

FORM 1.1**Self-Assessment and Goal Setting**

	No	To Some Extent	Yes	Rank Top 3 Goals
Comprehension instruction integrates literacy with disciplinary knowledge and vocabulary building.				
I use a wide variety of texts that are chosen deliberately to support instructional content and to stretch student thinking.				
I implement large-group and small-group discussions about text throughout the week.				
I provide explicit, sustained strategy instruction.				
I employ a systematic word study program that includes fluency, multisyllabic words, and morphology.				
I explicitly facilitate children's use of verbal and written expression to reflect their thinking about texts.				
Student participation in debates, argumentation, and/or projects is included in each unit of instruction.				
My instruction with diverse learners is informed by research on these populations.				

Note. Adapted with permission from Stahl and García (2015).

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FORM 3.1

Unit Introduction Template

Month	Topic	Content Discipline	Texts	Writing Focus

Big Ideas—Connective tissue or conceptual Velcro. Big ideas transfer to other contexts and manifest themselves in various ways within disciplines. Examples of transferable big ideas are change, exploration, freedom, power, justice, and so forth.

Essential Questions—Essential questions are open-ended. They “hook” the students into wanting to learn more about the topic. Every lesson within a unit should be exploring one of the essential questions cited for the unit. When writing essential questions, teachers should ask themselves, “What should my students remember and be able to do, or reflect on, a year from now?”

Essential Vocabulary (15–25)—Taught, tested throughout and at conclusion of unit

(continued)

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Unit Introduction Template *(page 2 of 3)*

Comprehension Strategy Focus—*What comprehension strategies will help students overcome the meaning-making hurdles of the texts encountered in the unit? (Pick 2/3 to teach directly and explicitly: activation and appropriate use of prior knowledge; purposeful predictions; visualization; text structure-narrative, expository-descriptive, compare-contrast, sequential, problem-solution; cause-effect; inference generation; ideational prominence; summarizing; questioning; monitoring; evaluation-critique)*

Skills—Knowledge that students need to arrive at big ideas, answer essential questions; facts, details, procedural processes

STANDARDS: Large-grain learning outcomes

Content Standards:

Reading Standards:

Writing Standards:

Speaking/Listening Standards:

(continued)

Unit Introduction Template *(page 3 of 3)*

OBJECTIVES: What are the observable, measurable learning outcomes of the unit?

ASSESSMENTS:

PROJECTS:

FIELD TRIPS:

Interact with the Text

- Work together to clarify and answer questions about the text.
- Work together to understand.
- Use strategies (predict, summarize, visualize, clarify, question) to help understand the text.
- Address themes.
- Ask significant questions.
- Connect specific pieces of text with personal experience.
- Provide evidence supporting multiple perspectives.
- Reread parts of the book.

Interact with Each Other

- Be prepared.
- Ask questions.
- Take turns talking.
- Give everyone a chance to talk.
- Listen actively and respond to each other.
- Be respectful.

Group Member	Rating	Reason
Yourself		

+Excellent ✓+Very Good ✓ Good ✓-Needs Improvement -Not Acceptable

FIGURE 7.1. Student self- and peer-evaluation template.

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The title of my story is _____
_____.

It takes place (when and where) _____
_____.

The main character is _____
_____.

The other characters are _____
_____.

The main character is upset because _____
_____.

The character tries to fix (resolve) the problem by _____
_____.

The other characters respond by _____
_____.

The story ends when _____
_____.

The theme/lesson of the story is _____
_____.

FIGURE 8.1. Frame for students' story writing.

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FORM 9.1**Retelling Record (Narrative)**

Oral _____ or Written _____

Date: _____ Pages: _____ Name and Author of Text: _____

Unprompted (U), Prompted (P), Response to Question (Q)	DOES THE RETELLING INCLUDE:	Yes/No and Comments
	Type of genre	
	Setting and its role	
	Main character	
	Other characters and their roles	
	A problem or goal	
	Initiating event	
	Episodes to resolve the problem or attain the goal	
	Problem resolution or goal attainment	
	Ending	
	Theme/Moral	

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FORM 9.2

Retelling Record (Informational)

Oral _____ or Written _____

Date: _____ Pages: _____ Name and Author of Text: _____

Unprompted (U), Prompted (P), Response to Question (Q)	DOES THE RETELLING INCLUDE:	Yes/No and Comments
	Main ideas	
	Supporting details (subordinate ideas)	
	Organization according to text structure (identify)	
	Text structure clue words (list)	
	Appropriate inferences	
	Erroneous information	
	Understanding of key vocabulary (list)	

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FORM 9.3**Strategy Checklist**

Student Names	Prediction	Summarization	Questions and Answers	Clarification	Visualization	Comments

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FORM 9.4**CAT Shopping Guide**

	Test 1 (example)	Test 2
Cost	<i>\$12.00/student</i>	
Grade levels/Subjects	<i>ELA/Math</i>	
Administration logistics (Time allocations, frequency, test window restraints)	<i>45–60 minutes 3X/year 21-day window</i>	
Test format	<i>ELA-adaptive, multiple choice Math-multiple choice, object manipulation</i>	
Technology information	<i>IPad Chromebook Laptop Requires clicking, dragging and dropping</i>	
Score reporting	<i>Lexiles, percentiles Subgroup filters Class breakdown by goal report Excellent visuals</i>	
Management system utility	<i>Includes excellent school reports for this test. However, it requires manual entry of any other external data.</i>	
Site design	<i>Tabs provide clean design, easy access to levels of data</i>	
Reliability and other technical information	<i>Renormed every 3 years 10 million students in sample .70 correlation with our state ELA test .74 correlation with our state math test</i>	

(continued)

Note. Worksheet and data adapted with permission from Queensbury Middle School, Queensbury, New York, in Stahl et al. (2020).

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CAT Shopping Guide (page 2 of 2)

	Test 1 (example)	Test 2
Response to intervention (RTI) adaptability, cut scores	<i>Goal-setting worksheet that includes projected growth</i>	
Progress monitoring materials	<i>Not available</i>	
Accommodations for emergent bilinguals and special learners	<i>Not available in Spanish, Text to speech available for a fee</i>	
Professional development	<i>Online training is included Fidelity checks available On-site training available for \$3,000.00/day</i>	
Freebies	<i>Pilot video training accessibility</i>	
Advantages	<i>Data remain accessible for 3 years</i>	
Other miscellaneous information	<i>PPT provided at the end of each year to display trends in testing</i>	
Next steps		

FORM 9.5

Literacy Conference Form

Name:	Date:
Points to Review:	
Student Goal:	
Teacher Goal:	
Future Focus:	

Note. Adapted with permission from García and Lang (2018).

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