

# Creating a Reader Portrait

Read the prompts below and think about: What do you already know? What would you like to learn? What additional questions might you ask to get a complete, current portrait of your students as readers?

## Language as an asset

- What languages do they speak? Read? Write? Listen?
- What types of things do they read and in what languages do they read them?
- What are some literacy practices they bring from their homes and home language(s)? (For example, being read to, oral storytelling, or storytelling through music, dance, or puppetry, etc.)

## Reading preferences

- What are their most and least favorite reading materials? Why?
- What are their most and least favorite topics or subjects to read about? Why?
- Do they prefer reading individually or collaboratively? On paper or electronically?

## Reading strengths and challenges

- What strategies do other teachers implement that successfully support your students' reading comprehension?
- What practices do your students like to engage in to support their understanding while reading?
- What do your students want you to know about them as readers? What do parents want you to know about them?

## Data analysis

- What does standardized assessment data (WIDA ACCESS for ELLs scores, other reading measures, etc.) tell you about your students' reading skills? How does their reading data compare to data on their speaking, listening, and writing skills?
- What does formative and summative classroom assessment data tell you about your students' strengths and needs that may not be noticed by the standardized assessments?
- What implications might your data have on teaching and learning?

## Notes: