

West Irvine Intermediate Guided Reading Progress Report

Student: _____ Teacher: _____

Grading Period: 1 2 3 4

This report is designed to provide information about your child's progress through Guided Reading. Teachers continuously 'Assess', 'Decide', and 'Guide' students using differentiated instruction in small groups. There are two aspects of increasing your child's ability to read: Text Level and Reader Stage. There are five Reader Stages: Pre-A, Emergent, Early, Transitional and Fluent. *Each stage is described by specific reader characteristics. Your child's current characteristics are indicated by a check mark.*

Instruction is provided using texts that become more complex (difficult) as the level increases. The book levels are indicated with letter of the **alphabet A – Z**. Students must have the ability to **read AND write** independently at a level before being promoted to a new level. *Your child's **instructional level** is circled on their report. If you choose a book for your child to read independently, it should be at a level lower than what is indicated on this report.*

The book leveling system can be compared to other information using the following chart:

Reading Stage	Guided Reading Levels	Grade Level	MAP - Lexile
Pre-A		Pre- K	
Emergent	A-C	K	
Early	D - I	1	Up to 300L
Transitional	J- P	2 -3	140L - 700L
Fluent	N - Higher	3 - 5	700L - 910L

Early

Level Range (Instructional Level Circled):

D E F G H I

Characteristics:

Oral language skills:

___ Oral language is a strength
___ Language is interfering with progress

___ Has average language skills to retell a story

Works independently:

___ Takes risks/ tries to read unknown words

___ Has adequate independence

Reads for meaning:

___ Reading for meaning is a strength

___ Some errors make sense

___ Does not read for meaning

Monitor for visual information:

___ Consistently monitors for visual information

___ Sometimes monitors visual information

___ Struggles to break apart words

Takes words apart:

___ Taking words apart is a strength

___ Attends to a few parts in words.

___ Struggles to break apart words

Foundational skills:

___ Strong phonetic skills.

___ Knows and applies most of the short

vowels, diagraphs, **Knows Sight Words:**

___ Sight word knowledge strength

___ Adequate number of sight words

___ Weak sight word knowledge

Reads fluently:

___ Strong

___ Adequate

___ Weak

Retells:

___ Complete

___ Adequate

___ Weak