Journal Entries are used to monitor/assess comprehension:

Students may write about any reading strategy they are using, but it is important that they provide examples and support for their statements.

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|  | 1: Beginning | 2: Developing | 3: Meeting | 4: Established |
| Makes Predictions | Guesses, illogical prediction, or needs coaching ;  Limited knowledge of text features and forms | Makes simple or obvious predictions;  Limited knowledge of text features and forms | Makes logical, detailed predictions;  Considerable knowledge of text features and forms | Makes logical and insightful predictions with detail;  Thorough knowledge of text forms and features |
| Summarize/retell  Or find Main Idea | Demonstrates limited understanding; has difficulty identifying the topic or main idea or restating/ representing information; work is partially accurate | Demonstrates some understanding; identifies some relevant main ideas/details; work is generally accurate but may lack detail or be incomplete; information recorded without much organization | Demonstrates considerable understanding; identifies the relevant ideas/details but may have difficulty restating in own words; work is generally accurate, clear, complete; information is organized | Demonstrates thorough understanding: accurately restates specific relevant ideas/details in own words; work is accurate, clear and thorough; information is organized and may include additional facts not found in text |
| Makes Inferences  (in describing a character or actions) | Unable to make an inference beyond what is written in text | Makes a simple inference; may be illogical | offers a reasonable, relatively obvious inference beyond the text, viewing or listening | offers an insightful inference or prediction that goes beyond the obvious and offers a relatively original idea |
| Makes a Connection  TS/TT/TW | Makes connections with limited effectiveness | Makes simple connections with some effectiveness; offers simple responses that may be vague; offers an opinion with simple reasons but connections may not support the opinion | Makes relevant connections with considerable effectiveness; expresses thoughts and feelings; offers opinion with relevant connections | Makes thoughtful connections with a high degree of effectiveness; expresses thoughts and feelings with explanations or supporting detail; offers an opinion with convincing reasons/connections that support opinion |
| Offers an Opinion | Unable to offer an opinion | Offers simple or vague opinions, without support | Offers an opinion with relevant support | Offers an opinion with convincing reasons |
| Asks Questions | Does not offer questions that relate to text | Offers simple question that may be loosely related | Offers interesting questions that relate to text | Offers questions that focus on important ideas and information |
| Make a Picture in my Mind | Unable to make a picture in mind | Simple explanation of picture in mind, little connection to text | Picture in mind is described and explained where picture comes from | Vivid description of picture, explains where picture is in text |
| Focussed Description  Word Skills/Interesting Words | Simple description  Unable to find interesting words | Simple description with some details  Finds interesting words or difficult words and applies word skill strategy | Description focusses on elements of a story and offers support  Finds interesting word; explains strategy or explains word or uses it in a sentence | Description focusses on elements of a story and offers clear details to support  Finds interesting words; uses word skill strategies; defines word and uses it in an interesting sentence that shows understanding |