

Taking Control of Our Language

How did we do thinking and talking about the text?

	Outstanding! Advanced 4	Skillful Proficient 3	Ordinary Basic 2	Do Over Below Basic 1
Idea & Language Development	We spoke confidently about ideas that mattered.	Our conversation showed we understood the important ideas in the text.	We needed the teacher's help to talk about ideas that mattered.	We talked about ideas and events that didn't help us understand the text.
	Our thinking was insightful. We made inferences about ideas, emotions, motivations and relationships	We talked more about the inside of the text than we did about the explicit action.	We mostly talked about the action described in the text.	We retold what we read.
	We stayed close to the text and developed one important idea at a time.	We mostly stayed with one idea but needed help to talk more deeply about it.	We let the teacher guide the thinking and talking about the text.	We strayed from the text making predictions that didn't help us understand the text's meaning.
	We held onto several ideas throughout the entire text and made connections between them.	We held onto at least one idea throughout the entire conversation.	We needed help to understand how ideas were connected to each other.	We depended on the teacher to help us hold onto an idea.
	We deliberately used scholarly language and shared complex ideas and vocabulary with each other.	We used some scholarly independently.	We used scholarly language when the teacher reminded us.	Our talk was like a social conversation.
	Participation	Our conversation flowed from idea to idea.	There were places where we talked easily without prompting.	We relied on the teacher to ask questions.
We listened attentively and built on each other's thinking.		We often referred to each other's ideas when we talked.	We looked with interest at the classmate who was speaking.	We just listened and talked to the teacher.
We all volunteered our thinking.		We heard from several different students.	A few students did most of the talking/thinking.	No one was talking.
It seemed easy and natural to contribute to the conversation.		We helped each other get into the conversation.	We were comfortable taking turns without raising our hands.	We depended on the teacher to make us talk and think.