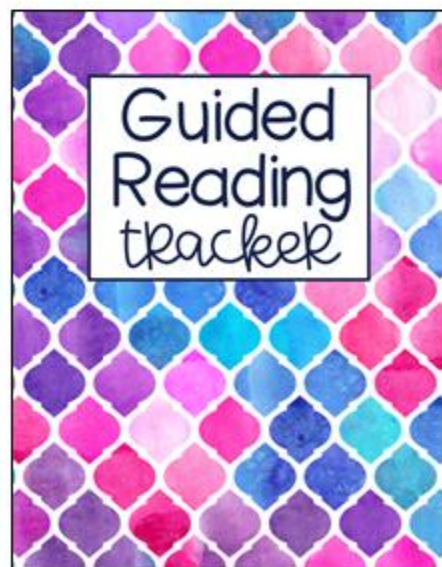
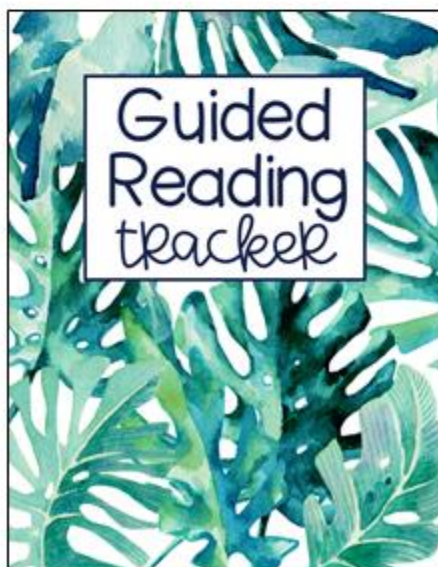
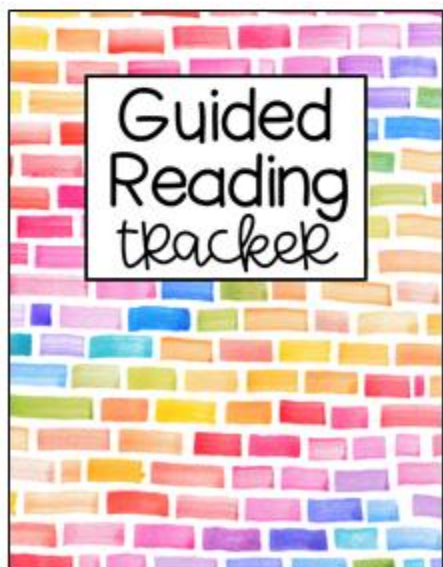
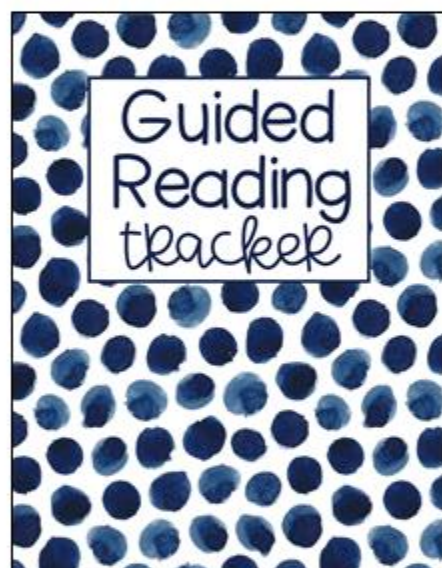
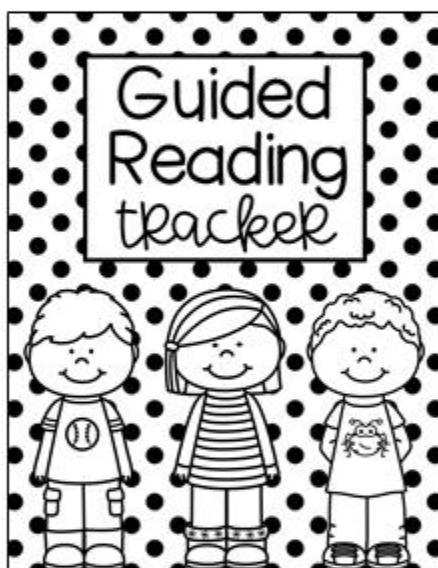
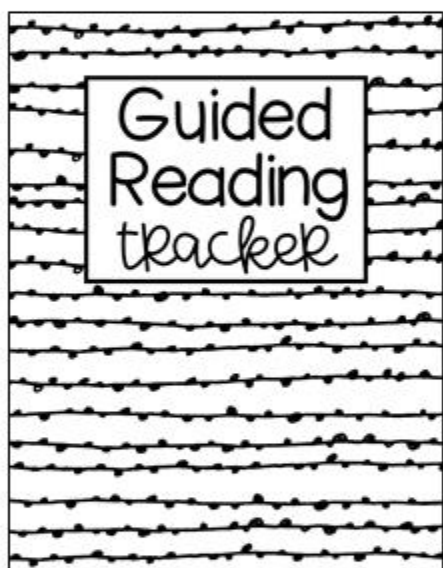


Includes 6 optional
guided reading cover
options if you would like
to make a book/folder.



FULL INSTRUCTIONS INCLUDED:

Predicting
Predicting involves making an educated guess about what may happen. An author's clues (pictures/text) are used to help make predictions.

Visualizing
Visualizing involves making mental pictures while reading. Students use their prior knowledge to help them create these images.

Making Connections
Making connections occurs when students connect what they are reading to what they already know. They might make connections to their own life, to another text or to the world.

Inferring
To infer, students combine what they already know with clues from the text. They can then make assumptions about what the author is trying to say, even if it is not explicitly stated in the text.

Synthesizing
Synthesizing occurs when students change their thinking as they read.

Comprehension Observation Guide

This tool allows you to evaluate the comprehension strategies that students can effectively demonstrate and those that they require additional support with. This is also a great tool to use as a pre-assessment.

There are questions included under each category to help guide you. Simply rephrase these questions in context with the book they are reading. You may like to ask one question from each category when you are completing the evaluation.

COMPREHENSION OBSERVATION			
Name	Date	Level	
Text			
Predicting	Visualizing	Making Connections	
<ul style="list-style-type: none"> What do you think the text is going to be about? What clues from the text are going to help you predict? What do you think the characters are going to do next and why? What do you think is going to happen next? What does the author want you to think? 	<ul style="list-style-type: none"> How do you picture what you are reading? What do you see in your mind's eye? How do you think the author is trying to help you understand the text? What do you think the author is trying to say? 	<ul style="list-style-type: none"> How do you think the author is trying to help you understand the text? What do you think the author is trying to say? How do you think the author is trying to help you understand the text? What do you think the author is trying to say? 	
Inferring	Synthesizing	Determining Importance	
<ul style="list-style-type: none"> What do you think the author is trying to say? What do you think the author is trying to say? What do you think the author is trying to say? What do you think the author is trying to say? 	<ul style="list-style-type: none"> How do you think the author is trying to help you understand the text? What do you think the author is trying to say? How do you think the author is trying to help you understand the text? What do you think the author is trying to say? 	<ul style="list-style-type: none"> What do you think the author is trying to help you understand the text? What do you think the author is trying to say? How do you think the author is trying to help you understand the text? What do you think the author is trying to say? 	
Summarizing	Notes		

Fluency Observation

This quick and easy assessment tool allows you to find the fluency areas that students need development with. While observing them reading, simply mark whether they display the skill rarely/never, sometimes or consistently. This is also a great tool to use as a pre-assessment.

FLUENCY OBSERVATION RUBRIC			
Name	Date	Text	
Reads most words automatically and accurately	Rarely/Never	Sometimes	Consistently
Reads at good pace			
Reads smoothly			
Uses expression/feeling while reading			
Changes voice to suit punctuation			
Notes:			

ASSESSMENT GUIDE

	Purpose	Recommended Frequency
Student Level Tracker	To keep track of students' current reading levels and show past growth.	<ul style="list-style-type: none"> As students progress between levels During formal benchmarking
Guided Reading Notes	To keep quality notes during each guided reading lesson. Can help to guide future instruction.	<ul style="list-style-type: none"> Daily. This should be used during each guided reading lesson
Guided Reading Observation (Mini)	To quickly and effectively discover students strengths/struggles in reading.	<ul style="list-style-type: none"> Monthly or Quarterly Can also be used pre-assessment
Guided Reading Observation (Comprehensive)	To discover students strengths/struggles in reading.	<ul style="list-style-type: none"> Quarterly or Half Yearly Can also be used pre-assessment
Comprehension Evaluation	To determine students' comprehension levels.	<ul style="list-style-type: none"> Quarterly or Half Yearly Can also be used pre-assessment

Expression:
This refers to how students change their voice while reading. Their changes in consideration with punctuation (periods, exclamation marks, question marks, commas, speech marks) and they read with feeling/emotion. Expression helps to build fluency and can be an indicator of heightened comprehension.

Comprehension:
Comprehension is the ability to understand the meaning of the text. It requires students to process the text and assimilate it with what they already know. Comprehension can occur before, during and after reading. Often when a student struggles with word recognition, comprehension may be impaired as their focus is spent on decoding rather than understanding.

Fluency:
Fluency refers to the ability to read smoothly, accurately and at an appropriate pace. It means that the student is no longer struggling to focus on the text.

Reading On/Rereading
Students will often come across words that they are unable to decode. When this happens, reading on or rereading the sentence can help them to gather more information and context which helps them to decode the word. They might also reread a sentence when they have lost the meaning of what they are reading.

Sounding Out
Sounding out is the process whereby students decode a word by identifying the sound of each letter and then blending these sounds to form the word. They phonetically say the letter sounds of the word and then blend them to read the word. For examples, c-a-t is cat.

Chunking
Chunking is the process where students break words into smaller chunks in order to be able to read them. For example, stand can be chunked into st-and. Chunking is important for decoding words with blends, digraphs, vowel teams, multisyllables and more.

Using Picture Clues
To help them decode words, students can refer to the picture or surrounding sentences to provide them with more context.

Guided Reading Observation (Comprehensive)

This sheet is a comprehensive version of the mini checklist on the previous page. It allows you to evaluate students' basic reading skills, decoding skills, self-monitoring skills, word knowledge, fluency and comprehension. It can effectively reveal where a student needs to improve. This is also a great tool to use as a pre-assessment.

The comprehensive component is based upon the reading comprehension strategies (predicting, visualizing, making connections, inferring, synthesizing, determining importance, questioning and summarizing.) You can use the comprehension evaluation also included in this packet to guide you.

GUIDED READING OBSERVATION	
Name	Date
Basic Skills	Fluency
<ul style="list-style-type: none"> Identifies letters Identifies sounds Identifies words Identifies punctuation 	<ul style="list-style-type: none"> Reads most words accurately Reads at an appropriate speed Reads smoothly Uses expression/feeling Changes voice to suit punctuation
Decoding Skills	Comprehension
<ul style="list-style-type: none"> Identifies words Identifies punctuation Identifies words Identifies punctuation 	<ul style="list-style-type: none"> Identifies words Identifies punctuation Identifies words Identifies punctuation
Self-Monitoring	Notes
<ul style="list-style-type: none"> Identifies words Identifies punctuation Identifies words Identifies punctuation 	
Word Knowledge	
<ul style="list-style-type: none"> Identifies words Identifies punctuation Identifies words Identifies punctuation 	

Please note: If a student does not require a finger/pointer to read (and reads with 1:1 correspondence effectively) they should not be encouraged to use a finger/pointer. They are exhibiting higher-level reading behavior by being able to use their eyes alone to guide their reading.

Guided Reading Notes

This sheet allows you to take comprehensive notes during daily guided reading lessons. The checklists in the center allow you to indicate whether students have exhibited certain reading behaviors. This data can be useful in informing future instruction.

To fill in the checklist, I use the following symbols:

- ✓ Tick if student effectively demonstrates the behavior during reading.
- ↘ Diagonal line if the student does not effectively demonstrate this behavior.
- BLANK Leave blank if not applicable

GUIDED READING NOTES		
Student Name	Observed	Notes
Sam	<ul style="list-style-type: none"> Identifies letters Identifies sounds Identifies words Identifies punctuation 	<ul style="list-style-type: none"> Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read
Amy	<ul style="list-style-type: none"> Identifies letters Identifies sounds Identifies words Identifies punctuation 	<ul style="list-style-type: none"> Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read
Chang	<ul style="list-style-type: none"> Identifies letters Identifies sounds Identifies words Identifies punctuation 	<ul style="list-style-type: none"> Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read
Emma	<ul style="list-style-type: none"> Identifies letters Identifies sounds Identifies words Identifies punctuation 	<ul style="list-style-type: none"> Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read
Amira	<ul style="list-style-type: none"> Identifies letters Identifies sounds Identifies words Identifies punctuation 	<ul style="list-style-type: none"> Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read Used finger/pointer to read

Student Level Tracker

The level tracker is the perfect way to keep a record of students' reading levels. There are 2 ways that this tracker can be used:

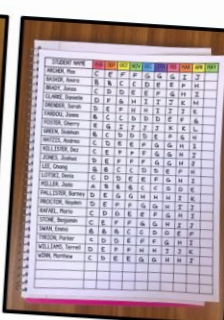
Organize by Reading Level

Simply fill in the relevant levels at the top of the of the graph and write students' names on the side. It's a great idea to write in dates/months as shown in the picture below.



Organize by Month

Simply fill in the months of your school year and write students' names on the side. Write in students levels each month.



Levels are totally editable.

These months are totally editable.