STUDENT NAME: _____

Titles	Possible reading strategies	Observed behaviours	Is beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
EMERGENT READING STAGE: LEVEL C (3)						
Winners	Matching each word read with each word on the page.	Does the student point to and read the words on the page?				
Rabbit and Fox	Matching the number of words on the page with the number of words they read.	Does the student read one word for each word on the page?				
In the Forest	Locating known words in a text.	Can the student point to a known word in the book?				
Finding Food	Identifying and reading direct speech.	Can the student point out and read direct speech in the book?				
Big Brothers	Self-monitoring – going back and checking after making an error.	Does the student reread to check if an error was made?				
Cat and Mouse	Self-monitoring – going back and checking when unsure of what comes next.	Does the student stop when what was read did not make sense?				
EMERGENT READING STAGE: LEVEL C (4)						
The Big Box	Self-monitoring – being able to point to each word that is read.	Does the student match what is being read with the words on the page?				
Pirate Sam	Self-monitoring – being able to use what has been read to check for meaning.	Does the student notice that there were some patterns in this book and use them to make sense of the story?				
The Fog Came In	Cross-checking – knowing when the words have run out and checking cues to find the right place in the text.	Does the student go back and reread when the words being read did not match the words in the book?				
Lost in the Fog	Cross-checking – checking that the sounds heard in the word match the letters in the word.	Does the student check the word they have read by looking at the letters in the word?				
At Grandpa's Farm	Cross-checking – after an initial wrong reading response, a second attempt is made.	Does the student think about what would make sense and then read the sentence again?				
A New Farm for Cow	Cross-checking – checking that the sounds heard in the word match the letters in the word.	Does the student check the word they have read by looking at the letters in the word?				

STUDENT NAME: _____

Titles	Possible reading strategies	Observed behaviours	Is beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
EMERGENT READING STAGE: LEVEL D (5)						
Ant Nests	Cross-checking – after making an error the reader is able to check one cue against another.	Does the student check what is being read?				
Where Is My Nest?	Cross-checking – checking that a word looks right.	Does the student think about what made sense when checking to see if the words being read had the right letters?				
Lots of Legs	Searching the text for syntactic cues – language structure.	Does the student know to make their reading sound right?				
The Best Legs	Cross-checking – making sure that the word sounds right.	Does the student make sure that what was read sounds right?				
My Camp Journal	Cross-checking – checking that a word looks right.	Does the student think about what made sense when checking to see if the words being read had the right letters?				
A Monkey in the Camp	Searching for cues in the text – using meaning cues.	Did the student make sure that what was being read made sense?				
EMERGENT READING STAGE: LEVEL D (6)						
What Am I?	Searching – after an error has been identified, the reader tries to work out what has gone wrong.	Does the student search the words in the text and the photographs to help correct errors?				
Tad Grows Up	Searching – rereading a passage and thinking about what would make sense.	Does the student pause and search in the pictures and text?				
Spiders	Searching – when an error is perceived, the reader searches the page and reads again, asking themselves would make sense.	Does the student notice when a mistake was made, reread the sentence, and use different cues to think about what would make sense?				
A Good Trap	Searching for medial sounds.	Does the student correct a word after paying attention to the middle letters in a word? (changing "trip" to "trap")				
On the Move	Self-correcting – finding an error and correcting when prompted.	Can the student correct errors when prompted?				
Grandpa's Car	Self-correcting independently.	Does the student correct errors made without prompting?				