

STUDENT NAME:

Assessment Checklist Emergent Reading Stage Levels C (3-4) & D (6)

Title	Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
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EMERGENT STAGE: GUIDED READING LEVEL C (3 - 4)

My Horse	Matching one to one	Does the student read one word for each word on the page?				
The Car Race	Recognizing some high-frequency words	Can the student point to high-frequency words in the book?				
The Fruit Store	Using the photographs to identify unknown words	Does the student use photographs to read unknown words?				
Bananas Are Best	Using initial letters to solve unknown words	Does the student use the first letter of an unknown word to read it?				
Winners	Matching each word read with each word on the page	Does the student point to and read the words on the page?				
Rabbit and Fox	Locating an unknown word in the text	Does the student re-read to find an unknown word?				
In the Forest	Locating known words in a text	Can the student point to a known word in the book?				
Finding Food	Locating known words in a text	Can the student point to a known word in different places in the book?				
Big Brothers	Self-monitoring – going back and checking after making an error	Does the student re-read to check if an error was made?				
Cat and Mouse	Self-monitoring – going back and checking when unsure of what comes next	Does the student stop when what was read did not make sense?				



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Looking for Animals	Recognizing the pattern of the book	Does the student recognize the pattern of the book?				
Where is Frog?	Matching the text and the pictures	Does the student match the text to the pictures?				
Amazing Animal Parts	Locating known and unknown words	Can the student point to known and unknown words throughout the book?				
Turtle is Stuck	Using pictures to solve unknown words	Does the student look for clues in the pictures to read the text?				
The Big Box	Self-monitoring – being able to point to each word that is read	Does the student match what was being read with the author’s words?				
Pirate Sam	Self-monitoring – being able to use what has been read to check for meaning	Does the student notice that there were some patterns in this book and use them to make sense of the story?				
The Fog Came In	Crosschecking – knowing when the words have run out and checking cues to find the right place in the text	Does the student go back and re-read when the words being read did not match the words in the book?				
Lost in the Fog	Crosschecking – looking at letters to help predict the words	Does the student check that the words being read had the right letters?				
At Grandpa’s Farm	Crosschecking – checking that the sounds heard in the word match the letters in the word	Does the student think about what would make sense and then read the sentence again?				
A New Farm for Cow	Crosschecking – after an initial wrong reading response, a second attempt is made	Does the student reread to make sure that the sounds and the letters match?				



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EMERGENT STAGE: GUIDED READING LEVEL D (6)						
Look at My Clothes	Using the photographs to identify unknown words	Does the student look at the pictures to read unknown words?				
Where is My Mother?	Cross-checking the picture with what makes sense	Does the student look at the picture when the reading does not make sense?				
What Do Bats Eat?	Self-monitoring – checking that the words match	Does the student check that the letters in the word match the sound?				
Big Bat’s Lunch	Self-monitoring – checking that what you read makes sense	Does the student make sure that what was read makes sense?				
Ant Nests	Crosschecking – after making an error the reader is able to check one cue against another	Does the student check what is being read?				
Where Is My Nest?	Crosschecking – checking that a word looks right	Does the student think about what made sense when checking to see if the words being read had the right letters?				
Lots of Legs	Crosschecking – making sure that the word sounds right	Does the student make sure that what was read sounds right?				
The Best Legs	Searching the text for syntactic cues – language structure	Does the student know to make their reading sound right?				
My Camp Journal	Searching for cues in the text – using meaning cues	Did the student make sure that what was being read made sense?				
A Monkey in the Camp	Searching for cues in the text – using visual cues	Did the student make sure that the word being read looked right?				

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Turtles	Predicting what word will come next	Does the student predict what word will come next while reading?				
A Home For Turtle	Cross-checking the picture with what makes sense	Does the student look at the picture when the reading does not make sense?				
Let's Do the Monkey Bop	Using initial letters to solve unknown words	Does the student use the first letter when encountering new words?				
Little Monkey's Dance	Matching the text and the pictures	Does the student match what they are reading with the pictures?				
What Am I?	Searching – after an error has been identified, the reader tries to work out what has gone wrong	Does the student search the words in the text and the photographs to help correct errors?				
Tad Grows Up	Searching – re-reading a passage and thinking about what would make sense	Does the student pause and search in the pictures and text?				
Spiders	Searching – when an error is perceived, searching the page and reading again, asking oneself what would make sense?	Does the student notice when a mistake was made? Re-read the sentence and think about what would make sense.				
A Good Trap	Searching – using the information on the page to correct errors	Does the student think about what was being read and make sure that the words and the photographs match?				
On the Move	Self-correcting – finding an error and correcting when prompted	Can the student correct errors when prompted?				
Grandpa's Car	Self-correcting independently	Does the student correct errors made without prompting?				