



# Assessment Checklist Advanced Fluent Reading Stage: Guided Reading Levels Q–S (40) & T–V (50)

STUDENT NAME: .....

Title	Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
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## ADVANCED FLUENT READING STAGE: LEVEL Q (40)

<b>Behind the Scenes at the Zoo</b>	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
<b>So Far from Home</b>	Identifying characters' attitudes and the actions that reveal these	Can the student identify characters' attitudes and the actions that reveal these attitudes?				
<b>Get Me to School!</b>	Making inferences about the information presented	Can the student make inferences about the information?				
<b>The Sky Ladder</b>	Identifying how a character changes from the beginning of a story to the end	Can the student describe how and why characters change in a story?				
<b>What Makes a Champion?</b>	Comparing and contrasting the information in each chapter	Can the student compare and contrast the information in each chapter?				
<b>Swim Like a Fish</b>	Describing how and why characters changed from the beginning of the story to the end	Can the student describe how and why characters change in a story?				
<b>HeroRATs</b>	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
<b>Clever Ratty</b>	Identifying how a character changes from the beginning of the story to the end	Can the student describe how and why characters change in a story?				



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<b>ADVANCED FLUENT READING STAGE: LEVEL R (40)</b>						
<b>The Mighty Mississippi</b>	Searching for information in a variety of graphics (photos, illustrations, captions, maps)	Can the student use visual images to find information?				
<b>River Boy</b>	Identifying the historical facts within a narrative	Can the student identify the historical facts?				
<b>What's the Attraction?</b>	Comparing the information in each chapter	Can the student compare and contrast the information in each chapter?				
<b>Rescue at Blue Canyon</b>	Identifying and recognizing the reason for varying narrative structure (flashback)	Does the student recognize variations (the use of flashback) in narratives?				
<b>First-time Visitors</b>	Making inferences about the information	Can the student make inferences about the information?				
<b>Odysseus and the Cyclops</b>	Identifying the language of the text type (legend)	Can the student identify the language used in a legend?				
<b>Polio: A Frightening Disease</b>	Searching for information in a variety of visual images (photos, a timeline, maps)	Can the student use visual images to find information?				
<b>Dance On!</b>	Recognizing and understanding the use of a journal within a narrative structure	Can the student recognize and understand the use of a journal in a narrative?				



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## ADVANCED FLUENT READING STAGE: LEVEL S (40)

<b>Protecting the People of the Arrow</b>	Making inferences about information	Can the student make inferences about the information?				
<b>Outsiders!</b>	Identifying a character's thoughts and feelings by observing their actions and speech	Can the student identify the link between how a character thinks and feels and what they do and say?				
<b>Exploring Space</b>	Searching for information in a variety of graphics (photos, captions, fact boxes, diagrams)	Can the student use visual images to find information?				
<b>Ocean Rescue</b>	Identifying how a character changes from the beginning of a story to the end	Can the student describe how and why characters change in a story?				
<b>Our Active Earth</b>	Searching for information in a variety of visual images (photos, diagrams, maps)	Can the student use visual images to find information?				
<b>A New Geyser Erupts</b>	Recognizing variations in narrative structure (flashback)	Does the student recognize variations (the use of flashback) in narratives?				
<b>Clean Energy</b>	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
<b>Surviving the Earthquake</b>	Identifying the language the author uses to signal changes in setting (time and place)	Can the student identify the language used to show changes in time and place?				