

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
TRANSITIONAL READING STAGE: LEVEL G (11)						
What's for Breakfast?	Reading text written in the first person.	Does the student recognize who is talking in the book?				
The King's Breakfast	Comprehension of implied meaning.	Can the student make inferences about a character?				
The Skating Club	Using meaning cues – checking pictures and headings.	Did the student use the heading and photographs to help comprehension?				
Elly Goes Skating	Using letter cues – scanning words.	Did the student look at all the letters in the words?				
Hiking	Using semantic cues.	Does the student's reading make sense?				
Maddy and the Prince	Reading punctuation.	Does the student take notice of question marks and exclamation marks when reading the text?				
TRANSITIONAL READING STAGE: LEVEL G (12)						
Clever Tails	Reading an index.	Can the student use the index to locate information in the text?				
The Monkey's Tail	Reading direct speech and punctuation.	Did the student recognize direct speech?				
Creepers and Climbers	Reading a puzzle book.	Does the student understand the pattern of the text?				
Growing Watermelons	Self-monitoring – rereading and self-correcting.	Does the student stop and reread when an error is made?				
Making Friends	Comprehension – relating personal experiences to a text	Can the student relate personal experiences to those in the text?				
The Blue Crane	Using letter cues to decode.	Does the student check all the letters when decoding?				



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TRANSITIONAL READING STAGE: LEVEL H (13)						
Insect Eaters	Reading a summary chart.	Can the student make sense of a summary chart?				
I'm Hungry	Comprehension – being able to read, understand and discuss the plot.	Does the student understand the plot of the story? (Beginning, problem, solution, ending.)				
Animals in Caves	Using labels, fact boxes, and tables to support reading.	Does the student use the labels, fact boxes and tables when reading?				
There's Gold in That Cave	Using illustrations to support reading	Does the student use the illustrations to extend their understanding of the text?				
The Wreck of the Maitland	Reading a recount.	Does the student understand that this story happened in the past?				
The Great Paddleboat Race	Syntax – using sentence structure to decode the text.	Does the student use the structure of the sentence to help decode?				
TRANSITIONAL READING STAGE: LEVEL H (14)						
Sea Otters and the Kelp Forest	Reading captions to gain further information from the text.	Does the student refer to the captions when reading?				
The Luck of the Sea Otters	Self-correcting for meaning.	Does the student self-correct for meaning?				
Monsoon Rain	Reading captions to gain further information from the text.	Does the student read the captions to gain extra information from the text?				
The Wise Bird	Self-correcting for meaning.	Does the student self correct when meaning breaks down?				
No More Garbage	Comprehension – understanding the text's literal meaning.	Does the student understand the message in the book?				
The Rock of Killeen	Reading a rhyming text.	Can the student read the text aloud with rhythm?				