

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

Transitional

Level Range (Instructional Level Circled):

J K L M N O P

Characteristics:

- Consistently stops and tries to fix errors
- Solves words
- Applies phonetic skills

Reads fluently:

- Reads with appropriate phrasing
- Reads with intonation
- Attends to punctuation
- Reads with intonation
- Reads with appropriate rate

Develops Vocabulary:

- Good oral language knowledge
- Extensive background

Retells:

- Student recalls key details
- Engages in conversations about text

Reads independently:

- Reads independently without prompting
- Complete and detailed retelling
- With prompting will read independently
- Adequate retelling

Writing

- Writes legibly
- Uses phonetic spelling.
- Writing is completed using standard structure
- Uses spelling resources
- Puts a period at the end of a sentence
- Spells multisyllabic words
- Puts spaces between words
- Writing makes sense
- Rereads writing for meaning
- Writes complete sentences
- Uses capital letters appropriately