

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

Fluent

Narrative Texts (Instructional Level Circled):

N O P Q R S T U V W X Y Z

Strategies that have been introduced:

- | | |
|--|--|
| <input type="checkbox"/> Retelling | <input type="checkbox"/> Asks and answers questions |
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Applies vocabulary strategies |
| <input type="checkbox"/> Analyzes characters | <input type="checkbox"/> Infers |
| <input type="checkbox"/> Evaluates | |

Characteristics:

- | | |
|--|---|
| <input type="checkbox"/> Proficient and independent using the strategy understanding of strategy | <input type="checkbox"/> Demonstrates limited |
|--|---|

Informational Texts (Instructional Level Circled):

N O P Q R S T U V W X Y Z

Strategies that have been introduced:

- | | |
|--|---|
| <input type="checkbox"/> Retelling | <input type="checkbox"/> Asks and answers questions |
| <input type="checkbox"/> Main idea/details | <input type="checkbox"/> Summarizes |
| <input type="checkbox"/> Applies vocabulary strategies | <input type="checkbox"/> Analyzes relationships |
| <input type="checkbox"/> Infers | <input type="checkbox"/> Evaluates |
| <input type="checkbox"/> Text Features | <input type="checkbox"/> Text Structure |

Characteristics:

- | | |
|--|---|
| <input type="checkbox"/> Proficient and independent using the strategy understanding of strategy | <input type="checkbox"/> Demonstrates limited |
|--|---|

Writing Characteristics:

- | | |
|---|--|
| <input type="checkbox"/> Writes meaningful sentences | <input type="checkbox"/> Organizes writing |
| <input type="checkbox"/> Maintains focus in writing | <input type="checkbox"/> Maintains sentence fluency |
| <input type="checkbox"/> Spells with accuracy | <input type="checkbox"/> Includes meaningful details |
| <input type="checkbox"/> Consistently uses capitalization and punctuation phrases | <input type="checkbox"/> Uses transition words and |