

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level A

Child's Name	Observations

Behaviors to Notice and support

Understands familiar concepts in stories and illustrations
Differentiates print from pictures
Holds book and turns pages from left to right
Begins to match word-by-word pointing with 1 finger under words
Locates both known and new words
Remembers and uses language patterns
Relates the book to own experience(s)

Group: _____

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Book Title/Level: _____

Guided Reading Observations Level C

Child's Name	Observations

Behaviors to Notice and support

Demonstrates control of left to right directionality and word-by-word matching across several lines of print
Begins to track print with eyes
Rereads to solve problems such as figuring out new words
Demonstrates awareness of punctuation by pausing and some phrasing
Uses picture details to help figure out words
Remembers and uses language patterns in text
Rereads to confirm or figure out words
Solves some new words independently
Controls directionality and word-by-word matching with eyes, using finger at points of difficulty
Uses visual information to predict, check and confirm
Recognizes known words quickly and uses them to figure out the meaning of new words
Searches for understanding while reading.

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level D

Child's Name	Observations

Behaviors to Notice and support

Remembers language patterns repeating events over longer stretches of text
Self-corrects, using visual information
Controls directionality and word-by-word matching with eyes, using finger only at point of difficulty
Searches for understanding while reading
Uses picture details to help figure out words
Remembers details from the text and pictures
Pays close attention to words and their structural features (e.g. endings)
Solves some new words using knowledge of sound/letter relationships and words parts
Rereads to confirm or figures out new words.

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level F

Child's Name	Observations

Behaviors to Notice and support

Tracks print with eyes, uses hand only at points of difficulty
Uses syntax of written language to figure out new words and their meaning
Demonstrates awareness of punctuation by pausing, phrasing and reading with inflection.
Uses sound/letter relationships, word parts, and other visual information to figure out new words
Uses known words to figure out new words
Uses multiple sources of information to search and self-correct
Figures out longer words by reading for meaning
Rereads to figure out words, self-correct, or improve phrasing and expression
Recognizes many words quickly and automatically
Moves quickly through the text
Reads fluently, with phrasing
Talks about ideas in the text relates them to his/her experiences and to other texts.

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level G

Child's Name	Observations

Behaviors to Notice and support

Reads fluently and rapidly using appropriate phrasing
Follows the print with eyes occasionally using the hand at points of difficulty
Notices and uses punctuation to assist smooth reading
Uses sound/letter relationships, known words and word parts to figure out new words
Recognizes most words quickly and automatically
Uses meaning, visual information and language syntax to figure out words
Rereads to search for meaning
Rereads to figure out words, self-correct, or improve phrasing and expression
Remembers details to support the accumulation of meaning throughout the text
Uses pictures for information but does not rely on them to make predictions

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level I

Child's Name	Observations

Behaviors to Notice and support

Actively figures out new words using range of strategies
Follows the print with eyes
Reads fluently, slowing down to figure out new words, then resumes speed
Begins to silently read some of the text
If oral reading, rereads some words or phrases to self-correct or improve self expression
Rereads to search for meaning
Flexibly uses meaning, syntax and visuals to figure out new words and monitor meaning
Self-corrects errors that cause loss of meaning
Rereads when necessary to self-correct but not as a habit
Shows understanding of story and characters
Goes beyond text in discussions and interpretations
Sustain problem-solving and development of meaning through longer text and 2-3 day period.

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level J

Child's Name	Observations

Behaviors to Notice and support

Sees multiple sources of information to process text smoothly

Sees multiple strategies to figure out new words while focusing on meaning

Analyzes words from left to right using knowledge or sound/letter relationships

Sees known words and word parts to figure out new words

Reads fluently, slowing down to figure out new words and then resuming speed

Flexibly uses meaning, language syntax and visual information to monitor reading

Sustains problem solving and development of meaning through a longer text read over several days.

Silently reads sections of text

Makes inferences, predicts and analyzes characters and plot

Self corrects errors that cause loss of meaning

Re reads when necessary to self correct but not as a habit

Re reads to search for meaning

Demonstrates understanding of the story and characters

Goes beyond the text in discussion and interpretations

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level K

Child's Name	Observations

Behaviors to Notice and support

Integrates multiple sources of information while reading with fluency
When reading orally, reads rapidly with phrasing, slowing down to problem solve and then resuming speed
Reads silently much of the time
Demonstrates understanding of the text after silent reading
Makes inferences, predicts and analyzes characters and plot
Flexibly uses multiple word solving strategies while focusing on meaning
Goes beyond the text in understanding of problems and characters.
Demonstrates facility in interpreting the text
Sustains attention to meaning and interpretation of a longer text read over several days

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level L

Child's Name	Observations

Behaviors to Notice and support

Integrates multiple sources of information while reading with fluency
When reading orally, reads rapidly with phrasing,
Reads orally with accuracy not stopping to self correct in the interest of fluency and phrasing
In oral reading, uses multiple word solving strategies with longer words
Reads silently most of the time.
Demonstrates understanding and facility in interpreting the text after silent reading.
After reading longer sections of a text, predicts events, outcomes, problem resolutions, and character changes.
Makes connections between the text read and other books
Sustains attention to meaning and interpretation of a longer text read over several days

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level M

Child's Name	Observations

Behaviors to Notice and support

Integrates multiple sources of information to figure out words rapidly while focusing on meaning
Flexibly applies words solving strategies to more complex multi-syllable words.
Reads orally with high accuracy in most instances, not stopping to self correct errors in the interest of fluency and phrasing
Reads silently except during assessment or to demonstrate text interpretation.
After reading longer sections of text, predicts outcomes, problem resolutions and character change.
Remembers detail and sustains attention to meaning throughout longer text.
Demonstrates understanding and facility at interpretation after silent reading.
Makes connections between the text read and other books
Goes beyond the text to make more sophisticated interpretations.

Group: _____

Date: _____

Book Title/Level: _____

The Level N collection includes longer texts in a variety of genre. There are chapter books that present memorable characters developed through literacy devices such as humor, irony, and whimsy. There are informational books and books that offer mystery and suspense. Level N also has shorter selections that provide opportunity to interpret texts and go beyond them. Vocabulary continues to expand and topics go well beyond children's own experiences.

Guided Reading Observations Level N

Child's Name	Observations

Behaviors to Notice and support

Uses multiple strategies to figure out new words quickly.
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing.
Reads silently except during assessment or when demonstrating text interpretation.
Remembers details from one section of text to the next.
Sustains attention to a longer text, remembering details and revising interpretations.
Notices how illustrations convey the author's meaning.
Demonstrates sophisticated interpretation of character and plot.
Makes connections among a wide variety of texts.
Goes beyond the text to speculate on alternative meanings.

Group: _____

Date: _____

Book Title/Level: _____

Books at Level O include selections from children's literature and chapter books. Books at this level explore more mature themes and topics that go beyond children's experience and expand it. Children can empathize with characters and learn about the lives of others. The vocabulary is sophisticated and varied. Most words will be known or within the children's Control, however, many will require interpretation of meaning. Many new multisyllable words are included. Sentences are more complex and use a full range of punctuation

Guided Reading Observations

Level O

Child's Name	Observations

Solves words quickly and Behaviors to Notice and support

Searches to understand the subtle shades of meaning that words convey.

Demonstrates facility in text interpretation while reading orally, with fluency and phrasing.

In oral reading, figures out new words rapidly while reading smoothly and expressively.

Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered.

After reading silently, demonstrates understanding and sophistication in text interpretation

Makes connections among texts to enhance interpretation

Goes beyond the text to speculate on alternative meanings.

Shows the ability to summarize the text in writing

Group: _____

Date: _____

Book Title/Level: _____

In general, books at this level and ideas and language are more complex than at previous levels. Level P has a variety of informational texts, including history and biography. Through this variety, children become familiar with texts that are organized differently and learn how to gain information from them. Other genre include chapter books that explore problems of early adolescence.

Guided Reading Observations Level P

Behaviors to Notice and
support

Child's Name	Observations

When reading silently, reads rapidly and with attention to meaning
Actively acquires new vocabulary through reading
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing.
Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered.
Demonstrates interest in reading an extended text over a longer period of time
After reading silently, demonstrates understanding and sophistication in interpreting meaning
Compares the text with other books in an analytical way
Goes beyond the text to speculate on alternative meanings.
Shows the ability to summarize and extend the text in writing.

Group: _____

Date: _____

Book Title/Level: _____

Level Q includes literature selections with sophisticated humor, complex plots, and memorable characters. Themes at this level are sophisticated and require interpretation. They serve as a good foundation for group discussion. Illustrations and their relationship to the text can be examined as well. Books have complex structure and difficult words that offer challenge. There are some words from languages other than English. Longer texts require an extended time period to read.

Guided Reading Observations Level Q

Behaviors to Notice and
support

Child's Name	Observations

Reads rapidly, with attention to meaning when reading silently.
Actively acquires new vocabulary through reading
Demonstrates facility in text interpretation while reading orally, with fluency and phrasing.
Sustains attention to text read over many days, remembering details and revising interpretations as new events occur.
Demonstrates interest in reading shorter literary texts
Uses illustrations to help analyze text meaning
After reading silently, demonstrates understanding and sophistication in interpreting meaning
Compares the text with other books in an analytical way
Goes beyond the text to speculate on alternative meanings.
Goes beyond the text to interpret characters' thoughts and feelings

Shows the ability to summarize and extend the text in writing.

In oral reading, figures out new words rapidly while reading smoothly and expressively.

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level R

Behaviors to Notice and
support

Child's Name	Observations

Reads rapidly, both orally and silently while focusing on meaning.
Actively acquires new vocabulary while reading
Sustains attention to text read over many days, remembering details and revising interpretations as new events develop.
Demonstrates interest in reading extended text over a longer time period
Extends the text in various ways, including research
Demonstrates interest and ability in interpreting meaning
Uses illustrations to help analyze text meaning
Uses illustrations to help analyze text meaning
After reading silently, demonstrates understanding and sophistication in interpreting meaning.
Uses comparisons with other texts to assist interpretation
Goes beyond the text to interpret characters thoughts and feelings and to speculate on alternative meanings

Group: _____

Date: _____

Book Title/Level: _____

Level S includes literary selections, highly literary or informational picture story books, and a variety of genre of chapter books. The collection reflects a wide variety of topics, cultures and historical settings. Sentences and paragraphs at this level are complex. Words present many shades of meaning which readers must interpret from the text and their own background knowledge. Selections offer opportunities for readers to make connections with other books they have read at earlier levels

Guided Reading Observations Level S

Behaviors to Notice and
support

Child's Name	Observations

Reads rapidly, both orally and silently, with attention to meaning
Rapidly acquires new vocabulary through reading
Sustains attention to text read over many days, remembering details and revising interpretations as new events occur.
Demonstrates interest and ability in interpreting shorter selections
Demonstrates flexibility in reading many different types of texts
After reading silently, demonstrates understanding and sophistication in interpreting meaning
Goes beyond the text to interpret characters' thoughts and feelings
Extends text meaning through research, writing, or the arts

Group: _____

Date: _____

Book Title/Level: _____

Guided Reading Observations Level T

Behaviors to Notice and
support

Child's Name	Observations

Reads rapidly, both orally and silently, with attention to meaning
In oral and silent reading, figures out new words automatically and easily interprets new word meanings
Sustains attention to text read over many days, remembering details and revising interpretations as new events occur.
Demonstrates interest in reading shorter selections
Demonstrates flexibility in reading texts of different styles and genre
After reading silently, demonstrates understanding and ability to analyze characters and plot
Compares the text with other books in an analytical way
Reflects knowledge of literary genre in conversation and writing.
Extends and demonstrates understanding of the text through writing in a variety of genre
Extends and demonstrates understanding of the text through public speaking, research, or the arts