

Comprehension

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
<ul style="list-style-type: none"> • knows print holds a message 		
<ul style="list-style-type: none"> • has a favourite book that is emotionally satisfying and often “read”; can relate book’s content 	<ul style="list-style-type: none"> • Why do you like that book? • Tell me about your favourite book. 	
<ul style="list-style-type: none"> • uses quotations (book language) and ideas from a text in other contexts 	<ul style="list-style-type: none"> • Did you remember that from a book (poem, etc.) you read (or was read)? 	
<ul style="list-style-type: none"> • knows pictures support textual meaning 	<ul style="list-style-type: none"> • What does that picture tell us? • Check the picture. 	
<ul style="list-style-type: none"> • retells parts of stories or bits of information from texts 	<ul style="list-style-type: none"> • Can you tell more about the book? • What else did you learn? • Did the book tell you about...? 	
<ul style="list-style-type: none"> • expresses some opinions about textual content; opinions may not always be completely “on topic” 	<ul style="list-style-type: none"> • What do you think about...? • Should she or he have done that? 	
<ul style="list-style-type: none"> • asks some questions about textual content; questions may stem from the text but need supportive prompts in order to clarify 	<ul style="list-style-type: none"> • What other questions do you have about...? • What questions are you asking yourself? • Is there anything that puzzles you? 	
<ul style="list-style-type: none"> • provides evidence that content has been understood in dramatic and artistic literature responses: may omit details or focus on only one aspect of the content 	<ul style="list-style-type: none"> • You told me all of the important things... • Are there any more important things that happened in the book? 	
<ul style="list-style-type: none"> • uses a variety of comprehension strategies for grade-level Read Aloud, Shared Reading, and Small-Group Shared Reading texts (e.g., analyzing, predicting, making connections, evaluating) 	See the Comprehension Strategies Anecdotal Record for specific strategies and prompts.	
<ul style="list-style-type: none"> • uses a variety of comprehension strategies for Guided and Independent Reading when reading “just right” books • anticipated range is A-B levels of text 	See the Comprehension Strategies Anecdotal Record for specific strategies and prompts.	
<ul style="list-style-type: none"> • is beginning to know the difference between fact and fiction and provides some reasons with teacher support 	<ul style="list-style-type: none"> • Is that true? Did it really happen? • Is this a story (poem, report, letter, etc.)? Why do you think that? 	