



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)						
The Great Cake Bake-Off	Identifying and using the text pattern	Can the student identify and use the text pattern in the book?				
A Cake for Cuddles	Reading the left page before reading the right	Does the student read the left page before reading the right page?				
Super Dogs	Reading with phrasing and fluency	Does the student read with phrasing and fluency?				
Nosey Saves the Day!	Attending to punctuation	Does the student notice punctuation marks when reading?				
Insects	Understanding needed to read a puzzle book	Can the student use the question-and-answer pattern?				
Where Are the Grapes?	Drawing inferences – carrying meaning from one page to the next	Does the student carry their inferences from one page to the next?				
Squid	Reading a report and using an index	Can the student use an index to find information in the book?				
Big Squid and Little Squid	Using punctuation to support reading	Does the student’s voice change when reading a question?				
The Plum Tree	Checking pictures and labels to support reading	Does the student refer to the pictures and labels while reading?				
My Tree	Using letter cues	Does the student use letter cues to make sense of the book?				
Charlie and the Crocodiles	Using initial letters to solve unknown words	Does the student use the first letter when encountering new words?				
Don’t Eat Me!	Locating known words	Can the student point to a known word in different places in the book?				



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

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Big Homes, Little Animals	Locating unknown words	Can the student point to an unknown word in the book?				
Tiff Leaves Home!	Using pictures as context clues	Does the student look for clues in the pictures to read the text?				
When the Sun Comes Up	Using letter cues – does it look right?	Does the student match what is being read with the word in the book?				
When the Sun is Going Down	Using letter cues – scanning the word for the final letter	Does the student use all the letters in the word?				
Our Spot	Self-monitoring when an error is made	Does the student re-read the sentence and correct it when an error is made?				
Where Can We Play?	Reading punctuation marks	Does the student notice punctuation marks?				
Looking After Your Frogs	Understanding how procedural texts work	Does the student know to read instructions?				
Frog's New Pond	Using syntax to support reading – does it sound right?	Does the student know the type of word that would fit?				

EARLY STAGE: GUIDED READING LEVEL F (10)						
Keep Safe at the Beach	Cross-checking using visual cues: Does that look right?	Does the student use pictures to check meaning?				
Sally's Beach Rescue	Cross-checking using meaning: Does that make sense?	Does the student think about what would make sense?				
Amazing Caterpillars	Cross-checking using syntax: Does that sound right?	Does the student think about what sounds right?				
Caterpillars for Lunch	Rereading to comprehend text	Does the student reread to help comprehension?				
Bat Rescue	Using visual cues independently	Does the student use the visual information without prompting?				
Sally and the Bats	Reading a text written in the first person	Does the student know who is telling the story?				



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Teach Me How	Using meaning cues independently	Does the student make sense when they read?				
Little Cub	Self-extending – being able to discover new things independently	Does the student notice patterns in words?				
Looking After Ostrich Chicks	Self-monitoring	Does the student self-monitor while reading?				
Father Ostrich and the New Chicks	Using picture cues to confirm	Does the student look at the pictures to confirm what was read?				
Rides for Everyone	Self-monitoring	Does the student self-monitor while reading?				
At the Fun Park	Making predictions about the characters	Can the student predict what characters will do next?				
The Jump Rope Team	Understanding the use of tense to support reading	Does the student use the correct tense when reading?				
The Fun Run	Using visual cues to support reading	Does the student pay attention to the letters in unfamiliar words?				
Animals that Need Mud	Reading labels to get information	Did the student read the labels to make sense of the information?				
Mud, Mud, Mud!	Using syntax to support reading for meaning	Did the student make sure the reading sounded right?				
Keeping Safe	Using semantic cues to decode	Does the student think about the information as they read?				
Looking for Lunch	Using semantic cues to re-read and correct	Does the student re-read to make sense of the story?				
Big Ships Need Tugboats	Reading diagrams to add meaning	Does the student look at the diagrams?				
The Tugboat Team	Self-monitoring when reading	Can the student self-monitor while reading?				