

After the Reading

Retelling: Assessing Comprehension

After the child reads the benchmark book and you record a running record, have the child do an oral retelling of the story.

Ask the child to close the book and then tell you about the story in as much detail as she or he can remember. If the child has difficulty retelling parts of the story or remembering certain details, you can use prompts such as "Tell me more about (character x)" or "What happened after...."

Analyze the retelling for information the child gives about the following:

- Characters
- Main idea and supporting detail
- Sequence of events
- Setting
- Plot
- Problem and solution
- Response to text-specific vocabulary and language

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Retelling Checklist: Assessing Comprehension

- **MAIN IDEA:** Can the child tell you what happened in the story or what the factual book was about in his or her own words?
- **CHARACTERS:** Does the child include details about the characters in the retelling? Can she or he explain the relationships between the characters?
- **SETTING:** Can the child describe the setting? How detailed is the description?
- **PLOT/DETAILS:** Can the child recall the events of the story, and can he or she place them in the correct sequence?
- **CONFLICT/RESOLUTION:** Can the child identify the problem and the resolution?
- **VOCABULARY:** Does the child use vocabulary from the text?
- **LITERAL/INFERENTIAL:** Does the child's retelling demonstrate minimal, adequate, or very complete and detailed understanding of the text?

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Student Talk & Observation Checklist: THIS IS CRITICAL!!!!

After the reading, talk to the child about some of the things he or she did during the reading. Reinforce and praise certain behavior with comments and questions that focus on specific behaviors. For example, after the child reads the text, you might focus on a self-correction and ask, "How did you know it was people and not persons?"

Observation Checklist

In addition to the things revealed by the running record and retelling, there are other behaviors you should also be looking for. The things you should look for will vary with the reading level. They include the following:

- Does the child have mastery of directionality, one-to-one correspondence, return sweep, etc.?
- Did the errors made by the child make sense or sound right?
- Did the child attempt to self-correct?
- Did the child use the meaning, structure, and visual cues to identify words and get meaning from the text?
- Did he or she use them in an integrated way, or did he or she rely heavily on one particular source of information?
- Did the child make an attempt to read a word before asking you to help?
- Did the child attempt to re-read for understanding or just plow-ahead?
- How was the child's fluency? Did she or he just word-call?
- Did the child seem to recognize phrases?
- Were there many pauses? Were the pauses lengthy?
- How was the child's expression or intonation?

Assessing children's reading progress is key to moving them along at the proper developmental rate. The combination of information gained from the analysis of a running record, qualitative analysis, and analysis of a child's retelling will help you select the appropriate books for your children's reading levels. Remember, it does the reader little good to be placed at a reading level that is too difficult for him or her.

Bottom line: Running records will help you match children with the appropriate level of reading materials. It should help guide instruction.

Strategy Group Lessons

Skill: Students:	Skill: Students:	Skill: Students:
Skill: Students:	Skill: Students:	Skill: Students:
Skill: Students:	Skill: Students:	Skill: Students: