

# Novel Museum

## A Hands-on Link to Literacy

Education Institute

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## What is a Novel Museum?

- A novel approach to preparing and presenting novel studies.
- Novels are read with modeled, shared, and guided reading lessons part of your literacy block or 'Literature Circles' can precede the Novel Museum.
- Students track elements of the novel, character development, story events, and a list of possible artifacts to represent the novel as they read.
- Artifacts to represent the elements of the novel (plot, setting, and characters) are created or gathered.
- Artifacts are displayed and students act as curators to explain the artifacts and their relevance to the story.
- Drama may be included in the presentation of their novels.
- A good combined grade activity. Groups could be cross-graded or single grade.

### Timeline

- Notify administration of the event
- Introduction of Unit and Choosing of Novels
- Reading of novels 4 to 5 weeks (depending on length of novels and reading level of students)
- Two weeks to make the artifacts
- Invite parents and grandparents to the Novel Museum. Invite lower grade to attend the event as a preview for their next year's participation
- Set-up of the "Novel Museum" in library end of school day- the day before the event
- Morning- Novel Museum
- Afternoon- invite each novel group to the library in turn for video-taping
- Each student takes a turn to explain an artifact in their display
- The video tape can be used for evaluation and for a preview of the task for next year.

### Novel Museum Display/Presentation Considerations

- Location and table space required
- Signage
- Artifacts – at least one per student in each group

### **Optional Activities**

- Students write invitation or letter to invite parents and classes
- Students come in character
- Students prepare a one act skit or a tableau
- Prepare a brochure on novel features

## Artifacts Explained

Webster's Dictionary definition:

Artifact, from the Latin words *arte* by skill + *factum* to do, is a noun meaning something created by humans usually for a practical purpose; especially an object remaining from a particular period, or it is something characteristic of, or resulting from a human institution or activity.

For our purposes... it is something created or obtained by the students to represent some aspect of the story they have read. It may depict any aspect of the characters, plot, or setting. In short, the artifacts represent a part of the story.

## Choosing the Novels

- Novels must be “artifact rich”, i.e., they must have lots of possible items that can be created or brought in. Some novels are not artifact rich.
- Novels should be capable of piquing and maintaining the students' interest.
- You may wish to choose novels that correspond with a theme (i.e., war, environment, genre) or content area topics (i.e., Medieval Times, War of 1812)
- Novels can be of varying degrees of difficulty.
- Match the reading level to your students.
- We suggest that the museum be done in the 3<sup>rd</sup> term so you already have determined the comprehension and reading levels of your students.
- Students of differing reading levels can be paired to allow access to books which interest them, but they may not be able to read independently.
- Books can be put on tape to facilitate less able readers.
- The artifact creation, description and discussion are the most important elements of assessment for this activity.
- Have at least 5 copies of each novel. Any less makes it difficult for the groups to produce an adequate number of artifacts.
- If you have larger numbers for each novel, consider separate displays.
- While it is not necessary to have personally read every novel that you use, it makes it easier to keep tabs on the artifacts the students are making and to give suggestions for other possibilities.
- If you are doing the museum with several classes, divide the novels between the teachers and they can be the 'experts' on 2 or 3 of the novels.

## Introducing the Novels to the Students

- We gather all of the students involved, in our case, 3 ½ classes of grade 4 students (about 100) altogether.
- We do a brief introduction to describe the Novel Museum.
- We then do a very short book talk about each of the novels from which they may choose.
- Students record their top 3 preferences on slips of paper.
- The teachers assess their choices and assign potential novels to each student.
- The teachers meet as a team to verify the groupings.
- It is possible for the students in a group to be from different classes, but planning and workspace availability is more difficult.
- The students need to meet in their novel groups to discuss their books, plan, and create artifacts.
- The students are then given their novels. (We try to meet their first choice, but it depends on appropriateness, numbers of novels, members of the group, etc.)

## Strategies for Comprehension

Two suggested approaches:

### 1. Literacy Block Novel Study

- Maintains the literacy block routines.
- This works well if you have groups of different sizes.
- It helps to track student progress and their understanding of the story.
- Timetabling of reading and making can be arranged easily.

### 2. Literature Circles

- This works well if you have equal sized groups so that the role sheets can be uniform for all groups. However you may select particular role sheets that suit certain titles.
- This approach allows for great discussion and sharing of ideas.
- Assessment of the students' comprehension is still possible.
- Artifact selection can be built into this approach.
- The downside is-
  - Every student must be responsible enough to have completed the given readings and role sheets for their circle meetings.

### 3. A combination of the above two models – differentiated instruction

- The students who can work independently will have an enriching learning opportunity
- The teacher can focus his/her attention on explicit teaching for those students who require the need assistance.

### 4. Suggested Literacy Activities

- Create a book jacket with Book Cover Creator or off-line <http://www.readwritethink.org/materials/bookcover/>
- As a group story board the artifacts
- Create a poster to persuade visitors to your novel museum display

## Making the Artifacts

- Assign a leader of the each group to be the recorder of the *Artifact Planning Sheet*
- Students meet with their group to brainstorm possible artifact ideas. They record them on the "*Artifact Planning Sheet*".
- Students record the materials they will need to construct their artifacts.
- Students decide who will be responsible to construct/obtain each artifact.
- Schedule artifact creation times.
- You could possibly integrate art expectations in this activity.
- Enlist the teacher-librarian to assist with the scheduling of artifact creation.

Things to keep in mind:

- Encourage students to use a variety of materials to construct the artifacts.
- Create as many artifacts as possible.
- Represent all elements of the story.
- Encourage the students to become a character in the story for the presentation. They can dress the part and dramatize the role.
- A student could research the author and become the author.
- Everyone needs to contribute!

You will need to find a place to store all of the completed artifacts and works-in-progress until the 'museum opening'.

## Novel Museum Recording Forms

Teachers can use these sheets to guide discussion with students during reading conferences.

### Character Profile:

One sheet is used for each main character. Every time a new physical or personality trait is given in the book, it is recorded on the sheet with some accompanying details of the plot events and the page number to cite as evidence. These sheets will be beneficial when creating artifacts to represent characters.

### Story Event Profile:

This chart acts as a reading log for each student. It allows the teacher to track the pace at which individual students read and whether they understand the characters and main ideas of each section read.

### Story Outline:

This chart is used in conjunction with the Suspense Graph to record important plot events within each chapter or sections read. It can also be used to assess general comprehension.

### Suspense Graph:

By graphing the interest/suspense level of each chapter or section, the student is able to analyze the elements of plot development such as introduction, crises, climax, and resolution. The graph gives visual impact to the rise and fall in the action.

### Artifact Planning Sheet:

This sheet allows the group to plan the things that they will make to put in the display. It helps the students to consolidate ideas and consider necessary materials to facilitate the creation of the artifacts. This provides the opportunity for the teacher to gather the art supplies needed in advance. It also provides an outline for the rationale of the inclusion for the artifacts in the display.

### Assessment Sheets:

- Observation Feedback Sheet
- Learning Skills
- Novel Museum
- Rubric for Novel Museum

Available from: Ministry of Education. (2006). *Literacy for Learning: A Guide to Effective Literacy Instruction Grades 4 to: Volume Two Assessment*. Queen's Printer for Ontario.

- Group Skills Checklist for Literature Circles
- Sentence Stems for Self-Assessment: Oral Presentation
- Comprehension Strategies Checklist for a Reading Conference
- Oral Language and Listening Skills Checklist

Available from <http://books.heinemann.com/comprehending/graphicOrganizers.html>

- Talking About Reading: Observing for Evidence of Thinking- Six Students
- A Scale for Assessing Fluency





Name: \_\_\_\_\_ Book Title: \_\_\_\_\_

Story Outline

For each episode (chapter or section of the book), determine the most important plot development (event) and give a brief description of it.

Date read & Episode – Chapter or pages read	Description of the most important plot development. What was the most important thing that happened in this section? Describe it briefly.

<b>Date read &amp; Episode – Chapter or pages read</b>	<b>Description of the most important plot development. What was the most important thing that happened in this section? Describe it briefly.</b>

Name: \_\_\_\_\_ Book Title: \_\_\_\_\_

**Suspense Graph**

Using your Story Outline pages, create a chart of the level of suspense/interest/involvement that you felt for each section read.

Colour in the graph up to the level of interest you felt. Do this for each chapter or section read. Can you identify the climax of your story from the graph?

<b>Episode Read List chapter # or page #s</b>																		
<b>Very Interesting/Suspenseful</b>																		
<b>Somewhat Interesting/Suspenseful</b>																		
<b>A Little Interesting/Suspenseful</b>																		
<b>Not Very Interesting Rather boring in fact</b>																		
<b>Brief description of the main event(s) of this section read</b>																		

Title of Book: \_\_\_\_\_

Group Members: \_\_\_\_\_

### Novel Museum Artifact Planning Sheet

**Character Description:** male/female, age, clothing normally worn, physical looks, personality, likes, dislikes, abilities etc.

**Setting:** Where and when did the story take place, features of the place and time

**Plot:** What happened in the story? What problems were faced and how did the characters deal with these problems? What were the main events of the story?

**An artifact is something you can create or bring in to represent the elements of your book described above: Characters, Plot, Setting.**

**List as many possible artifacts as you can think of, the more the better. Make a list of the materials you will need to complete these artifacts. (This helps us to be prepared with the necessary supplies. This planning will assist in knowing if it is possible to do what you want to do).**

**Members of your group choose who will be responsible for each artifact.**

**You may work together on some of these artifacts if necessary.**

Character Description Plot Event Setting Description	Artifact	Materials Required (List all materials needed)	Who will be responsible?

<b>Character Description Plot Event Setting Description</b>	<b>Artifact</b>	<b>Materials Required (List all materials needed)</b>	<b>Who will be responsible?</b>

## Observation-Feedback Chart

Date: \_\_\_\_\_ Book: \_\_\_\_\_ Pages: \_\_\_\_\_

This is the group's \_\_\_\_\_ literature circle meeting for this book.

Group members:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Oral Communication and Reading Expectations: (review curriculum to specifically align grade expectations)

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Respected other people's opinions by asking for clarification for more information (Oral 2.2)						
Encouraged others to speak and did not dominate the discussion (Oral 2.2)						
Presents information to their peers in a focused and organized form (Oral 2.3)						
Contributed ideas to help solve problems, and listen and respond constructively to the ideas of others (Oral 2.1)						
Followed-up on others' ideas and recognized the validity of different points of view in group discussions 2.1						
Used appropriate reading comprehension strategies. (Reading 1.3)						
Analysed texts and explained how specific elements contributed to meaning (Reading 1.7)						
Expressed opinions about ideas and information in texts and cited evidence from the text. (Reading 1.8)						

<b>Learning Skills (NI, S, G, E)</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>	<b>Student 5</b>	<b>Student 6</b>
<b>Independent Work Responsibility</b> Accepts responsibility for completing tasks						
Accepts responsibility for own behavior						
<b>Independence</b> Works well without supervision and follows routines and instructions independently						
Demonstrates self-direction in learning						
<b>Use of Information</b> Demonstrates creativity in assessing information and ideas and in drawing relevant conclusions						
<b>Responsibility with Others - Responsibility</b> Assumes responsibilities in groups						
<b>Attitude</b> Willingly works with others						
<b>Co-operation</b> Listens to, acknowledges and considers differing opinions						
<b>Class Participation Leadership</b> Accepts various roles within the class and group						
<b>Team Attitude</b> Shows respect for the ideas of others in the class or group						
Supports ideas and thoughts of others						
<b>Responsibility</b> Takes share of own work to be done						
<b>Communication</b> Communicates well with group						
Contributes information and ideas to the group						

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



## Novel Museum



### Application

Applies reading strategies to comprehend the novel

Performance Level  
4 3 2 1 R

Makes text to self, text to text, and text to world connections

4 3 2 1 R

### Communication

Expresses and organizes ideas and information in oral and visual forms

4 3 2 1 R

Use appropriate tone of voice and gestures in novel museum presentation

4 3 2 1 R

Communicates for different audiences in presentation of novel museum components

4 3 2 1 R

### Thinking

Use appropriate strategies to organize and carry out projects (e.g., brainstorming, summarizing, reporting, giving and following instructions)

4 3 2 1 R

Interpreted, analysed, and formed conclusions to represent elements of the novel

4 3 2 1 R

### Achievement of Learning Skills

(N- Needs Improvement, S- Satisfactory, G- Good)

	N	S	G
Independent Work			
Initiative			
Homework Completion			

Use of Information

Cooperation with Others

Conflict Resolution

	N	S	G

Class participation

Problem-Solving

Goal-setting to improve work

	N	S	G

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

Novel: \_\_\_\_\_

## Rubric for Novel Museum Language Arts Unit

Activity	Level 1	Level 2	Level 3	Level 4	Evaluation
<b>Story Event Profile</b>	Identifies few of the elements in the selected novel in a disjointed order and provides little supporting detail	Identifies some of the elements in selected novel chronologically but provides limited supporting detail	Identifies and describes most of the elements in selected novel chronologically and provides supporting detail with some accuracy	Identifies and describes elements in the selected novel chronologically and provides supporting detail succinctly and with accuracy	
<b>Story Outline</b>	Identifies few of the main ideas in the selected novel in a disjointed order and provides little supporting detail	Identifies some of the main ideas in the selected novel chronologically and provides limited supporting detail	Identifies the main ideas in the selected novel chronologically and provides supporting detail with some accuracy	Identifies the main ideas in the selected novel chronologically and provides supporting detail succinctly and with accuracy	
<b>Character Profile Summary</b>	Identifies characters in the novel with no supporting detail	Identifies characters in the novel with limited supporting detail	Identifies and describes characters in the novel with general statements and with some supporting detail	Identifies and describes characters in the novel with accuracy and with supporting detail	
<b>Suspense Graph</b>	Makes few judgments about what is read on the basis of little evidence from the story	Makes limited judgments about what is read on the basis of minimal evidence from the story	Makes some judgments about what is read on the basis of evidence from the story with some accuracy	Makes judgments about what is read on the basis of evidence from the story with accuracy	
<b>Description of element of story for novel museum</b>	Few artifacts listed without a description or list of materials required	Limited list of artifacts with little description and partial list of materials required	Artifacts listed with descriptions and list of materials required and some sources	Many artifacts listed with full descriptions and a complete list of materials required and their sources	
<b>Display of artifacts required</b>	Artifacts are few and show minimal connection to the novel. Minimal use of a variety of media.	Artifacts are few but indicate the story with some chronological accuracy and limited detail. Limited use of a variety of media.	Display of some artifacts that represent the story with chronological accuracy and detail. Good use of a variety of media.	Display of many artifacts that represent the story with chronological accuracy and detail. Extensive use of a variety of media.	
<b>Organizational skills in creating novel museum</b>	Needs constant direction and frequent reminders about completion of required elements	Needs some direction and reminders to aid in completion of required elements	Is self-directed and needs some guidance in completion of required elements	Displayed leadership skills in organizing others to complete the task as well as contributing with the artifacts	
<b>Oral response during novel museum presentation</b>	Able to describe elements of the story from the few artifacts when prompted with little interest and enthusiasm. Demonstrates a weak understanding of the novel.	Able to describe elements of the story from the artifacts with a little prompting, with interest and some enthusiasm. Demonstrates a fair understanding of the novel.	Independently describes elements of the story from the artifacts with interest and enthusiasm. Demonstrates a good understanding of the novel.	Independently describes elements of the story from the many artifacts with interest and enthusiasm, engaging the listener. Demonstrates a full understanding of the novel.	
<b>Comments</b>					

## Appendix 2. Group Skills Checklist for Literature Circles

Student Name:

During Literature Circles:	Examples of my behaviour:
<input type="checkbox"/> I attend to the topic.	
<input type="checkbox"/> I participate actively in the group.	
<input type="checkbox"/> I listen carefully.	
<input type="checkbox"/> I ask questions.	
<input type="checkbox"/> I connect my ideas to the comments of others.	
<input type="checkbox"/> I allow all members of the group to participate.	
<input type="checkbox"/> I am constructive when I disagree.	
<input type="checkbox"/> I support opinions with evidence.	
<p>My goal(s) are:</p>  <p>Actions to reach my goals are:</p>	

#### Appendix 4. Sentence Stems for Self-Assessment: Oral Presentation

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

#### **Today I presented...**

My preparation was evident because...

I was focusing on the following criteria...

I was most successful when...

The part I enjoyed presenting was...

The strategy I used most successfully to convey meaning was...

Evidence of making a connection with my audience was...

Overall I think my presentation was...

Because...

I need to improve in the following areas...

The next time I make a presentation, I would like to try...

## Appendix 6. Comprehension Strategies Checklist for a Reading Conference

**How to Use This Checklist:** The teacher observes a student's responses to the text during reading conference. After discussion with the student, the teacher places a checkmark in the box that most closely represents his or her assessment of the student's use of each comprehension strategy listed. For ESL/ELD students and students with an IEP, it is important to consider the student's linguistic proficiency and/or the information contained within the IEP when completing this assessment tool and considering appropriate programming needs.

<b>Reading Conference</b> Student Name: _____ Grade: _____ Date: _____		
<b>The Proficient Reader</b>	<b>Met</b>	<b>Not Yet Met</b>
Demonstrates awareness that <ul style="list-style-type: none"> <li>• making meaning is the goal of reading</li> <li>• reading is an active process</li> </ul>		
Demonstrates that he or she <ul style="list-style-type: none"> <li>• thinks about the topic before reading</li> <li>• establishes a goal for reading</li> <li>• considers the difficulty, author, topic, genre, and form when selecting text</li> </ul>		
Demonstrates his or her ability to <ul style="list-style-type: none"> <li>• draw inferences</li> <li>• make connections</li> <li>• visualize</li> <li>• ask questions</li> </ul>		
Demonstrates awareness of <ul style="list-style-type: none"> <li>• the organizational structures of various text forms</li> <li>• how to identify relevant information</li> </ul>		
Demonstrates the ability to <ul style="list-style-type: none"> <li>• self correct</li> <li>• use strategies such as examining the context, note-taking, marking the text, rereading, and using a dictionary</li> </ul>		
Indicates an interest in reading <ul style="list-style-type: none"> <li>• to discover something new</li> <li>• for enjoyment</li> </ul>		
Demonstrates an understanding that <ul style="list-style-type: none"> <li>• reading adds value to one's life</li> </ul>		

## Appendix 8. Oral Language and Listening Skills Checklist

The following could be used as an observational checklist or simply as a guide for teacher observation and anecdotal note taking once these skills have been modelled and explicitly taught.

Student Name: ✓ + consistently ✓ usually ✓ – sometimes (✓) rarely

Performance Indicator		Date and Comments
Uses talk to guide the thinking process		
Uses talk as a problem solving tool		
Uses talk to clarify understanding		
Contributes to conversations and group discussion		
Shares ideas and retells anecdotes in a clear, organized manner		
Asks questions for clarification		
Articulates responses clearly		
Speaks clearly and expressively		
Listens to learn		
Listens for enjoyment		
Builds on the ideas of others		

## Talking about Reading: Observing for Evidence of Thinking – Six Students

CONTEXT: \_\_\_\_\_ INTERACTIVE READ ALOUD \_\_\_\_\_ LITERATURE DISCUSSION \_\_\_\_\_ GUIDED READING \_\_\_\_\_ OTHER \_\_\_\_\_

<b>Thinking within the Text</b> <i>Students</i>						
Notices and discusses interesting vocabulary.						
Recalls important information from the text.						
Summarizes parts of a text or the entire text.						

<b>Thinking beyond the Text</b> <i>Students</i>						
Makes predictions about what will happen.						
Connects the text to personal experiences.						
Brings background knowledge to the text.						
Connects the text to other texts.						
Infers cause and effect.						
Infers characters' motives and feelings; infers what the writer has implied.						
Identifies new information and incorporates it into present understandings.						

## Talking about Reading: Observing for Evidence of Thinking – Six Students (continued)

CONTEXT: \_\_\_\_\_ INTERACTIVE READ ALOUD \_\_\_\_\_ LITERATURE DISCUSSION \_\_\_\_\_ GUIDED READING \_\_\_\_\_ OTHER \_\_\_\_\_

<b>Thinking about the Text</b> <i>Students</i>						
Notices aspects of the writer's craft.						
Notices the way the text is organized or structured.						
Evaluates the accuracy or authenticity of the text.						
Evaluates the quality of the text.						
Analyzes or criticizes the ideas in a text.						

## A Scale for Assessing Fluency

<b>1</b>	<b>Rate</b>	Rate refers to the pace at which the reader moves through the text. An appropriate rate moves along rapidly with few slow-downs, stops, or long pauses to solve words. If a reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate. The pace is also appropriate to the text—not too fast and not too slow.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<b>Almost no</b> evidence of appropriate rate during the reading.	<b>Very little</b> evidence of appropriate rate during the reading.	<b>Some</b> evidence of appropriate rate during the reading.	<b>Almost all</b> the reading evidences appropriate rate.
<b>2</b>	<b>Phrasing</b>	Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Phrased reading should sound like oral language, although more formal.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<b>Almost no</b> evidence of appropriate phrasing during the reading.	<b>Very little</b> evidence of appropriate phrasing during the reading.	<b>Some</b> evidence of appropriate phrasing during the reading.	<b>Almost all</b> the reading is appropriately phrased.
<b>3</b>	<b>Intonation</b>	Intonation refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called “expression.”			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<b>Almost no</b> variation in voice or tone (pitch) to reflect the meaning of the text.	<b>Very little</b> evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	<b>Some</b> evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	<b>Almost all</b> the reading is characterized by variation in voice or tone (pitch) to reflect the meaning.
<b>4</b>	<b>Pausing</b>	Pausing refers to the way the reader is guided by punctuation (short breaths at commas; full stop at ending punctuation or dashes). Pausing also refers to how the reader uses the way print is organized on the page (line layouts, paragraphs, etc.)			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<b>Almost no</b> pausing to reflect the punctuation and the meaning of the text.	<b>Very little</b> pausing to reflect the punctuation and meaning of the text.	<b>Some</b> pausing to reflect the punctuation and meaning of the text.	<b>Almost all</b> the reading is characterized by pausing to reflect the punctuation and meaning of the text.
<b>5</b>	<b>Stress</b>	Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<b>Almost no</b> stress on appropriate words to reflect the meaning of the text.	<b>Very little</b> stress on appropriate words to reflect the meaning of the text.	<b>Some</b> stress on appropriate words to reflect the meaning of the text.	<b>Almost all</b> the reading is characterized by stress on appropriate words to reflect the meaning of the text.
<i>Provide an overall assessment of fluency below:</i>					
<b>6</b>	<b>Integration</b>	Integration involves the way the reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<b>Almost none</b> of the reading is fluent.	<b>Very little</b> of the reading is fluent.	<b>Some</b> of the reading is fluent.	<b>Almost all</b> of the reading is fluent.

## Using the Scale to Assess Fluency

- |           |   |
|-----------|---|
| <b>1</b>  | Find a readable text for the student, one that he or she can read with over 95% accuracy.<br><br>Decide whether you want to assess the first or second reading. |
| <b>2</b>  | Provide a brief, standardized introduction to the text.   |
| <b>3</b>  | Ask the student to read a significant portion of the text aloud; or have the student read the text once in full and then read it aloud for the second time.     |
| <b>4</b>  | Follow along as the student reads, using your own copy of the text, and marking errors.   |
| <b>5</b>  | Check the reading for accuracy—noting whether it is above 95%.  |
| <b>6</b>  | Use the rubric to rate the reading along the first five dimensions.   |
| <b>7</b>  | Make an overall assessment of the students' fluency—dimension 6 which refers to integrating the first five factors.   |
| <b>8</b>  | Repeat the assessment for a group of students.  |
| <b>9</b>  | Analyze reading fluency to determine what students are doing and not doing.   |
| <b>10</b> | Plan small and large group instruction to address areas of need.  |