

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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**EARLY FLUENT STAGE: GUIDED READING LEVEL I (16)**

<b>Motocicletas</b>	Asking questions	Does the student ask questions to gain meaning?				
<b>Un nuevo trabajo para Tomás</b>	Making inferences about characters	Does the student make inferences about the characters?				
<b>Cuando los leones cazan</b>	Self-correcting when an error is made	Does the student stop and reread when an error is made?				
<b>El baile de Rory</b>	Using chapter headings to predict	Can the student use the chapter headings to predict what will happen in the text?				
<b>¡Ay! Me duele</b>	Linking fact boxes and text information	Does the student understand how the information is organized?				
<b>¡No tiene gracia, Carlitos!</b>	Making connections	Can the student make connections between the different events in the text?				
<b>Flamencos</b>	Monitoring and clarifying	Does the student self-monitor reading and clarify meaning?				
<b>Rubí en el medio</b>	Using multiple sources of information to decode words	Does the student use multiple sources of information to decode words?				
<b>Los olores de los animales</b>	Using chapter headings and photographs to predict	Does the student understand how the information is organized?				
<b>Ángel hace limpieza</b>	Self-correcting errors	Did the student stop and reread when an error was made?				
<b>Plantas pegajosas y peligrosas</b>	Using a glossary to find the meaning of words	Can the student use the glossary to check the meaning of unknown words?				
<b>Cuidando a Chispa</b>	Reading dialogue with phrasing and fluency	Does the student read dialogue with phrasing and fluency?				
<b>Serpientes asombrosas</b>	Connecting information	Did the student connect information from each chapter of the book?				
<b>Las olimpiadas de serpientes</b>	Using letter clusters to decode – scanning through words from beginning to end	Does the student check all the letters when decoding?				

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<b>Vivir cerca de un volcán</b>	Searching for meaning cues in the photographs and text	Did the student use both the words and the photographs to understand the text?				
<b>¡Alerta volcánica!</b>	Using multiple sources of information to solve words	Is the student attending to meaning, syntax, and visual information as he/she reads new words?				
<b>La nueva vida de Nadif</b>	Comparing and contrasting	Does the student compare and contrast the information he/she is reading?				
<b>La manada de Gasari</b>	Making inferences about a character	Does the student make inferences about the characters?				
<b>Mensaje enviado</b>	Using an index to locate words	Can the student use an index to find information in the text?				
<b>Salvamos a papá</b>	Linking events in the story	Does the student understand the sequence of events?				

### EARLY FLUENT STAGE: GUIDED READING LEVEL J (18)

<b>Al rescate</b>	Using an index to locate information	Did the student use the index to find information in the text?				
<b>Supersam</b>	Linking illustrations and text	Did the student link the illustrations to the text to gain meaning?				
<b>Sobrevivir en el bosque helado</b>	Comparing and contrasting	Does the student compare and contrast the information when reading?				
<b>Cómo Alce aprendió a nadar</b>	Summarizing the plot	Can the student talk about the main events in the story?				
<b>¡Puedes marcar la diferencia!</b>	Asking questions	Does the student ask questions to gain meaning?				
<b>¡Salvemos a las nutrias marinas!</b>	Making inferences about characters	Does the student make inferences about the characters?				
<b>Elefantes del desierto</b>	Integrating information from photographs and text	Can the student integrate information from the photographs and text?				
<b>Hermano elefante</b>	Visualizing	Can the student visualize to gain meaning?				

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<b>EARLY FLUENT STAGE: GUIDED READING LEVEL J (18)</b>						
<b>Mi diario de fútbol</b>	Recognizing and using text features (journal)	Can the student recognize and use the text features of a journal?				
<b>Los Leones Valientes</b>	Using a range of problem-solving strategies	Does the student make inferences about the characters?				
<b>Comida divertida para preparar y comer</b>	Recognizing and using text features (procedure)	Does the student know how to read a procedural text?				
<b>El nuevo cocinero de la reina</b>	Making predictions	Can the student make realistic predictions about the story?				
<b>En lo profundo del mar</b>	Using a table of contents to predict	Can the student use the table of contents to predict what the story might be about?				
<b>Una aventura en lo profundo del mar</b>	Linking illustrations and text	Did the student link the illustrations to the written text to gain meaning?				
<b>La limpieza de nuestro pantano</b>	Recognizing the sequence of events in a recount	Can the student recall the sequence of events in a recount?				
<b>Los polluelos de cisne</b>	Summarizing the plot	Can the student talk about the main events in the story?				
<b>Natación en aguas heladas</b>	Integrating caption and text information	Does the student integrate the information from the captions with the information in the text?				
<b>El gorro de pesca de la suerte</b>	Identifying a problem and solution	Can the student identify the problem and solution in the narrative?				
<b>Robots de hoy, robots del mañana</b>	Searching for information	Does the student search for information in the diagrams, photographs, and captions?				
<b>Robots fuera de control</b>	Reading a rhyming text	Did the student self-correct errors as he/she read?				