

Title	Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
<b>TRANSITIONAL STAGE: GUIDED READING LEVEL G (12)</b>						
<b>Caza de insectos</b>	Using text features to support comprehension	Can the student use the different text features of a procedure to help understanding?				
<b>Deshacerse de los insectos</b>	Attending to punctuation to support expressive and fluent reading of dialogue	Does the student take notice of quotation marks, question marks, and explanation points when reading?				
<b>Una rana en un estanque</b>	Using initial and final letters to figure out unknown words	Does the student use initial and final letters to figure out unknown words?				
<b>Demasiado frío para Rana</b>	Cross-checking using visual cues: Does that look right?	Does the student use pictures to check meaning?				
<b>¿Qué hay para desayunar?</b>	Reading text written in the first person	Does the student recognize who is talking in the book?				
<b>El desayuno del Rey</b>	Comprehension – implying meaning	Can the student make inferences about a character?				
<b>El club de patinaje</b>	Using meaning cues – checking pictures and headings	Did the student use the heading and photographs to help comprehension?				
<b>Ele va a patinar</b>	Using letter cues – scanning words	Did the student look at all the letters in the words?				
<b>Caminatas</b>	Using semantic cues	Does the student’s reading make sense?				
<b>Maya y el príncipe</b>	Reading punctuation	Does the student take notice of question marks and exclamation marks when reading the text?				

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<b>Vacaciones de verano</b>	Cross-checking using syntax: Does that sound right?	Does the student think about what sounds right?				
<b>Acampar con papá</b>	Connecting events/ideas in the story	Does the student connect the sequence of events and ideas in the story?				
<b>Mantarrayas</b>	Using an index	Did the student use the index to find information in the text?				
<b>La mantarraya que quería volar</b>	Cross-checking using meaning	Does the student think about what would make sense?				
<b>Colas inteligentes</b>	Reading an index	Can the student use the index to locate information in the text?				
<b>La cola del Mono</b>	Reading direct speech and punctuation	Did the student recognize direct speech?				
<b>Enredaderas y trepadoras</b>	Reading a puzzle book	Does the student understand the pattern of the text?				
<b>Cultivo de sandías</b>	Self-monitoring – rereading and self-correcting	Does the student stop and reread when an error is made?				
<b>Hacer amigos</b>	Comprehension – relating personal experiences to a text	Can the student relate personal experiences to those in the text?				
<b>La grulla azul</b>	Using letter cues to decode	Does the student check all the letters when decoding?				

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<b>TRANSITIONAL STAGE: GUIDED READING LEVEL H (14)</b>						
<b>Puentes fantásticos</b>	Using the photographs and captions	Does the student use the photographs and captions to gain meaning?				
<b>Juan el explorador y la ciudad oculta</b>	Using prior knowledge to make connections	Does the student make connections with what they already know?				
<b>Cuidar a un mono bebé</b>	Asking questions about the information	Does the student ask questions to gain meaning?				
<b>El rescate de las ardillas bebé</b>	Making predictions about the story	Can the student predict what will happen in the story?				
<b>Comedores de insectos</b>	Reading a summary chart	Can the student make sense of a summary chart?				
<b>Tengo hambre</b>	Comprehension – being able to read, understand, and discuss the plot	Does the student understand the plot of the story? (Beginning, problem, solution, ending.)				
<b>Animales en cuevas</b>	Reading labels, fact boxes, and tables	Does the student use the labels, fact boxes, and tables when reading?				
<b>Hay oro en esa cueva</b>	Using illustrations to support reading	Does the student use the illustrations to extend understanding of the text?				
<b>El naufragio del Maitland</b>	Syntax – using the sentence structure to decode	Does the student use the structure of the sentence to help to decode?				
<b>La gran carrera de vapores de ruedas</b>	Reading a recount	Does the student understand that this story happened in the past?				
<b>Álbum del huracán</b>	Making inferences about characters	Does the student make inferences about the characters?				
<b>¿Dónde está Coco?</b>	Making connections about characters' feelings	Can the student make connections between what happens to the characters and their feelings?				

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<b>¿Qué necesitan las plantas?</b>	Recognizing and using knowledge of text structure	Does the student understand how the information is organized?				
<b>El gran concurso de cultivo de calabazas</b>	Making text-to-text connections (link to traditional tale)	Can the student make the connection between the text and the traditional tale?				
<b>Las nutrias marinas y el bosque de algas</b>	Reading captions to gain further information from the text	Does the student refer to the captions when reading?				
<b>La suerte de las nutrias marinas</b>	Self-correcting for meaning	Does the student self-correct for meaning?				
<b>Lluvia monzónica</b>	Reading captions to gain further information from the text	Does the student read the captions to gain extra information from the text?				
<b>El ave sabia</b>	Self-correcting for meaning	Does the student self-correct when meaning breaks down?				
<b>No más basura</b>	Comprehension – understanding the text’s literal meaning	Does the student understand the message the book is sending?				
<b>La roca de Killeen</b>	Reading a rhyming text	Can the student read the text aloud with rhythm?				