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| **Pre-unit Reading Survey**Students take a survey that asks them to quantify their abilities in four areas: 1) developing strategies for close reading—identification of key ideas and details; 2) applying context—integration of knowledge and ideas, skills and strategies; 3) analyzing genre—comparison of craft and structure; 4) metacognition—self-management of reading, thinking, and writing skills  |
| **Developing strategies for close reading: identification of key ideas and details Yes No** |
| **1** | **I can use strategies to help me identify important lines or passages.** |  |  |  |  |  |
| **2** | **I can identify the relationship between important lines or passages.** |  |  |  |  |  |
| **3** | **I can track an idea across a text.** |  |  |  |  |  |
| **Applying context: integration of knowledge and ideas** |
| **4** | **I can use what I know about the author or time period to help identify and analyze central idea(s) and theme(s) of a text.** |  |  |  |  |  |
| **5** | **I can make connections within a text and between multiple texts to identify and analyze central idea(s) and theme(s) of a text.** |  |  |  |  |  |
| **6** | **I can evaluate a text by exploring the central idea(s), theme(s), style, and point of view of a text.** |  |  |  |  |  |
| **Analyzing genre: comparison of craft and structure** |
| **7** | **I can use what I know about the genre to help me comprehend a text.**  |  |  |  |  |  |
| **8** | **I can name the essential characteristics of various narrative genres.** |  |  |  |  |  |
| **9** | **I can evaluate each text I read based on the anticipated characteristics of a genre.** |  |  |  |  |  |
| **Metacognition: self-management of reading, thinking, and writing skills** |
| **10** | **I can set personal reading goals that propel my growth as a reader.** |  |  |  |  |  |
| **11** | **I can use strategies to stay engaged while reading difficult or uninteresting texts.** |  |  |  |  |  |
| **12** | **I can self-monitor when I read and apply fix-up strategies to help me comprehend the character(s), plot, and central idea(s).** |  |  |  |  |  |