

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

Emergent

Level Range (Instructional Level Circled):

A B C

Characteristics:

Knows letters and sounds:

___ Knows ___ letter names

___ Knows ___ letter sounds

Identifies sight words:

___ Identifies ___ sight words

___ Writes ___ sight words

Hears sounds in words:

___ Hears and records beginning consonants

___ Hears and records medial vowels

___ Hears and records final consonants

Uses MSV:

___ Meaning errors

___ Visual Structures

___ grammatical structure errors

Matches one-to-one:

___ Looks at and points to word; no inserts/omits

___ Does not appear to look at words

___ Appears to look at words; a few inserts/omits

Uses pictures:

___ Consistently searches the picture for information

___ Does not use the picture

___ Occasionally searches the picture for information

Uses first letters:

___ Consistently uses initial letter sounds at difficulty

___ Ignores first letters

___ Occasionally uses initial letters

Cross checks:

___ Consistently cross-checks.

___ No evidence of cross checking

___ Occasionally cross-checks