



STUDENT NAME:

Assessment Checklist Early Reading Stage Levels E (8) & F (10)

Title	Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
EARLY STAGE: GUIDED READING LEVEL E (8)						
El gran concurso de pasteles	Identifying and using the text pattern	Can the student identify and use the text pattern in the book?				
Un pastel para Mimoso	Reading the left page before reading the right	Does the student read the left page before reading the right page?				
Superperros	Reading with phrasing and fluency	Does the student read with phrasing and fluency?				
¡Metiche nos salvó!	Attending to punctuation	Does the student notice punctuation marks when reading?				
Insectos	Understanding needed to read a puzzle book	Can the student use the question-and-answer pattern?				
¿Dónde están las uvas?	Drawing inferences – carrying meaning from one page to the next	Does the student carry their inferences from one page to the next?				
Calamar	Reading a report and using an index	Can the student use an index to find information in the book?				
Gran Calamar y Pequeño Calamar	Using punctuation to support reading	Does the student's voice change when reading a question?				
El ciruelo	Checking pictures and labels to support reading	Does the student refer to the pictures and labels while reading?				
Mi árbol	Using letter cues	Does the student use letter cues to make sense of the book?				
Charlie y los cocodrilos	Using initial letters to solve unknown words	Does the student use the first letter when encountering new words?				
¡No me comas!	Locating known words	Can the student point to a known word in different places in the book?				
Grandes casas, animales pequeños	Locating unknown words	Can the student point to an unknown word in the book?				
¡Tina se va de casa!	Using pictures as context clues	Does the student look for clues in the pictures to read the text?				

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Cuando sale el sol	Using letter cues – does it look right?	Does the student match what is being read with the word in the book?				
Cuando se pone el sol	Using letter cues – scanning the word for the final letter	Does the student use all the letters in the word?				
Nuestro lugar	Self-monitoring when an error is made	Does the student re-read the sentence and correct it when an error is made?				
¿Dónde podemos jugar?	Reading punctuation marks	Does the student notice punctuation marks?				
Cómo cuidar de tus ranas	Understanding how procedural texts work	Does the student know to read instructions?				
El nuevo estanque de Rana	Using syntax to support reading – does it sound right?	Does the student know the type of word that would fit?				

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EARLY STAGE: GUIDED READING LEVEL F (10)						
Mantenerse a salvo en la playa	Cross-checking using visual cues: Does that look right?	Does the student use pictures to check meaning?				
El rescate de Sara en la playa	Cross-checking using meaning: Does that make sense?	Does the student think about what would make sense?				
Orugas asombrosas	Cross-checking using syntax: Does that sound right?	Does the student think about what sounds right?				
Orugas para el almuerzo	Rereading to comprehend text	Does the student reread to help comprehension?				
Rescate de murciélagos	Using visual cues independently	Does the student use the visual information without prompting?				
Sara y los murciélagos	Reading a text written in the first person	Does the student know who is telling the story?				

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Enséñame cómo hacerlo	Using meaning cues independently	Does the student make sense when they read?				
Pequeño Cachorro	Self-extending – being able to discover new things independently	Does the student notice patterns in words?				
El equipo para saltar a la cuerda	Understanding the use of tense to support reading	Does the student use the correct tense when reading?				
La carrera divertida	Using visual cues to support reading	Does the student pay attention to the letters in unfamiliar words?				
Cuidar a los polluelos de avestruz	Self-monitoring	Does the student self-monitor while reading?				
Papá Avestruz y los nuevos polluelos	Using picture cues to confirm	Does the student look at the pictures to confirm what was read?				
Atracciones para todos	Self-monitoring	Does the student self-monitor while reading?				
En el parque de atracciones	Making predictions about the characters	Can the student predict what characters will do next?				
Animales que necesitan lodo	Reading labels to get information	Did the student read the labels to make sense of the information?				
¡Lodo, lodo, lodo!	Using syntax to support reading for meaning	Did the student make sure the reading sounded right?				
Mantenerse a salvo	Using semantic cues to decode	Does the student think about the information as they read?				
Buscar el almuerzo	Using semantic cues to re-read and correct	Does the student re-read to make sense of the story?				
Los grandes barcos necesitan remolcadores	Reading diagrams to add meaning	Does the student look at the diagrams?				
El equipo de remolcadores	Self-monitoring when reading	Can the student self-monitor while reading?				