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## Assessment Checklist Advanced Fluent Reading Stage: Guided Reading Levels Q–S (40) & T–V (50) continued

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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### ADVANCED FLUENT READING STAGE: LEVEL T (50)

<b>Animals in Danger: Orangutans</b>	Identifying important ideas	Can the student identify important ideas?				
<b>Ahmad's Journey</b>	Identifying words that describe emotion in dialogue	Can the student identify words that describe emotion in dialogue?				
<b>Discovering the Lost World</b>	Identifying how visual images complement or extend the written text	Can the student identify how visual images complement or extend the text?				
<b>Exploring Galápagos</b>	Identifying the historical facts within the text	Can the student identify the historical facts?				

### ADVANCED FLUENT READING STAGE: LEVEL U (50)

<b>Fighting For Children's Rights: The Story of Lewis Hine</b>	Inferring the importance of the subject's accomplishment	Can the student make inferences about the importance of the subject's accomplishment?				
<b>A Dollar a Day</b>	Linking character development to events in the plot	Can the student link character development to events in the plot?				
<b>The Camera Doesn't Lie!</b>	Inferring the author's point of view	Can the student make inferences about the author's point of view?				
<b>The Scoop</b>	Linking character development to events in the plot	Can the student link character development to events in the plot?				



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### ADVANCED FLUENT READING STAGE: LEVEL V (50)

<b>Living in Harsh Environments</b>	Identifying how visual images complement or extend the written text	Can the student identify how visual images complement or extend the text?				
<b>Into the Desert</b>	Recognizing variations in narrative text structure (flashback)	Does the student recognize variations (the use of flashback) in narratives?				
<b>The Mystery of the Pyramids</b>	Making inferences about the beliefs and perspectives of people who lived in the past	Can the student make inferences about the beliefs and perspectives of people who lived in the past?				
<b>King For a Week</b>	Identifying the historical facts within a narrative	Can the student identify historical facts in a narrative?				