



Assessment Checklist Advanced Fluent Reading Stage: Guided Reading Levels Q–S (40)

STUDENT NAME:

Despegando
hacia la lectura™

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 Q (40)

Tras la escena del zoológico	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
Tan lejos de casa	Identifying characters' attitudes and the actions that reveal these	Can the student identify characters' attitudes and the actions that reveal these attitudes?				
¡Llévame a la escuela!	Making inferences about the information presented	Can the student make inferences about the information?				
Escalera al cielo	Identifying how a character changes from the beginning of a story to the end	Can the student describe how and why characters change in a story?				
¿Cómo se hace un campeón?	Comparing and contrasting the information in each chapter	Can the student compare and contrast the information in each chapter?				
Como pez en el agua	Describing how and why characters changed from the beginning of the story to the end	Can the student describe how and why characters change in a story?				
HeroRATs: Ratas heroínas	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
Una ratite inteligente	Identifying how a character changes from the beginning of the story to the end	Can the student describe how and why characters change in a story?				



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ADVANCED FLUENT READING STAGE: LEVEL R (40)						
El majestuoso río Mississippi	Searching for information in a variety of graphics (photos, illustrations, captions, maps)	Can the student use visual images to find information?				
El niño y el río	Identifying the historical facts within a narrative	Can the student identify the historical facts?				
¿Cuál es la atracción?	Comparing the information in each chapter	Can the student compare and contrast the information in each chapter?				
Rescate en el Cañón Azul	Identifying and recognizing the reason for varying narrative structure (flashback)	Does the student recognize variations (the use of flashback) in narratives?				
Los primeros visitantes	Making inferences about the information	Can the student make inferences about the information?				
Odiseo y el Cíclope	Identifying the language of the text type (legend)	Can the student identify the language used in a legend?				
Polio: Una enfermedad aterradora	Searching for information in a variety of visual images (photos, a timeline, maps)	Can the student use visual images to find information?				
¡A bailar!	Recognizing and understanding the use of a journal within a narrative structure	Can the student recognize and understand the use of a journal in a narrative?				



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ADVANCED FLUENT READING STAGE: LEVEL S (40)

Proteger al pueblo flechero	Making inferences about information	Can the student make inferences about the information?				
¡Intrusos!	Identifying a character's thoughts and feelings by observing their actions and speech	Can the student identify the link between how a character thinks and feels and what they do and say?				
Explorar el espacio	Searching for information in a variety of graphics (photos, captions, fact boxes, diagrams)	Can the student use visual images to find information?				
Rescate en el mar	Identifying how a character changes from the beginning of a story to the end	Can the student describe how and why characters change in a story?				
Nuestra Tierra activa	Searching for information in a variety of visual images (photos, diagrams, maps)	Can the student use visual images to find information?				
Nace un géiser	Recognizing variations in narrative structure (flashback)	Does the student recognize variations (the use of flashback) in narratives?				
Energía limpia	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
Sobreviviente del terremoto	Identifying the language the author uses to signal changes in setting (time and place)	Can the student identify the language used to show changes in time and place?				