**Collaborating in a Community of Readers and Writers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Contributing to our Community | I contribute to maintaining a classroom community that feels safe and where everyone is able to take risks and grow. |  |  |  |  |  |  |
| Collaborating Effectively | I work with partners and groups in ways that are both respectful and risk-taking. |  |  |  |  |  |  |
| Participating Thoughtfully | I make my thinking count in discussions, as a speaker and listener.I share my reading confusions and understandings to get and give help.I listen and learn from the reading confusions and understandings of others. |  |  |  |  |  |  |
| Building a Literacy Context | I understand and use the shared literacy vocabulary of our classroom. |  |  |  |  |  |  |
| Being Open to New Ideas | I appreciate and evaluate alternative viewpoints. |  |  |  |  |  |  |
| Developing a Literacy Agenda | I read to understand how literacy opens and closes doors in people’s lives. |  |  |  |  |  |  |
| Sharing Books | I talk about books I am reading to involve others in what the books have to offer. |  |  |  |  |  |  |
| Writing to Communicate | I write to communicate my ideas to others. |  |  |  |  |  |  |

**Building Personal Engagement**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Knowing My Reader Identity | I am aware of my reading preferences, habits, strengths, weaknesses, and attitudes – my Reader Identity. |  |  |  |  |  |  |
| Practicing | I put effort into practicing new reading strategies so that they become automatic. |  |  |  |  |  |  |
| Digging In | I am increasing my confidence and persistence for digging into text that seems difficult or boring. |  |  |  |  |  |  |
| Building Silent Reading Fluency | I read more smoothly and quickly, so I get more pages read. |  |  |  |  |  |  |
| Building Oral Reading Fluency | I read aloud more fluently and expressively. |  |  |  |  |  |  |
| Increasing Stamina | I set, meet & stretch goals to read for longer and longer periods of time. |  |  |  |  |  |  |
| Increasing Range | I set, meet & stretch goal for extending the range of what I read. |  |  |  |  |  |  |
| Choosing Books (SSR) | I use tools I have learned for choosing a book that’s right for me. |  |  |  |  |  |  |
| Taking Power | I read to understand how what I read applies to me and gives me power. |  |  |  |  |  |  |
| Reflecting on My Evolving Reader Identity | I reflect in discussions and in writing on my growth as a reader –my evolving “reader identity”. |  |  |  |  |  |  |
| Writing to Reflect | I use writing to step back and think about what I am learning. |  |  |  |  |  |  |

**Making My Thinking Visible**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Monitoring | I monitor my reading processes and identify problems. |  |  |  |  |  |  |
| Repairing Comprehension | I know what strategies to use to get myself back on track. |  |  |  |  |  |  |
| Talking to Understand Reading | I talk about my reading processes to understand them better. |  |  |  |  |  |  |
| Writing to Understand Reading | I write about my reading processes to understand them better. |  |  |  |  |  |  |

**Using Cognitive Strategies to Increase My Comprehension of Content**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Setting a Reading Purpose | I set a purpose for reading a text and keep it in mind while I read. |  |  |  |  |  |  |
| Choosing a Reading Process | I vary my reading processes to fit my reading purpose. |  |  |  |  |  |  |
| Previewing | I preview text that is long or appears to be challenging, to figure out strategies to help me. |  |  |  |  |  |  |
| Identifying & Evaluating Roadblocks  | I identify specific reading roadblocks and decide what to do. |  |  |  |  |  |  |
| Tolerating Confusion | I tolerate confusion in understanding a text so I can work to make sense of it. |  |  |  |  |  |  |
| Clarifying | I work to clear up reading confusions – whether it is a word, a sentence, an idea, or missing background information that I need to find. |  |  |  |  |  |  |
| Using Context | I use context to clarify confusions by reading on and rereading. |  |  |  |  |  |  |
| Making Connections | I make connections from texts to my experience and knowledge. |  |  |  |  |  |  |
| Chunking | I break difficult text into smaller pieces to better understand the whole. |  |  |  |  |  |  |
| Visualizing | I try to see in my mind what the author is describing. |  |  |  |  |  |  |
| Listening for Voice | I listen for the author’s voice to help me engage with the text. |  |  |  |  |  |  |
| Questioning | I ask myself questions when I don’t understand.I ask myself questions about the author’s idea, story, or text, and I know where to find the answers – whether in my mind, the text, other texts, other people, or a combination of those. |  |  |  |  |  |  |
| Predicting | I use what I understand in the reading to predict what might come next. |  |  |  |  |  |  |
| Organizing Ideas and Information | I use graphic organizers to sort out ideas or items of information to see how they are related. |  |  |  |  |  |  |
| Paraphrasing | I restate a sentence or an idea from a text in my own words. |  |  |  |  |  |  |
| Getting the Gist | I read and answer in my own words the question, “What do I know so far?” |  |  |  |  |  |  |
| Summarizing | I boil down what I read to the key points. |  |  |  |  |  |  |
| Sequencing | I order events in time to understand their relationships. |  |  |  |  |  |  |
| Comparing and Contrasting | I make comparisons to identify similarities and differences. |  |  |  |  |  |  |
| Identifying Cause and Effect | I find conditions or events that contribute to or cause particular outcomes. |  |  |  |  |  |  |
| Using Evidence | I use evidence to build and support my understanding of texts and concepts. |  |  |  |  |  |  |
| Rereading | I reread to understand. |  |  |  |  |  |  |
| Writing to Clarify Understanding | I write about what I think I know to make it clearer to myself. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**Building Knowledge**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Using My Background Knowledge | I use my background knowledge so that new information has something to connect to and is easier to understand. |  |  |  |  |  |  |
| Building and Revising My Knowledge | I add to and revise my background knowledge as I learn more. I look for relationships among my ideas and the new information. |  |  |  |  |  |  |
| Writing to Solidify My Knowledge | I use writing to capture and lock in new knowledge. |  |  |  |  |  |  |

**Building Knowledge About Text and Language Features**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Text Structure | I use my knowledge of text structures to predict how ideas are organized. |  |  |  |  |  |  |
| Text Features | I use my knowledge of test features like headings and graphics to support my understanding. |  |  |  |  |  |  |
| Point of View | I use my understanding that authors write with a purpose and for particular audiences to identify and evaluate the author’s point of view. |  |  |  |  |  |  |
| Word Analysis | I use my knowledge of word roots, prefixes, and suffixes to figure out new words. |  |  |  |  |  |  |
| Words in Context | I know that when familiar terms are used in unfamiliar ways, I can redefine them in context to clear up confusions. |  |  |  |  |  |  |
| Sentence Structure | I use my knowledge of sentence structure to help me understand difficult text. |  |  |  |  |  |  |
| Word-Learning Strategies | I use strategies to learn new words in the texts I read. |  |  |  |  |  |  |