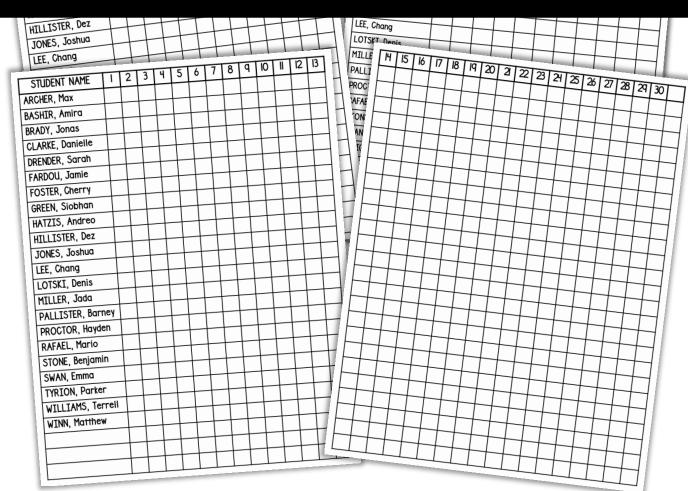


Student names and levels are editable:

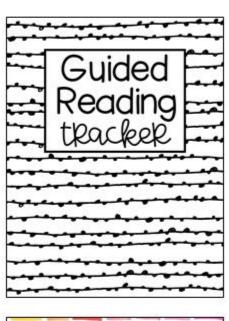
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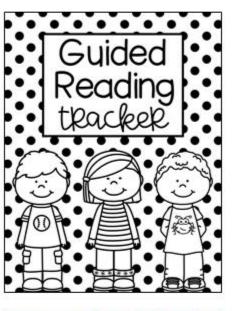
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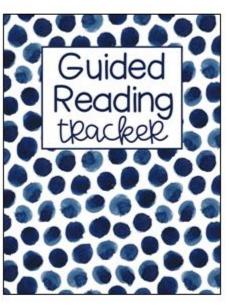
Editable Names and Levels

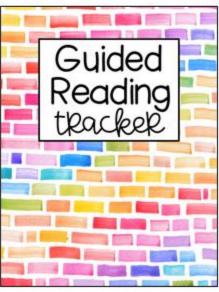


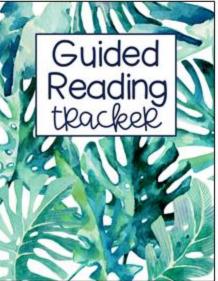
Includes 6 optional guided reading cover options if you would like to make a book/folder.

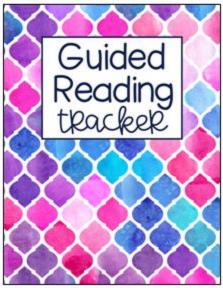












FULL INSTRUCTIONS INCLUDED:

Predicting

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

Visualizing

Visualizing involves making mental pictures while reading. Stud their prior knowledge to help them create these image

Making Connections

Moking connections occurs when students connect what they are what they already know. They might make connections to their another text or to the world.

Inferring

To infer, students combine what they already know with clues text. They can then make assumptions about what the authority. explicitly stated in the text.

ASSESSMENT GUIDE

Purpose

To keep track of students

current reading levels and

show past growth.

To keep quality notes during

each guided reading lesson.

Can help to guide future

instruction.

To quickly and effectively

discover students

strengths/struggles in

readina

To discover students

strengths/struggles in

reading.

To determine students

comprehension levels.

Synthesizing

Recommended

Frequency

As students progress

Daily. This should be

used during each

quided reading less

Monthly or Quarter

Can also be used

pre-assessment

Quarterly or Half

pre-assessment.

Quarterly or Hal

Can also be use

pre-assessment

Yearly Can also be used

between levels

During formal

benchmarking

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 preassessment

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.

OMPRE		SERVATION Date:
me:		Level
ođ:	Visualizing	Making Connections
Predicting yithed do you their thin had in young to be dised? solved do you their this abstracts is going to do had one why? Whind do you their his going to hopped notify Whist class did	O What 64 you paties when you need this part?	O How does that soon remail gov of another tookulturated en? How does the book event reman you of foresthing in the ned you of foresthing in the ned
hoppen man't virus hoppen man't virus you use? Inferring Whited out you wifer chart. What dates have you use? What date have you use? What date have you wise? What out you wifer from the popular out all the should be you will have not you will have not you will be	Synthesizing O while did gou there ident to before reading? In while do gou there ident to now? O while mails you charge to	his which to trave about the shared returned?

Expression:

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

Comprehension:

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

Fluency:

Fluency refers to the ability to read smoothly, accurately parapriate pace. It means that the student is no longer

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 whather thou dienting the ability and consistent of the control of th That structures need development with, while observing them reading, simply mark whether they display the still rarely/never, sometimes or consistently.

This is also a great tool to use as a pre-assessment.

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

TON DURRIC

Students will often come across words that they are unable to decode Students will orren come across words that they are unable to decode. When this happens, reading on or rereading the sentence can help them to decode information and combat which halos than to decode the When his nappers, reading on or rereading the sentence can help them to gather more information and context which helps them to decode the TO grainer more micrimation and context which reigns them to decode the word. They might also reread a sentence when they have lost the meaning of what they are reading.

Sounding out is the process whereby students decode a word by identifying the sound of each letter and then blending these sounds to then blend them to read the word for examples. n the word, iney prionetically say the terrer sounds or the word then blend them to read the word, For examples, c-a-t is cat.

Chunking is the process where students break words into smaller chunks in Churking is the process where students areax words little stitutes of order to be able to read them. For example, stand can be churked into a character of the process of the character of the ch order to be able to read them, nor example, stand can be distincted into Strand. Chunking is important for decoding words with blends, digraphs,

Using Picture Clues

To help them decode words, students can refer to the picture or surrounding sentences to provi knowledge

Guided Reading Observation (Comprehensive)

This sheet is a comprehensive version of the mini checklist on the this sheet is a comprehensive version of the thin crecular on the revolution page. It allows you to evaluate students' basic reading skills, and insulation of burner and revious page. It allows you to evaluate students basic reading skills, self-monitoring skills, word knowledge, fluency and decoding sails, seit-monitoring sails, word anomeuge, indexly and comprehension. It can effectively reveal where a student needs to omprenension. It can ettectively reveal where a student needs Improve. This is also a great tool to use as a pre-assessment.

comprehension component is based upon the reading comprehension Comprehension component is based upon the reading comprehension strategies (predicting, visualizing, making connections, inferring, thesizing, determining importance, questioning and summarizing.) You hask students questions related to each of these strategies or you no use the comprehension evaluation also included in this banket to an use the comprehension evaluation also included in this packet to ITHEN DEADTHE O

	Date	
	Lovel	_
Basic Skills on left to right, has to author. I	Fluency	=
Mi defendant to a	Keals most works according	7
nds and sentances	Reads of an appropriate spend	
(Ingerporter	Keels snoothly	7
Decoding Skills	Uses expression/feeing	
8 solve unknown words	Afters your to suf paretation	
picture clues	Comprehensi	on
urknown words	Makes predictions	1
ng	Veutices	+
ass's off assistantend	Makes corrections	+
-16.14	Motes references	+
elf-Monitoring	Sythesizes	+
s atrore pitter information to	Delarmines importance	7
et words	Asks questions	
help active unknown worsts	Retablisammences	
ordern meaning	Notes	-
than a word does not till native		-
ad W	1	
rd Knowledge	11	
out high frequency words.	11	
sel sonti		
t ond Needs	11	

Please note: If a student does not require a finger/pointer to read (and reads with I: 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 is sneet allows you to take comprehensive hores during during grading 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

Student Name	Silly Brother Date 27th May 19 Observations Observations Observations Observations Occupations Occupations	
Sam	Charles of Charles of Preside of the Charles of Charles	1
Amy	Officers Office process can Conference of Co	1
Chang	Othering the frequency wints. Othering the frequency wints. Othering the frequency wints. Othering the frequency wints. Othering the second of the frequency wints. Othering the freq	1
Emma	Granting the frequency with the property of th	1
/// //	O'CHES OF Treasure and to the Control of the Contro	

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:

Drganize by Reading Level

Simply fill in the relevant levels the top of the of the graph and write students' names on the side. It's a great idea to ite 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



evels are totally editable.

These months are totally editable