







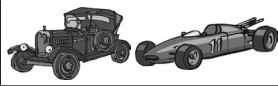












Figure 6.11 Sample Self-Assessment for Prosody

<p> I can read with fluency. I put my words together so my reading sounds right and makes sense. This means that I am paying attention to my phrasing.</p> <p>PHRASING:</p>			
1	2	3	4
<p>I read word-by-word, or one word at a time, like a robot.</p>  <p>I - like - to - read. - It - is - fun.</p>	<p>I am trying to read the way the author wrote the words. Sometimes I read 2 or 3 words at a time. Sometimes I read word by word, like a robot.</p>  <p>I like - to - read. It - is fun.</p>	<p>I am really close to reading the words the way the author wrote them. I usually read in 3 or 4 word groups.</p>  <p>I like to - read. It - is fun.</p>	<p>I put the words together the way the author wrote them. I put the words together so that it makes sense.</p>  <p>I like to read. It is fun!</p>
<p> I can read with fluency. I read at the correct rate. Not too quickly, and not too slowly. My reading sounds right and makes sense.</p> <p>RATE:</p>			
1	2	3	4
<p>I am really slow and have to figure out each word on the page. I read so slowly that it really does not make sense.</p> 	<p>I can be slow because I have to read word-by-word when I don't know the words. I take breaks, pause too much, and repeat words when I read.</p> 	<p>I try to read like I talk. Sometimes I go too fast, or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.</p> 	<p>I read like I talk. I only slow down, stop, or repeat words when it make sense and sounds right.</p> 
<p> I can read fluently. I use the punctuation to help me know how to read the story, so that it sounds right and makes sense.</p> <p>PUNCTUATION:</p>			
1	2	3	4
<p>I don't pay attention to periods, commas, exclamation points, question marks, and quotation marks when I read. My reading doesn't sound right or make sense.</p> 	<p>Sometimes I use the punctuation, but I might use it the wrong way.</p> 	<p>I usually pay attention to the punctuation. I may make a mistake every once in a while.</p> 	<p>I always pay attention to the punctuation. My reading sounds right and makes sense.</p> 

(Continued)

(Continued)

🎯 I can read fluently. I read with expression so that it sounds interesting and makes sense.			
EXPRESSION:			
1	2	3	4
<p>My reading sounds boring and doesn't really make sense because I don't read with expression.</p>	<p>I am trying to read with expression, but I may read it the wrong way sometimes.</p>	<p>I read with expression most of the time. My reading sounds interesting most of the time.</p>	<p>I always read with expression so it always sounds interesting and exciting.</p>
			

Source: Adapted from Kristin Houser (www.mshouser.com) and from Houser, K. (n. d.). *Tracking my progress: Fluency*. Retrieved from <http://www.mshouser.com/instructional-coaching/tracking-my-progress-fluency>

Image sources: Boy on the phone image courtesy of iStock/ia_64; Bentley car image courtesy of Pixabay/Karen Arnold; all other images courtesy of clipart.com.

Retrieved from the companion website for *Teaching Literacy in the Visible Learning Classroom, Grades K–5* by Douglas Fisher, Nancy Frey, and John Hattie. Thousand Oaks, CA: Corwin. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.