

Consider these suggestions as you assess what students have learned and how they are reacting to the texts. As you read aloud and invite initial responses, keep the following in mind:

**Look for**

- attention (bright eyes, nodding heads, sadness, window-gazing, inattention)
- obvious interest (or lack thereof) in hearing the text or seeing any illustrations
- focus or distractibility
- understanding or confusion reflected by body language
- positive or negative attitude

**Listen for**

- sounds of engagement (laughter, sighs, groans)
- questions
- “What ifs” and “Yes, buts”
- comments that indicate understanding or confusion
- informal conversations about the text after the read-aloud
- talk about the story and related issues
- connections and reflections
- thoughtful silence
- “Read it again!”

**Talk about** (in discussions, “grand conversations,” chats, or conferences)

- questions you and your students have about the text
- images brought to mind by the text
- thoughts that were aroused
- possible responses
- connections and reflections
- patterns that emerged

**Notice**

- who chooses the text for independent reading
- who uses something from the text in their writing
- who responds to the text in what way
- who chooses another text that is somehow related (same series, author, genre, etc.)