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

Oral Reading

**Paper or Plastic or Cotton?** (126 words)

Spring 6

**Consumption**

Worldwide, about 4 billion plastic bags are trashed each year. Tied end to end, the bags could circle Earth 63 times.

**Paper**

North Americans consume more than 10 billion paper bags each year. About 14 million trees are chopped down annually to make paper bags. Paper waste makes up about 50% of materials in landfills.

**Plastic**

Canadians use up to 10 billion plastic bags each year. It is estimated that 28 million kilograms of plastic bags are dumped in landfills each year.

Between 9 and 12% of material in landfills is plastic waste.

**Cotton**

It is estimated at 7 kilograms of textile waste per Canadian are dumped in landfills annually.

In Canada, textile waste makes up about 4% of materials in landfills.

|  |
| --- |
| **Notice if the student…**  \_\_ rereads text \_\_ sounds word out \_\_ covers the ending and  \_\_ asks for help \_\_ looks at the pictures looks for smaller words  \_\_ skips the word and comes back \_\_ chunks the words \_\_ self-corrects  \_\_ tries to figure out what makes \_\_ uses text features other \_\_ finger points  sense in the sentence than pictures |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Halting | Careful | Confident | Fluent | Expressive |
| -little expression  -short phrases  -slow with long pauses and repetition | -some expression that conveys meaning  -longer word phrases some of the time  -moderate rate with some pauses and repetitions  -little flow | -expression generally reflects mood and pace  -longer, meaningful phrases some of the time  -rate with a few pauses or repetitions  -sounds like talk | -expression reflects mood and pace  -longer, meaningful phrases most of the time  -good rate – flow- may be an occasional pause | -very expressive in mood and pace – like a performance  -consistently longer, meaningful phrases  -rate reflects the ‘passion’ of the author’s voice |

**READING ASSESSMENT CONFERENCE Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Paper or Plastic or Cotton?**

SPRING 6

\*This conference should feel like a good chat about the book. The prompts are here to guide you. Feel free to build on the students’ response but keep the conference brief\*

Ask, after reading, the following questions:



**How do you usually figure out words you don’t know? (Examples: interference, military, pollution)**

Word Strategies: (Do not show this list to students.)

\_\_\_ finger points \_\_\_ chunk the word

\_\_\_ reread it \_\_\_ skip it

\_\_\_ look at the pictures \_\_\_ cover the ending and look for

\_\_\_ ask someone smaller words

\_\_\_ break the word into syllables \_\_\_ sound it out

\_\_\_ look it up in the dictionary \_\_\_ try and figure out what makes

sense in the sentence

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**What do you do to help yourself when you don’t understand what you are reading?**

Sense Strategies: (Do not show this list to students.)

\_\_\_ reread it \_\_\_ make a picture in my mind

\_\_\_ skip it \_\_\_ try another book

\_\_\_ look in the paragraph for \_\_\_ make notes on what I’ve read

     words I know \_\_\_ make a connection between the

\_\_\_ look at the pictures and                              \_\_\_ ask someone       text, yourself, the world, another text, captions

\_\_\_ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What connections did you make as you were reading?

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1. Tell me something that you learned or surprised you about this article?

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