and proficient at using them. The sample assessment plan below shows how a leader might use the full range of assessment options, alternating options unit by unit to ensure a thorough but manageable assessment schedule.

Selection	Activity Score	Critical-Thinking Rubric	Writing Rubric	Portfolio Assessment
1				
2	X			
3		X		
4			Revise a draft from selection 2, 3 or 4	
5	X			
				End of first semester
6		X		
7			Revise a draft from selection 5, 6 or 7	
8	X			
9		X		
10			X	
				End of second semester

Of course, your own assessment plan will take into account your Great Books plan and your overall curriculum and calendar. For instance, if you target reading comprehension and critical thinking in your Great Books program, you might not make use of the writing rubric. Whatever your goals, strive for a variety of assessments to gain a full picture of your students' learning and to guide your instruction.



## Activity Mini-Rubrics and Activity Score Sheet

Activity mini-rubrics and the activity score sheet (pages 4–5) offer simple and flexible ways to track your students' work in reading comprehension and critical thinking, as well as class participation. The two mini-rubrics for the sharing questions activity—one for asking questions and one for answering questions—and the mini-rubric for the second reading with directed or interpretive notes all incorporate written and oral responses, making them logical choices for an activity score. There is also a mini-rubric for all sharing activities, including Shared Inquiry discussion.

The activity score sheet offers another way to track students' participation and progress, not just in the sharing questions and second reading activities, but in all Great Books activities. You can use the marks provided in the activity mini-rubrics or devise your own point system. The activity score is a rough, rule-of-thumb assessment, but as you tally the scores over time, they will result in an accurate picture of students' achievement.

For each activity you score, plan to take a few minutes after your Great Books session to mentally review each student's participation and record the scores on the activity score sheet.



## Middle and High School Activity Mini-Rubrics

### Mini-Rubrics for Sharing Questions

When they ask questions, look for students to:

0—Ask simple or literal questions about the story
✓—Ask questions about motivation and cause and effect
+—Ask questions about the logic of an argument and author's purpose
++—Explain the basis for their questions when asked

When they answer questions, look for students to:

0—Suggest literal answers or farfetched answers not related to the text
✓—Suggest simple answers that make sense
+—Support answers with evidence from the text
++—Recognize when questions are resolved and when they require further exploration

### Mini-Rubric for Second Reading with Directed or Interpretive Notes

When they share notes or responses, look for students to:

0—State notes and responses and point out related passages in the text
✓—Give simple reasons for notes and responses
+—Explain interpretations of passages noted
++—Explain inferences based on specific words and phrases

### Mini-Rubric for All Sharing Activities

When they respond to others' comments, look for students to:

0—State their own unrelated comment
✓—Agree or disagree with another's comment
+—Give reasons for agreeing or disagreeing with another's comment
++—Add to or challenge specific aspects of another's idea





## Critical-Thinking Rubric

The critical-thinking rubric (page 7) gives you a detailed view of the critical-thinking skills developed through Shared Inquiry discussion and Great Books programs as a whole. It will alert you to performance levels you can expect to see as your students improve their thinking skills, and it will enable you to assess the skills of individual students.

Your consistent interpretive questioning and follow-up questions are the most important factors in improving your students' critical-thinking skills. After you assess your students' work, reflect on how you might improve your own questioning strategies to give students more opportunities for growth. A Leader Reflection form is available in the Teacher Resources section on our website at [www.greatbooks.org](http://www.greatbooks.org). Look for Reflection and Mentoring Tools for Shared Inquiry Leaders, available in pdf.

The critical-thinking rubric focuses on three areas of critical thinking:

Idea—generating, clarifying and developing ideas of what the text means

Evidence—supporting and checking these ideas, based on what is in the text

Response—sharing ideas and learning from others by considering alternative ideas and readjusting thinking

As you begin to use the rubric, it is helpful to focus on only one of these objectives. For example, if you focus on evidence, you can listen to see if a student offers evidence only when asked, mentions something from the text to support an idea, or cites and explains how the evidence supports the idea. Use follow-up questions to help students progress from one level to the next.

You can use the critical-thinking rubric to assess students' critical thinking in both discussion and writing. Using these methods together will give you more complete and dependable information.



## Middle and High School Critical-Thinking Rubric

The rubric shows three major critical-thinking areas—idea, evidence, and response—at seven performance levels.

	Performance Levels	Idea: Generating an interpretation	Evidence: Using support from the text	Response: Learning with and from other students
7	<b>Extends Interpretation</b>	Extends idea to interpret text as a whole <ul style="list-style-type: none"> <li>Identifies themes, issues, author's perspective</li> <li>Goes beyond the question, widens the issues under discussion</li> </ul>	Brings together evidence from whole text <ul style="list-style-type: none"> <li>Uses both major incidents and subtle details</li> <li>Compares and weighs evidence</li> </ul>	Seeks out other students' ideas <ul style="list-style-type: none"> <li>Asks questions to clarify other students' ideas and suggest possibilities</li> <li>Suggests support for others' ideas</li> </ul>
6	<b>Builds Interpretation</b>	Elaborates on own idea <ul style="list-style-type: none"> <li>Defines terms, explores implications</li> <li>Resolves inconsistencies</li> </ul>	Builds case from several different passages <ul style="list-style-type: none"> <li>Retraces process of thinking</li> <li>Continues to add evidence during discussion</li> </ul>	Incorporates other students' ideas and evidence <ul style="list-style-type: none"> <li>Agrees or disagrees with specific parts</li> <li>Follows whole discussion</li> </ul>
5	<b>Explains Answer</b>	Explains how an idea answers the question <ul style="list-style-type: none"> <li>Relates actions, characters to each other</li> <li>To clarify, spells out own assumptions, relates them to the question</li> </ul>	Explains how a passage supports an idea <ul style="list-style-type: none"> <li>Explores meanings, connotations for relevant words, phrases</li> <li>Sees when evidence works against own idea</li> </ul>	Explains and gives reasons for agreement and disagreement <ul style="list-style-type: none"> <li>Critiques or supports other students' ideas</li> <li>Asks other students simple questions</li> </ul>
4	<b>Understands Issues</b>	Fully understands the interpretive issue <ul style="list-style-type: none"> <li>Infers motives and causes, addresses the question directly</li> <li>To clarify, tells more about the answer</li> </ul>	Understands the need for evidence <ul style="list-style-type: none"> <li>Spontaneously looks back into the text</li> <li>Focuses on relevant sentences</li> </ul>	Understands and roughly summarizes other students' ideas <ul style="list-style-type: none"> <li>May be convinced by others</li> <li>Follows others' counterarguments</li> </ul>
3	<b>Recognizes Alternatives</b>	Asserts a considered answer, aware of alternative ideas <ul style="list-style-type: none"> <li>May hesitate between answers</li> <li>To clarify, paraphrases answer</li> </ul>	Supports answer against alternative answer <ul style="list-style-type: none"> <li>Locates relevant major passages</li> <li>Reads or recounts whole passages</li> </ul>	Recognizes alternative answers and agrees or disagrees simply
2	<b>Offers Simple, Quick Answers</b>	Gives quick, simple answer to the question <ul style="list-style-type: none"> <li>All-or-nothing, snap judgment</li> <li>To clarify, repeats answer</li> </ul>	Tends not to volunteer support; offers support only when asked <ul style="list-style-type: none"> <li>Recalls major text facts</li> <li>Considers answer self-evident</li> </ul>	Reacts briefly/quickly to other students' answers without talking about them
1	<b>Begins to Answer</b>	Talks about the text without addressing the question	May retell the story or event, or give an opinion about something mentioned in the text	Allows others to speak without interrupting

Note: If you combine several selections into a unit, you can treat the entire unit as "the text."



## Assessing Critical Thinking in Written Responses

The Building Your Answer form (page 9 and in your Leader's Guide) can show your students' thinking about a discussion question in a form that is convenient for you to score.

Each student has the same opportunity to respond to the leader's question in writing, so quiet or shy students can say as much as their more verbal classmates. Also, modifying their answers after discussion encourages students to feel more accountable for learning during discussion. On the other hand, many students, especially those who struggle with writing, may express their thinking better in discussion.

### **How to Use the Building Your Answer Form to Assess Students' Written Responses**

1. Review with your students relevant levels from the critical-thinking rubric that you will be looking for. Try to recall specific examples in class of critical thinking that demonstrates the elements of idea, evidence, or response.
2. Plan to allow enough time in Shared Inquiry discussion for all students to participate fully, including time after the discussion for students to change or add to their answers.
3. Read students' work carefully and assign separate grades for idea, evidence, and response, or grade for just one objective. (Written examples of response will often not appear unless the Building Your Answer prompt calls for it.)
4. Comment briefly on each student's page, in addition to assigning a grade. Often your most effective written response is a follow-up question.



## Building Your Answer in Shared Inquiry Discussion

Name: \_\_\_\_\_

Selection: \_\_\_\_\_

Your leader's question: \_\_\_\_\_

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Your answer before discussion: \_\_\_\_\_

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After discussion, did you keep the same answer or change your mind?

Your answer after discussion: \_\_\_\_\_

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What in the selection helped you decide on this answer?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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## Assessing Critical Thinking in Discussion

As you gain experience with Shared Inquiry it will become easier to use the critical-thinking rubric not only to assess students' written responses but also to distinguish the quality of their verbal responses. Discussion responses may display the strengths of students who do not write well, but students' responses will be affected by factors such as time limitations, group size, shyness, and group dynamics. Also, it is unavoidable that your follow-up questions will give different students varying opportunities to develop responses.

Your seating chart will help you recall students' discussion responses. Reviewing their Building Your Answer forms will further bolster your memory. Better still, record the discussion you wish to assess, either with a video or audio recorder, or have a colleague keep a seating chart for you.

### **How to Use Your Seating Chart to Grade Students' Discussion Responses**

1. Allow enough time in Shared Inquiry discussion for all students to participate fully. This will be easier if you keep the size of the discussion group manageable.
2. Immediately after discussion, review your seating chart and make fuller notes on students' responses.
3. Assess students' contributions, as you recall them, in the areas of idea, evidence, and response. Often, individual responses and even a student's entire contribution to a discussion will pertain only to one area. Consider whether students were offered opportunities to exhibit their skills in all three areas during the discussion.
4. Confer with students individually while their recollections of the discussion are still fresh. Encourage them to add to and explain their comments. Then, describe the strengths you saw and your suggestions for improvement.



## Writing Rubric

Use the writing rubric (page 12) to assess students' extended expository and persuasive writing. After discussion, students can develop their answer from the Building Your Answer form into an essay or a more fully extended written response that incorporates ideas and evidence from the discussion, or they can answer another interpretive or evaluative question about the selection.

The writing rubric is adapted from the Six Traits Rubric (Six Traits of Analytic Writing Assessment Scoring Guide, Northwest Regional Education Laboratory). It focuses on three traits directly addressed by Great Books reading and discussion activities: content (ideas and evidence), organization, and voice. This writing rubric aligns with most state rubrics and scoring guides for expository and persuasive writing.

To assess the additional writing traits of sentence structure, word choice, and conventions or mechanics, apply your usual rubric or standards. We have also included a seventh trait, "process for thinking and writing," that will help you assess students' use of an orderly process of composition. Use this part of the rubric to assess students' notes, outlines or plans, drafts, and final versions.

Written answers to an interpretive question can also be scored using the critical-thinking rubric (page 7). Use the writing rubric when you are dealing with extended and revised student work. Use the critical-thinking rubric when your primary objective is critical thinking or when you are dealing with shorter work.

Once you have chosen a writing assignment for assessment, review the writing rubric with your students so that they have a clear idea of what to aim for as they draft and revise their work.

### How to Use the Writing Rubric to Grade Papers

1. Before you begin grading papers, read through the rubric.
2. Orient yourself by reading quickly through your students' papers and sorting them into three piles: strong, average, and struggling. Compare each pile to the rubric levels before you score the papers individually.
3. Give each paper a score for content and a score for organization, since students might do better with one trait than with the other. If you wish, add the two for a total grade.
4. As you grade, add your own notes to the rubric to reflect students' work.
5. In addition to the grade, give each student's paper two other kinds of comments—positive feedback and gentle suggestions for the next paper. The most effective positive comments are specific responses to students' ideas, such as, "I was really interested in your idea about X," or "Your quotation from page XX seemed very convincing." Such comments encourage students to value and develop their ideas in writing.
6. If possible, hold grading sessions with colleagues: share copies of papers, score them independently, and then meet to compare and discuss your scoring.

For additional writing resources, see *The Reader Writes*, a companion volume to Junior Great Books Series 7; visit [www.greatbooks.org](http://www.greatbooks.org) and search for search for Reader Writes.



## Middle and High School Writing Rubric

### Content and Ideas

#### **Expert (5)**

**The essay illuminates the meaning of the story for the reader in a convincing way.**

- The thesis is clear and distinctive and opens a new understanding of the story.
- Strong evidence from throughout the story is cited and is well explained.
- Alternative ideas are explained fully and fairly.

#### **Practitioner (3)**

**The essay gives the reader some insight into the story that the reader is ready to agree with.**

- The thesis is clear, though maybe rather simple, and suggests a way of understanding the story.
- Evidence is cited from a few parts of the story and some explanation is given.
- Alternative ideas are summarized.

#### **Beginner (1)**

**The essay does not add to the reader's understanding of the story.**

- The thesis is unclear, obvious, or far-fetched.
- Evidence given is sparse and vague and not connected with the thesis.
- Alternative ideas are not recognized, and the position seems isolated.

### Organization

#### **Expert (5)**

**The essay explores an idea in an orderly way, with each part of the essay making its own contribution to the exploration.**

- Paragraph topic sentences are distinct, each contributing clearly to the essay thesis.
- Each paragraph presents and explains evidence that strongly supports its thesis.
- The introduction opens up the topic and essay thesis to the reader; the conclusion adds a final thought.

#### **Practitioner (3)**

**The essay remains focused on an idea throughout, though there are some gaps and repetition in the exploration of it.**

- Paragraph topic sentences mostly differ from one another and are related to the essay thesis.
- Each paragraph cites evidence and relates it loosely to the topic sentence.
- The introduction states the topic and essay thesis and explains them in part; the conclusion may repeat an idea or abruptly close.

#### **Beginner (1)**

**The essay wanders or seems to lose track of the thesis; paragraphs leave ideas incomplete or repeat ideas.**

- Paragraph theses are lacking, overly simple, or repeat or overlap each other.
- Some paragraphs lack support for their theses.
- The introduction simply states the topic and essay thesis and may restate them; the conclusion is lacking.



## Voice

### **Expert (5)**

The essay strongly engages the reader with the sense of an individual author committed to his or her own ideas.

- The writer seems to explore his or her own thinking with sincerity and conviction.
- The writer seems to invite debate rather than close it off.

### **Practitioner (3)**

The essay gives the sense of a pleasant, well-intentioned writer.

- The writer seems to be partly engaged with his or her thinking and partly playing it safe.
- The writer shies away from confronting diverse ideas.

### **Beginner (1)**

The essay gives little sense of an individual writer standing behind it.

- The writer seems to be indifferent or going through the motions.
- The writer seems close-minded or unaware of other points of view.

## Word Choice

Apply your usual standards for word choice.

## Sentence Fluency

Apply your usual standards for sentence fluency.

## Conventions

Apply your usual standards for conventions.

## Process for Thinking and Writing

### **Expert (5)**

All steps of the process are chosen; questions and answers grow substantially at each stage in the process.

### **Practitioner (3)**

Most steps of the process are shown; choices are made among questions and answers, and a few are added in later stages.

### **Beginner (1)**

Not enough of the process is shown to see how thinking progressed; questions and answers remain the same throughout.



## Portfolio Assessment

Great Books is well suited to portfolio assessment, especially if students keep a reader's journal, notebook, or file for their drafts and revisions. This will make it easy for students to review their work over a semester, identify the most significant pieces, and reflect on their growth as writers.

### How to Assess Students' Portfolios at the End of a Semester

1. Explain to students that the purpose of a portfolio is to show the best examples of the many kinds of work they have done and to show how their work improved over time. Share with them the portfolio comment sheet and the portfolio assessment rubric (pages 15–16).
2. Discuss with students aspects of their work they might feel proud of and kinds of assignments they might like to include.
3. Have students review their written work to choose the pieces to submit in their portfolios. They should include notes and drafts with their finished pieces. For each work, have students write and attach a comment sheet.
4. Review your students' portfolios, writing your comments on their comment sheets.
5. Complete a portfolio assessment for each student's portfolio. Arrange individual meetings with students about their portfolios.



## Portfolio Comment Sheet

Choose six examples of your work that you are especially proud of. Include several different kinds of work to show the range of your achievement. For each, provide your notes and drafts as well as the finished piece.

Attach this half sheet to each work, with your comment. As I review your portfolio, I will also write a comment.

**Student:** I've included this piece in my portfolio to show:

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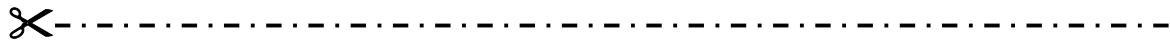
**Teacher:** I see this work as an example of:

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## Portfolio Comment Sheet

Choose six examples of your work that you are especially proud of. Include several different kinds of work to show the range of your achievement. For each, provide your notes and drafts as well as the finished piece.

Attach this half sheet to each work, with your comment. As I review your portfolio, I will also write a comment.

**Student:** I've included this piece in my portfolio to show:

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**Teacher:** I see this work as an example of:

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# Portfolio Assessment Rubric

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**SCORES**

5  
SUPERIOR

4  
EXCELLENT

3  
GOOD

2  
SATISFACTORY

1  
NEEDS  
IMPROVEMENT

YOUR PORTFOLIO	COMMENTS	SCORE
<b>Features interesting ideas about the stories you read</b>		
<b>Demonstrates thoughtful development of and support for ideas</b>		
<b>Includes different kinds of assignments</b>		
<b>Is done carefully and completely</b>		
<b>Shows continued effort and improvement</b>		



## Student Reflection

Middle and high school students are often quite interested in reflecting on their own experiences with learning and collaboration. Doing so enables them to direct their efforts more effectively; it can also give you insight into ways to improve your leadership.

The reflection strategies below will enable you to guide students in reflecting on discussion or on a complete unit. You may also use the Our Collaboration form (page 19) to help your class reflect on what makes a good Shared Inquiry discussion.

### How to Lead Reflection

Frequent reflection is valuable, but to be effective it should vary in form. After most discussions, spend a few minutes discussing just one aspect of critical thinking that you think went especially well or that you tried especially hard to support with your questioning. Ask follow-up questions about what students found difficult to do or to remember to do. Let students know the reasons for some of your choices and for the questions you asked.

After students are used to reflecting in a group discussion, widen the focus sometimes to the whole range of objectives, or ask students to reflect individually by writing in their journals or notebooks. Also reflect with individual students in quarterly or semester conferences.

Finally, when you try new strategies, let your students know that the ideas they expressed in sessions of reflection contributed to the changes.

### Topics for Reflection

Any aspect of working with a text is a good topic for reflection. As with choosing interpretive questions, let your own curiosity about what students are thinking and your sense of what interests them be your guide. The following are some possible topics for reflection with sample questions:

#### **Traits on the critical-thinking rubric—idea, evidence, and response**

- Do you think we generated and explored a variety of interesting ideas during this unit? Why do you think so? Are there ways we can encourage more new ideas?
- How well do you think ideas were developed in our discussion? Do you think that each idea was clarified and then fully explored? Were ideas offered that were not thoroughly explored?
- Do you think the ideas we discussed were well supported with evidence? Can you recall examples? Was our evidence drawn from the whole text or just parts?
- Did you feel the exchange of ideas in class was at our usual standard, better, or not up to par? Why? Are there ways we can improve how we listen and learn from each other?



**Activities in the unit**

- Did you find that the prereading question helped you understand the text? Why or why not?
- How effective did you find the note-taking activity and sharing of notes for this unit? What did it contribute? Are there ways we could do that activity more effectively?

**Students' own skills, strategies, and attitudes**

- How do you feel about working with difficult texts now? What strategies do you now use that you didn't have before? What do you still find hard to do?
- What do you think you have learned so far in Great Books about explaining your ideas to others?
- What did you do during this unit that you're proud of or that marked an advance for you? What would you like to improve next?



## Our Collaboration Form

Middle and High School

**Name:** \_\_\_\_\_

**Text:** \_\_\_\_\_ **Date:** \_\_\_\_\_

For each pair of statements, circle the number that describes your whole group in discussion. A **5** means you strongly agree with the statement to the left of the row of numbers. A **1** means you agree strongly with the statement to the right. Then discuss this assessment, giving examples and suggestions for ways to improve.

We read the selection twice and thought about it before discussion.      **5**    **4**    **3**    **2**    **1**    We weren't well prepared.

We explored our leader's question thoroughly.      **5**    **4**    **3**    **2**    **1**    We got off our leader's question and never got back to it.

We thought of many different ideas about the selection.      **5**    **4**    **3**    **2**    **1**    We all tended to say the same thing.

We searched the whole selection to support our ideas.      **5**    **4**    **3**    **2**    **1**    We didn't back up our ideas; we just stated them.

We listened and commented on one another's ideas.      **5**    **4**    **3**    **2**    **1**    We didn't pay much attention to what others said.

Almost all of us contributed.      **5**    **4**    **3**    **2**    **1**    A few people did all the talking.

We were interested and learned a lot.      **5**    **4**    **3**    **2**    **1**    We were bored.

Our goals for next time:

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## Great Books Student Learning Objectives: K–12

	READING COMPREHENSION	CRITICAL THINKING
K–1 Read-Aloud	<ul style="list-style-type: none"> <li>• Think about higher-level questions</li> <li>• Recall story details</li> <li>• Sequence story events</li> <li>• Identify favorite parts of the story</li> <li>• Visualize characters and events through drawing and dramatization</li> <li>• Demonstrate greater interest in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Share questions about a story or poem</li> <li>• Understand that some questions have more than one possible answer</li> <li>• Use details from the story to explain or support ideas</li> <li>• Consider other possible ideas about a story</li> <li>• Sustain interest in a story over several sessions</li> </ul>
Series 2	<ul style="list-style-type: none"> <li>• Think about character motivation</li> <li>• Read passages aloud</li> <li>• Recall and retell details in their own words</li> <li>• Locate relevant passages</li> <li>• Sequence story events</li> <li>• Derive meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions about stories</li> <li>• Understand the concept of the open-ended question</li> <li>• Offer answers to an interpretive question</li> <li>• Support ideas with evidence from the story</li> <li>• Consider more than one answer to a question</li> </ul>
Series 3–5	<ul style="list-style-type: none"> <li>• Make inferences and offer ideas about story meaning</li> <li>• Read aloud with increasing fluency and expression</li> <li>• Identify and determine the importance of a concept, theme, or idea in the story</li> <li>• Create mental images about a story to improve and express understanding</li> <li>• Summarize a story or retell significant parts of a story</li> <li>• Connect information from various parts of a story to respond to an interpretive question</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and ask questions about parts of a story they find puzzling or confusing</li> <li>• Understand differences between various types of questions</li> <li>• Generate, clarify, and explore ideas in response to interpretive questions</li> <li>• Support opinions with evidence from a story</li> <li>• Listen and respond to classmates' ideas</li> <li>• Make story-to-story comparisons</li> </ul>
Middle and High School	<ul style="list-style-type: none"> <li>• Read aloud fluently and expressively</li> <li>• Make interpretive inferences</li> <li>• Offer explanations of character motivation or author purpose</li> <li>• Recall facts, cite details, or refer to specific passages for evidence to support and explain opinions</li> <li>• Recognize tone and point of view</li> <li>• Take notes to recognize patterns or connections, and review places in the text for further reflection, questioning, or evidence to support an answer</li> <li>• Derive word meaning from contextual clues</li> <li>• Reread for patterns, character development, and thematic development</li> <li>• Analyze passages for in-depth interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Generate interpretive questions</li> <li>• Understand differences between various types of questions</li> <li>• Draw inferences and conclusions</li> <li>• Synthesize and develop ideas</li> <li>• Support ideas with evidence from the text</li> <li>• Consider classmates' opinions</li> <li>• Weigh evidence and revise opinions</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Make connections across selections</li> </ul>



	WRITING	LISTENING AND SPEAKING
	<ul style="list-style-type: none"><li>Record favorite words from a selection</li><li>Draw pictures to express ideas</li><li>Dictate and write questions and captions</li><li>Generate and copy group writing from the board</li><li>Record information from the story when prompted</li></ul>	<ul style="list-style-type: none"><li>Listen to models of fluent, expressive reading</li><li>Offer an idea, comment, or opinion</li><li>Dramatize characters and scenes</li><li>Explain drawings</li><li>Retell parts of the story</li><li>Listen to classmates' ideas and questions</li></ul>
	<ul style="list-style-type: none"><li>Write a question about a story</li><li>Write a response to a question about a story</li><li>Respond in writing to questions, giving reasons to support an answer</li><li>Write about personal experiences that connect to a story</li><li>Develop creative writing inspired by a story theme or idea</li></ul>	<ul style="list-style-type: none"><li>Listen to models of fluent, expressive reading</li><li>Share ideas about a story</li><li>Retell a story</li><li>Agree or respectfully disagree with classmates' ideas</li><li>Add to classmates' ideas</li></ul>
	<ul style="list-style-type: none"><li>Write questions based on the story</li><li>Provide support from the story in written answers to interpretive questions</li><li>Record evidence from the story to support inferences and ideas</li><li>Write story summaries</li><li>Practice and develop prewriting strategies and drafting skills to produce expository, narrative, and descriptive works</li><li>Use figurative language in writing</li><li>Use different writing forms, including persuasive essays</li></ul>	<ul style="list-style-type: none"><li>Actively listen to a story being read aloud</li><li>Ask interpretive questions</li><li>Offer ideas in answer to interpretive questions</li><li>Support an answer with evidence from a story</li><li>Listen and respond directly to other students</li><li>Refer to classmates' ideas in discussion</li></ul>
	<ul style="list-style-type: none"><li>Write interpretive questions about a selection</li><li>Respond to prereading questions by writing about personal experiences and opinions</li><li>Take notes while reading, to trace patterns and to support inferences with evidence from the text</li><li>Write answers to interpretive questions before discussion</li><li>Revise answers to interpretive questions after discussion based on classmates' responses</li><li>Synthesize, develop, organize, and defend ideas in postdiscussion essays and story writing</li></ul>	<ul style="list-style-type: none"><li>Listen to complex texts read aloud with expression</li><li>Express ideas orally with increasing confidence and sophistication</li><li>Develop and elaborate on responses to interpretive questions</li><li>State and explain ideas, inferences, and conclusions</li><li>Use evidence to persuade others</li><li>Read aloud with expression and understanding</li><li>Listen to, respond to, and elaborate on classmates' opinions in a reasoned, respectful way</li><li>Ask questions about classmates' ideas</li></ul>