

BAS IN K-1

**Administering, Scoring, and Analyzing the Benchmark
Assessment System**



AGENDA & OBJECTIVES

SEPTEMBER 21, 2017 8-11A & 12-3P

WELCOME & INTRODUCTIONS (5 MIN)

PURPOSE & COMPONENTS (10 MIN)

ADMINISTRATION PROTOCOL & PRACTICE (45 MIN)

SCORING & PRACTICE (45 MIN)

BREAK (15 MIN)

ANALYSIS & PRACTICE (45 MIN)

QUESTIONS OR CONCERNS (15 MIN)



BAS, 3RD EDITION, SYSTEM 1 COMPONENTS

- = GRADES K-2, LEVELS A-N
- = 28 BOOKS (14 FICTION & 14 NONFICTION)
- = ASSESSMENT GUIDE 1 & ASSESSMENT FORMS BOOK
- = STUDENT FORMS BOOK
- = ONE-YEAR SUBSCRIPTION TO ONLINE DATA MANAGEMENT SYSTEM
- = PROFESSIONAL DEVELOPMENT VIDEOS
- = THE FOUNTAS & PINNELL LITERACY CONTINUUM

- = 30 STUDENT FOLDERS
- = F & P CALCULATOR/STOPWATCH
- = ONLINE RESOURCES



READING STAGES & PERFORMANCE LEVELS

Early Emergent Readers (Levels A-D)

Emergent Readers (Levels E-F)

Developing Readers (Levels G-M)

Early Independent Readers (Levels N-P)

Developing Independent Readers (Q-S)

Independent Readers (T-Z)

K RECOMMENDED BENCHMARKS & INDICATORS

Levels A-D (Early Emergent)

- Simple factual texts, animal fantasy and realistic fiction
- Picture books with supportive illustrations
- One to five lines of text on each page
- Familiar, easy content and vocabulary
- Repeating language patterns
- Some inclusion of dialogue, contractions, possessives, and interesting punctuation
- Short, predictable sentences



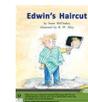
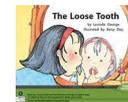
1ST GRADE RECOMMENDED BENCHMARKS & INDICATORS

Levels E-F (Emergent)

- Simple texts of different genres
- Some texts with sequential informatino
- Familiar content that extends beyond home, neighborhood, and school
- Some longer sentences
- Many words with easy, predictable spelling patterns and some with inflectional endings
- Most concepts supported by pictures

Levels G-M (Developing)

- Underlying organizational structures
- Some technical content that is challenging and unknown
- Multisyllabic words that are challenging to take apart or decode
- New vocabulary in fiction texts
- Some chapter books



APPROXIMATE START LEVEL BASED ON GRADE-LEVEL PERFORMANCE

Grade	Reading Performance	Time of Year			BAS Starting Level
		Beg	Mid	End	
Kindergarten	Below Level	X			N/A
	Below Level		X		A
	Below Level			X	A
	On Level	X			N/A
	On Level		X		B
	On Level			X	B
	Above Level	X			N/A
	Above Level		X		C
	Above Level			X	C

APPROXIMATE START LEVEL BASED ON GRADE-LEVEL PERFORMANCE

Grade	Reading Performance	Time of Year			BAS Starting Level
		Beg	Mid	End	
1st Grade	Below Level	X			A
	Below Level		X		D
	Below Level			X	E
	On Level	X			C
	On Level		X		E
	On Level			X	H
	Above Level	X			D
	Above Level		X		H
	Above Level			X	K

WHERE TO START WORD TEST

This quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

If the child reads 16 to 20 words on a list correctly, then go to the next level. If a child reads less than 16 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Number Correct	List Read				
	Beginning	Level 1	Level 2	Level 3	Level 4
0-5	A	A	E	I	M
6-10	A	B	F	J	M
11-15	A	C	G	K	N
16-20	B	D	H	L	N

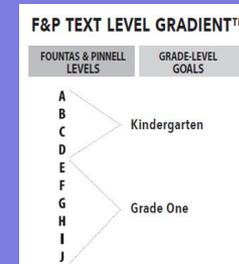
ADMINISTRATION PROTOCOL

ASSESSMENT COMPONENTS

*BAS takes approximately 20-30 minutes for earliest levels and 30-40 minutes for upper levels.

1. Oral Reading
2. Comprehension Conversation
3. Optional Writing About Reading
4. Teacher Analysis

FOUNTAS & PINNELL TEXT LEVEL GRADIENT



*BAS EARLY LITERACY ASSESSMENTS ADMINISTERED TO ANY KINDERGARTENER PRE-A

*DIBELS IS ADMINISTERED WITHIN THE FIRST 30 DAYS OF SCHOOL (9/5/17 - 10/14/17)

*BAS IS ADMINISTERED TO ANY STUDENT WHOSE DCS IS BELOW OR WELL BELOW BENCHMARK DURING WEEK OF 10/16/17.

PREPARING FOR A BENCHMARK ASSESSMENT

- Get started as soon as screeners are completed;
- Use reading block time, completing 2-3 assessments per day; and
- Utilize school support and find a quiet corner of the classroom to work.

PREPARING FOR A BENCHMARK ASSESSMENT CONTINUED

- Put materials in order and have the following easily accessible:
 - benchmark books;
 - multiple copies of recording forms;
 - assessment summary forms;
 - calculator/stopwatch;
 - Assessment at a Glance chart;
 - Coding and Scoring at a Glance Chart; and
 - Writing implements.

Behavior	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Do not mark or place check (✓) above word	No mark or ✓ environments	No error	
Substitution	Gives an incorrect response	Write the substituted word above the word	werry wunder	Substitution, not corrected 1 error	
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	seakes/ipes/ysuals tesies	Multiple substitutions, not corrected 1 error for each incorrect word in text	
			adep/abep/SE adepid	Multiple substitutions, self-corrected (SC) No error; 1 SC	
			to frooh/teeth fooh	Multiple misreadings of the same word, not corrected 1 error for each incorrect word in text	
			Artis Arstie	Multiple misreadings of names and proper nouns 1 error first time misread, no error after that	
			can not can T	can not they're they are	Misreading connections (reads contraction as two words or two words as contraction) 1 error each time

CODING AND SCORING ERRORS AT-A-GLANCE

Self-correction	Corrects a previous error	Write the error over the word, followed by SC	use SO usually		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	very ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (-) above the word	- only	Skipping a word	1 error per word
				Skipping a line	1 error per word
Repetition	Reads same word again	Write R after the word	R		No error

CODING AND SCORING ERRORS AT-A-GLANCE

Behavior	What the Reader Does	How to Code	Example	How to Score
Repeated Repetitions	Reads the same word more than once	Write R for the first repetition, then write a number for the additional repetitions	R; R;	No error
Rereading	Returns to the beginning of sentence or phrase to reread again	Write R with an arrow back to the place where rereading began	R	No error
			They can wrap themselves	No error; 1 SC
Appeal	Verbally asks for help	Write A above the word	A environments	Follow up with "You try it" No error

CODING AND SCORING ERRORS AT-A-GLANCE

"You try it"	The child appeals, the teacher responds with "You try it"	Write Y after the word	A environments Y	"You try it" followed by correct word	No error
				"You try it" followed by omission, incorrect word, or fold	1 error
Told	Child doesn't attempt a word even after "You try it"	Write T after the word or the Y	A environments Y T		1 error
Spelling Aloud	Child spells word by saying the names of letters	Write the letters in all capital letters	E-Y-F-R ever	Spelling followed by correct word	No error
				Spelling followed by incorrect word	1 error
Sounding Out	The child makes the sounds associated with the letters in the word	Write the letters in lower case with hyphens between them	o-r-y ✓ only t-em-ber-temper temperature h-so polar	"Sounding out" followed by correct word	No error; no SC
				"Sounding out" followed by incorrect word or no word	1 error
				Sounding the first letter incorrectly and then saying the word correctly	No error; no SC

Coding system developed by Marie Clay as part of the reading word system in the Observation Survey of Early Literacy Achievement, Revised Second Edition, 2002, Heinemann.

CODING AND SCORING ERRORS AT-A-GLANCE

ADMINISTRATION PROTOCOL

1. **Record** student information on the Recording Form.
2. Read the **title** and the **introduction** to the student.
3. Start the **timer**.
4. Have the student start **reading orally**.
5. **Code** the reading behavior on the form.
6. Stop the **timer** and record time on the form.
7. Record number of **running words, errors, and self-corrections**.
8. Make brief notes about **fluency** and/or circle a fluency rating.
9. Have a **conversation** with the student about the text. Use prompts as needed and score each area.
10. Record **scores**.
11. Repeat the process until you have determined **independent, instructional, and hard** text level.
12. **Record** the results on the Assessment Summary Form.

ADMINISTRATION PRACTICE

LEVEL B

FIGURE 9.10a Jared's Instructional Level Recording Form

FIGURE 9.10b Jared's Instructional Level Recording Form

LEVEL F

FIGURE 9.10a Jacob's Instructional Level Recording Form

FIGURE 9.10b Jacob's Instructional Level Recording Form

LEVEL F CONTINUED

FIGURE 9.114 Jacob's Instructional Level Recording Form

FIGURE 9.115 Jacob's Instructional Level Recording Form

LEVEL I

FIGURE 9.116 Wyatt's Instructional Reading Record

FIGURE 9.117 Wyatt's Instructional Reading Record

LEVEL I CONTINUED

FIGURE 9.118 Wyatt's Instructional Reading Record

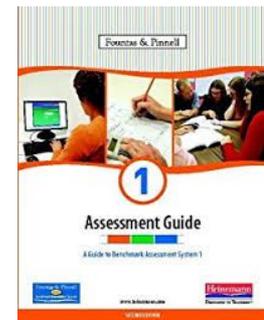
FIGURE 9.119 Wyatt's Instructional Reading Record

EARLY LITERACY ASSESSMENTS ADMINISTRATION PROTOCOL

*Kindergarten (Pre-A) Beginning of Year

1. Administer Letter Recognition, Early Literacy Concepts, & Concept Words: Number
2. Optional - Reading HFW, One- and Two-Syllable Words, Initial Sounds, Blending Words, Segmenting Words, Rhyming, Writing Picture Names, Phonograms - List 1, Word Writing, Concept Words: Color, and Vocabulary in Context Levels A-C.

*Follow the specific directions for each task.



BAS PHONICS, WORD ANALYSIS, AND VOCABULARY ASSESSMENTS

- Letter Recognition
- Early Literacy Behaviors
- Reading HFW
- Phonological Awareness: Initial Sounds, Blending & Segmenting Words, Rhyming
- Word Writing
- Writing Picture Names

BAS PHONICS, WORD ANALYSIS, AND VOCABULARY ASSESSMENTS

- Phonograms, Consonant Blends, Vowel Clusters, Suffixes, Compound Words, 1- and 2- Syllable Words, Syllables in Longer Words
- Grades 1-3 Word Features Test
- Concept Words - Number & Color, Isolation & Sentences
- Synonyms, Antonyms, & Homophones 1 & 2
- Vocabulary in Context

ADMINISTRATION PRACTICE

SCORING PROTOCOL

ACCURACY

- 1) TOTAL THE ERRORS AND SELF-CORRECTIONS IN EACH LINE OF TEXT SEPARATELY.
 - A) SELF-CORRECTIONS ARE NOT ERRORS.
- 2) CIRCLE THE RELEVANT ACCURACY ON THE ACCURACY RATE BAR.
 - A) IF THE CHILD IS READING BELOW 90% (LEVELS A-K) OR 95% (LEVELS L-N), DECIDE WHETHER OR NOT TO CONTINUE WITH COMPREHENSION CONVERSATION

SPECIAL CASES FOR ASSESSING ACCURACY

- IF THE CHILD SKIPS A FULL PAGE OF PRINT, INTERVENE AND TELL HIM TO READ THE PAGE. DO NOT COUNT THIS AS AN ERROR.
- IF THE CHILD INSERTS MANY WORDS, YOU COULD HAVE MORE ERRORS THAN THE RUNNING WORDS ON A PAGE. IN THIS CASE, SCORE THE PAGE AS HAVING THE SAME NUMBER OF ERRORS AS WORDS ON THE PAGE.
- OCCASIONALLY, A CHILD WILL BEGIN TO "INVENT" TEXT. IF THIS HAPPENS, WRITE INVENTING AT THE TOP OF THE SHEET AND STOP THE ASSESSMENT.
- WHEN A READER IS PROCESSING THE TEXT SATISFACTORILY BUT GETS MIXED UP AND LOSES HER PLACE, JUST ASK HER TO START OVER AT A GOOD STARTING POINT AND BEGIN YOUR CODING AGAIN. DO NOT COUNT THIS AS AN ERROR.

FLUENCY AND COMPREHENSION SCORING KEY

Fluency Scoring Key

- 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.
- 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.
- 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
- 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

FINDING INDEPENDENT, INSTRUCTIONAL, AND HARD TEXTS

behaviors will give readers the support they need to use writing as a resource for building their processing systems.

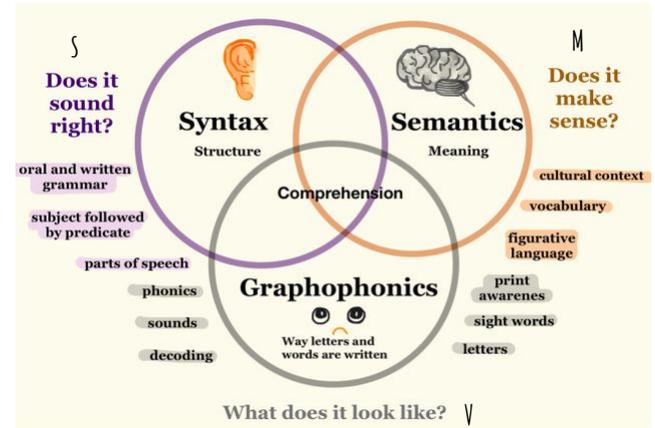
Before compiling the results of an assessment, reference on the Assessment Summary form about scoring you may not have done during administration.

Findings Independent, Instructional, and Hard Texts	
If the first book is ...	Then ...
<p>Independent</p> <p>Levels A-K: Student reads with 95–100% accuracy and excellent or satisfactory comprehension.</p> <p>Levels L-N: Student reads with 98–100% accuracy and excellent or satisfactory comprehension.</p>	<p>Move to a higher level text and repeat the same process until the student reads a text that is hard.</p>
<p>Instructional</p> <p>Levels A-K: Student reads with 90–94% accuracy and excellent or satisfactory comprehension or 95–100% accuracy and limited comprehension.</p> <p>Levels L-N: Student reads with 95–97% accuracy and excellent or satisfactory comprehension or 98–100% accuracy and limited comprehension.</p>	<p>Move to a lower level text and repeat the same process until the student reads a text that is easy and move to a higher level text until the student reads a text that is hard.</p>
<p>Hard</p> <p>Levels A-K: Student reads with below 90% accuracy and any score on comprehension.</p> <p>Levels L-N: Student reads with below 95% accuracy and any score on comprehension.</p>	<p>Move to a lower level text and repeat the same process until the student reads a text at an instructional level.</p>

Findings Independent, Instructional, and Hard Texts

SCORING PRACTICE

TEACHER ANALYSIS



CUEING SYSTEMS

BENCHMARK ASSESSMENT SUMMARY FORM

Student _____ Grade _____
 Teacher _____ Date _____
 School _____

Benchmark Independent Level** _____
 Benchmark Instructional Level** _____
 Recommended Placement Level _____

Assessment Summary Form *List the titles read by the student from lowest to highest level.*

Title	System 1 or 2	Skills/ Instruction	Level	Accuracy	Comprehension	Independent *	Instructional *	Emergent *	Self-Correction	Fluency	Rate	Writing About Reading (optional)

ANALYSIS PRACTICE

QUESTIONS OR
CONCERNS?

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Where-to-Start Word Test

Description Students read a leveled word list.

- You Need**
- ▶ The Where-to-Start Word List
 - ▶ The Where-to-Start Chart to determine the level at which to start Benchmark Assessment
 - ▶ Where-to-Start Individual Record form

Why Use It If you do not have or are not confident about reading performance information about a child, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

- How to Use It**
- ▶ Ask the student to read the list for the level below his/her grade level (e.g., kindergarteners and first graders should begin with the **Beginning** list, second graders with the **Level 1** list, fourth graders with the **Level 3** list, etc.).
 - ▶ *"I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."*
 - ▶ Place a card under the first word in the appropriate word list. Have the child move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say *"Read the next one."*
 - ▶ As the student reads, score and record word reading on a copy of the list:
 1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
 2. Write incorrect responses next to each word. If word not attempted, leave the space blank.
 3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bed* instead of *beds*) or adds sounds to (*plays* instead of *play*)
 4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
 5. Record the number of words read accurately at the bottom of each list.

If the child reads 16 to 20 words on a list correctly, then go to the next level. If a child reads less than 16 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where-to-Start Chart

Number Correct	List Read				
	Beginning	Level 1	Level 2	Level 3	Level 4
0–5	A	A	E	I	M
6–10	A	B	F	J	M
11–15	A	C	G	K	N
16–20	B	D	H	L	N



Where-to-Start Word Test—Individual Record

Name _____ Date _____

Beginning		Level 1		Level 2	
me		jump		want	
I		here		friend	
can		little		puppy	
to		went		basket	
my		has		could	
we		girl		dark	
in		will		down	
like		have		road	
it		ball		plant	
up		make		away	
mom		play		morning	
the		was		three	
and		bike		cool	
he		with		drop	
look		they		grass	
is		this		when	
see		bed		first	
come		feet		train	
get		one		queen	
at		said		scream	
	/20		/20		/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 3		Level 4	
plate		silence	
year		serious	
noise		nature	
under		station	
twisted		graceful	
giant		heavy	
knives		against	
what		excuse	
around		traffic	
because		reward	
forest		plastic	
once		ocean	
scramble		perform	
again		delicious	
careful		pebble	
breakfast		understood	
better		destiny	
suddenly		future	
badge		anger	
village		honey	
		/20	/20

Beginning Word List

me

mom

I

the

can

and

to

he

my

look

we

is

in

see

like

come

it

get

up

at

Level 1 Word List

jump

play

here

was

little

bike

went

with

has

they

girl

this

will

bed

have

feet

ball

one

make

said

Level 2 Word List

want

morning

friend

three

puppy

cool

basket

drop

could

grass

dark

when

down

first

road

train

plant

queen

away

scream

Level 3 Word List

plate

forest

year

once

noise

scramble

under

again

twisted

careful

giant

breakfast

knives

batter

what

suddenly

around

badge

because

village

Level 4 Word List

silence

plastic

serious

ocean

nature

perform

station

delicious

graceful

pebble

heavy

understood

against

destiny

excuse

future

traffic

anger

reward

honey

Where-to-Start Word Test



Description Students read a leveled word list.

- You Need**
- ▶ Where-to-Start Chart to determine the level at which to start Benchmark assessment.
 - ▶ Where-to-Start Word List
 - ▶ Where-to-Start Word Test–Individual Record form

Why Use It If you do not have or are not confident about reading performance information about a student, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

- How to Use It**
- ▶ Ask the student to read the list for the level below his/her grade level. (e.g., third graders should begin with the **Level 2** list, fourth graders with the **Level 3** list, fifth graders with the **Level 4** list, etc.)
 - ▶ *“I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I’ll be making notes while you read. Start here.”*
 - ▶ Place a card under the first word in the appropriate word list. Have the student move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say *“Read the next one.”*
 - ▶ As the student reads, score and record word reading on a copy of the list:
 1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
 2. Record incorrect attempts in the space to the right of each word. If the word is not attempted, leave the space blank.
 3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bush* instead of *bushel*) or adds sounds to (*performs* instead of *perform*)
 4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
 5. Record the number of words read accurately at the bottom of each list.

If the student correctly reads 16 to 20 words on a list, then go to the next level. If a student correctly reads 10 to 20 words correctly the list, then stop and begin the text reading at the appropriate level shown on the chart below.

Where to Start Chart

List Read

Number Correct	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
0–5	H	L	P	S	U	V	W
6–10	I	M	P	S	U	V	W
11–15	J	N	Q	T	U	V	X
16–20	K	O	R	T	V	W	X

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 2		Level 3		Level 4		Level 5	
want		plate		silence		speechless	
friend		year		serious		slumber	
puppy		noise		nature		courage	
basket		under		station		region	
could		twisted		graceful		appearance	
dark		giant		heavy		gracious	
down		knives		against		honorable	
road		what		excuse		ambition	
plant		around		traffic		expression	
away		because		reward		protective	
morning		forest		plastic		cushion	
three		once		ocean		population	
cool		scramble		perform		needle	
drop		again		delicious		marriage	
grass		careful		pebble		obedient	
when		breakfast		understood		baggage	
first		better		destiny		justice	
train		suddenly		future		lately	
queen		badge		anger		bushel	
scream		village		honey		lunar	
	/20		/20		/20		/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 6		Level 7		Level 8	
liquid		continuously		boutique	
reduction		environmental		meddle	
prosperity		exhausted		supplement	
accustom		pensive		whimsical	
medicine		society		grotesque	
nourishment		approximate		nonchalant	
combination		customary		contemptuous	
wreckage		reminiscence		antique	
rebellion		malicious		miniature	
responsible		intricate		simultaneous	
profitable		contemporary		exuberant	
patient		acknowledge		permissive	
tremendous		malignant		inducement	
patriotic		cubic		exhibition	
compliments		attentively		articulate	
spectacular		standardize		subtle	
abundant		architecture		granular	
hostility		industrious		succumb	
imaginary		counterfeit		poignant	
yearning		recession		rambunctious	
	/20		/20		/20

Level 2 Word List

want

morning

friend

three

puppy

cool

basket

drop

could

grass

dark

when

down

first

road

train

plant

queen

away

scream

Level 3 Word List

plate

forest

year

once

noise

scramble

under

again

twisted

careful

giant

breakfast

knives

better

what

suddenly

around

badge

because

village

Level 4 Word List

silence

plastic

serious

ocean

nature

perform

station

delicious

graceful

pebble

heavy

understood

against

destiny

excuse

future

traffic

anger

reward

honey

Level 5 Word List

speechless

cushion

slumber

population

courage

needle

region

marriage

appearance

obedient

gracious

baggage

honorable

justice

ambition

lately

expression

bushel

protective

lunar

Level 6 Word List

liquid

profitable

reduction

patient

prosperity

tremendous

accustom

patriotic

medicine

compliments

nourishment

spectacular

combination

abundant

wreckage

hostility

rebellion

imaginary

responsible

yearning

Level 7 Word List

continuously

contemporary

environmental

acknowledge

exhausted

malignant

pensive

cubic

society

attentively

approximate

standardize

customary

architecture

reminiscence

industrious

malicious

counterfeit

intricate

recession

Level 8 Word List

boutique

exuberant

meddle

permissive

supplement

inducement

whimsical

exhibition

grotesque

articulate

nonchalant

subtle

contemptuous

granular

antique

succumb

miniature

poignant

simultaneous

rambunctious

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 2		Level 3		Level 4		Level 5	
want		plate		silence		speechless	
friend		year		serious		slumber	
puppy		noise		nature		courage	
basket		under		station		region	
could		twisted		graceful		appearance	
dark		giant		heavy		gracious	
down		knives		against		honorable	
road		what		excuse		ambition	
plant		around		traffic		expression	
away		because		reward		protective	
morning		forest		plastic		cushion	
three		once		ocean		population	
cool		scramble		perform		needle	
drop		again		delicious		marriage	
grass		careful		pebble		obedient	
when		breakfast		understood		baggage	
first		better		destiny		justice	
train		suddenly		future		lately	
queen		badge		anger		bushel	
scream		village		honey		lunar	
	/20		/20		/20		/20

Where-to-Start Word Test—Individual Record

Name _____ Date _____

Level 6		Level 7		Level 8	
liquid		continuously		boutique	
reduction		environmental		meddle	
prosperity		exhausted		supplement	
accustom		pensive		whimsical	
medicine		society		grotesque	
nourishment		approximate		nonchalant	
combination		customary		contemptuous	
wreckage		reminiscence		antique	
rebellion		malicious		miniature	
responsible		intricate		simultaneous	
profitable		contemporary		exuberant	
patient		acknowledge		permissive	
tremendous		malignant		inducement	
patriotic		cubic		exhibition	
compliments		attentively		articulate	
spectacular		standardize		subtle	
abundant		architecture		granular	
hostility		industrious		succumb	
imaginary		counterfeit		poignant	
yearning		recession		rambunctious	
	/20		/20		/20

Level 2 Word List

want

morning

friend

three

puppy

cool

basket

drop

could

grass

dark

when

down

first

road

train

plant

queen

away

scream

Level 3 Word List

plate

forest

year

once

noise

scramble

under

again

twisted

careful

giant

breakfast

knives

better

what

suddenly

around

badge

because

village

Level 4 Word List

silence

plastic

serious

ocean

nature

perform

station

delicious

graceful

pebble

heavy

understood

against

destiny

excuse

future

traffic

anger

reward

honey

Level 5 Word List

speechless

cushion

slumber

population

courage

needle

region

marriage

appearance

obedient

gracious

baggage

honorable

justice

ambition

lately

expression

bushel

protective

lunar

Level 6 Word List

liquid

profitable

reduction

patient

prosperity

tremendous

accustom

patriotic

medicine

compliments

nourishment

spectacular

combination

abundant

wreckage

hostility

rebellion

imaginary

responsible

yearning

Level 7 Word List

continuously

contemporary

environmental

acknowledge

exhausted

malignant

pensive

cubic

society

attentively

approximate

standardize

customary

architecture

reminiscence

industrious

malicious

counterfeit

intricate

recession

Level 8 Word List

boutique

exuberant

meddle

permissive

supplement

inducement

whimsical

exhibition

grotesque

articulate

nonchalant

subtle

contemptuous

granular

antique

succumb

miniature

poignant

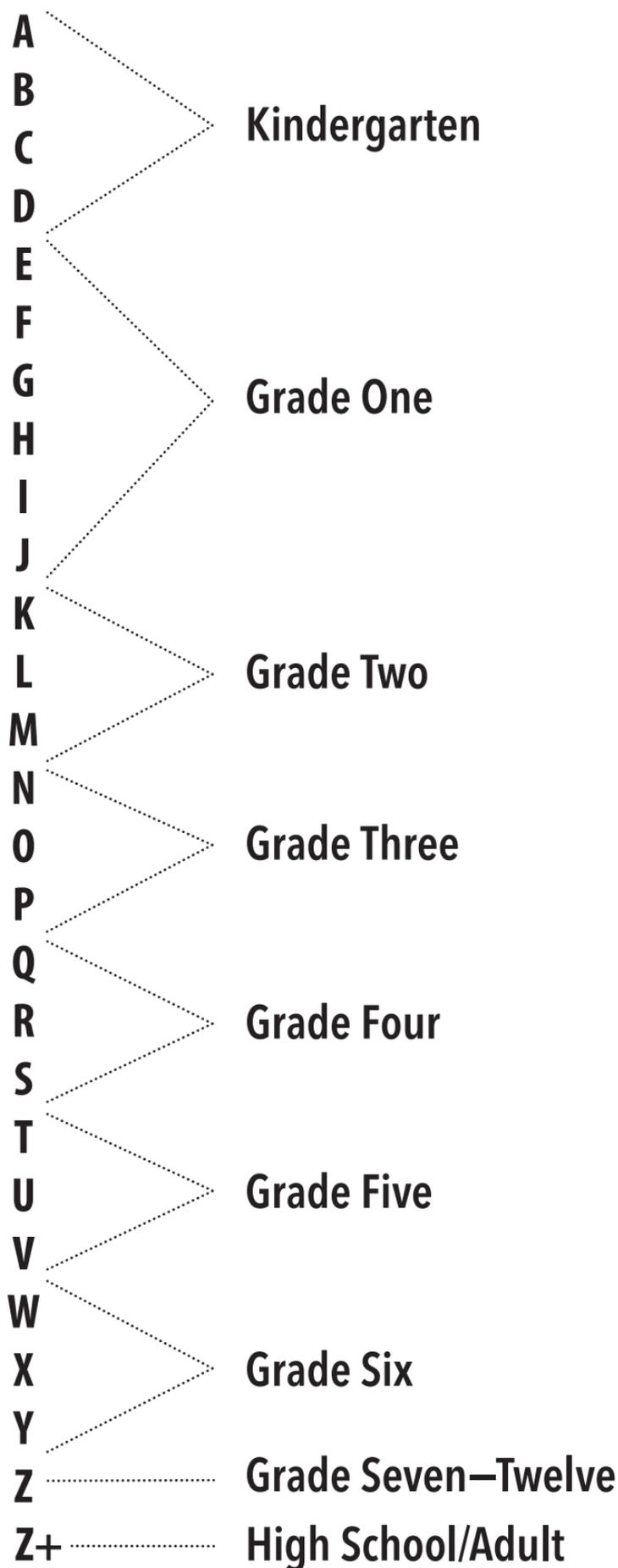
simultaneous

rambunctious

F&P TEXT LEVEL GRADIENT™

**FOUNTAS & PINNELL
LEVELS**

**GRADE-LEVEL
GOALS**



The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

Coding and Scoring Errors at-a-Glance

Behavior	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Do not mark <i>or</i> place check (✓) above word	No mark <i>or</i> <u>✓</u> environments		No error
Substitution	Gives an incorrect response	Write the substituted word above the word	<u>worry</u> wonder	Substitution, not corrected	1 error
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	<u>speckles</u> <u>spices</u> <u>specials</u> species	Multiple substitutions, not corrected	1 error for each incorrect word in text
			<u>adept</u> <u>adopt</u> <u>SC</u> adapted	Multiple substitutions, self-corrected (SC)	No error; 1 SC
			<u>to</u> <u>touch</u> <u>teeth</u> tooth	Multiple misreadings of the same word, not corrected	1 error for each incorrect word in text
			<u>Attic</u> Arctic	Multiple misreadings of names and proper nouns	1 error first time missed; no errors after that
			<u>can not</u> <u>they're</u> <u>can't</u> <u>they are</u>	Misreading contractions (reads contraction as two words or two words as contraction)	1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC	<u>use</u> <u>SC</u> usually		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	very ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (–) above the word	<u>–</u> only	Skipping a word	1 error per word
				Skipping a line	1 error per word
Repetition	Reads same word again	Write R after the word	R		No error

Coding system developed by Marie Clay as part of the running record system in *An Observation Survey of Early Literacy Achievement*, Revised Second Edition, 2006, Heinemann.

Coding and Scoring Errors at-a-Glance (continued)

Behavior	What the Reader Does	How to Code	Example	How to Score	
Repeated Repetitions	Reads the same word more than once	Write R for the first repetition, then write a number for the additional repetitions	R ₂ R ₃	No error	
Rereading	Returns to the beginning of sentence or phrase to read again Rereads and self-corrects	Write R with an arrow back to the place where rereading began Write R with an arrow back to the place where rereading began and a SC at point of self-correction	 They can wrap themselves themselves SC R	No error No error; 1 SC	
Appeal	Verbally asks for help	Write A above the word	<u>A</u> environments	Follow up with "You try it"	No error
"You Try It"	The child appeals, the teacher responds with "You try it"	Write Y after the word	<u>A</u> environments Y	"You try it" followed by correct word "You try it" followed by omission, incorrect word, or Told	No error 1 error
Told	Child doesn't attempt a word even after "You try it"	Write T after the word or the Y	<u>A</u> environments Y T <u>A</u> environments T		1 error
Spelling Aloud	Child spells word by saying the names of letters	Write the letters in all capital letters	<u>E-V-E-R</u> ever	Spelling followed by correct word Spelling followed by incorrect word	No error 1 error
Sounding Out	The child makes the sounds associated with the letters in the word	Write the letters in lower case with hyphens between them	<u>o-n-l-y</u> ✓ only <u>t-em-per</u> temper temperature <u>b-</u> SC polar	"Sounding out" followed by correct word "Sounding out" followed by incorrect word or no word Sounding the first letter incorrectly and then saying the word correctly	No error; no SC 1 error No error; no SC

Coding system developed by Marie Clay as part of the running record system in *An Observation Survey of Early Literacy Achievement*, Revised Second Edition, 2006, Heinemann.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, a girl is playing with lots of different things. Read about all the things she likes to play with. Point under each word as you read.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used					
		E			SC		
		M	S	V	M	S	V
2	I like to play with a truck.						
4	I like to play with a car.						
6	I like to play with the ball.						
8	I like to play with my doll.						
Subtotal							

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	I like to play with a train.								
12	I like to play with the plane.								
14	I like to play with a boat.								
16	I like to play with my dog!								
Subtotal									
Total									

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Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	91%	93%	95%	96%	98%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The girl likes to play with lots of different things. (Gives 3–4 examples such as truck, car, ball, doll, train, plane, boat, and dog.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some of the things the girl likes to play with.</p> <p>What else can you say about what the girl likes to do?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Some of the things the girl likes to play with are toys, but a dog is not a toy.</p> <p>I like (or have) some of the same things the girl likes to play with.</p> <p>The girl is having fun in this story.</p> <p>The last thing she plays with is the dog because everything else is a toy, but the dog is alive and can play with her.</p> <p><i>Note any additional understandings:</i></p>	<p>What do you notice about the things the girl likes to play with?</p> <p>Does this book make you think of things you like to play with?</p> <p>How do you think the girl was feeling in this story?</p> <p>The girl played with the dog last. How is the dog different from all the other things?</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things the girl likes to play with. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Mother Bird makes a nest with sticks and grass and then she lays her eggs in the nest.
Read to find out what she does to take care of her new baby birds.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used									
		E	SC	E			SC				
				M	S	V	M	S	V		
2	This is Mother Bird. What does Mother Bird do?										
3	Mother Bird gets sticks and grass. She makes a nest.										
4	Why does Mother Bird need a nest?										
5	Mother Bird needs a nest for her eggs!										
Subtotal											

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5 <i>cont.</i>	She lays eggs in the nest. The eggs are blue.								
6	What does Mother Bird do now?								
7	Mother Bird sits on the eggs. She keeps the eggs warm.								
8	Why does Mother Bird keep the eggs warm?								
Subtotal									

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	Baby birds are in the eggs. The baby birds will come out of the eggs soon!								
10	The baby birds are out! What does Mother Bird do now?								
11	Mother Bird feeds her baby birds. She feeds bugs to them.								
Subtotal									

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	The baby birds chirp and chirp. They want to eat more bugs. Where is Mother Bird?								
13	Mother Bird gets more bugs. The baby birds eat and eat.								
14	The baby birds hop up and down. Why do they hop?								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	The baby birds hop and hop. Soon they will fly!								
16	Look at the baby birds! The baby birds can fly!								
Subtotal									
Total									

 Accuracy Rate	Errors	18 or more	16-17	15	13-14	11-12	10	8-9	6-7	5	3-4	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the events in order such as: Mother Bird makes a nest with sticks and grass; she lays eggs; she sits on the eggs; baby birds hatch; she feeds bugs to the baby birds; baby birds hop; baby birds fly.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened first in the book?</p> <p>What happened next?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The eggs have to stay warm so that the little birds inside can (stay alive, grow).</p> <p>Mother Bird needs to do these things because baby birds are helpless and must be taken care of.</p> <p>Baby birds have to peck themselves out of the eggs when they are big enough; they can't fly right after they hatch. They have to learn.</p> <p>In this book, the writer always asks a question and then gives an answer. Some of the questions you have to think about.</p> <p><i>Note any additional understandings:</i></p>	<p>Why does Mother Bird have to sit on the nest?</p> <p>Why does Mother Bird have to do things for the baby birds?</p> <p>What are some of the things the baby birds have to do for themselves?</p> <p>Look at page 14. What question is the writer asking? Does the writer answer the question? (No, but it is implied.) What do you think is the answer?</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how Mother Bird took care of her eggs and her baby birds. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: A boy named Spencer went to a farm to pick out a cat, but he had trouble finding the best cat. Read to find out if Spencer found the best cat for him.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text			E			SC		
				M	S	V	M	S	V
2	Spencer wanted a cat more than anything in the world. He wanted a cat that would sleep on his bed and purr in his ear and be his best furry friend.								
3	"Please, can I get a cat?" Spencer asked. "I really want one." "Are you sure?" his mother answered.								
Subtotal									

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	<p>"It is hard work to take care of a cat."</p>								
4	<p>"I'll take good care of him," said Spencer. "I promise. I'll brush him and feed him and give him water every day."</p> <p>"All right," said his mother.</p> <p>"Let's go to Apple Tree Farm. Maybe we can get a cat there."</p>								
6	<p>Spencer and his mother went to Apple Tree Farm.</p> <p>Many animals lived on the farm.</p> <p>There were cows and horses in the fields.</p>								
Subtotal									

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	There was a friendly farmer. And there were cats everywhere!								
8	Spencer had never seen so many cats and kittens!								
9	“How will you choose just one?” asked Spencer’s mother. Spencer thought about it. Then he said, “I’ll choose the best cat for me.”								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>Spencer saw a black cat playing on the straw in the barn.</p> <p>"I like your shiny fur," said Spencer.</p> <p>"Will you be my cat?"</p>								
11	<p>The cat ducked under the straw.</p> <p>"I guess you're not the best cat for me," said Spencer.</p> <p>"I'll look for another cat."</p>								
12	<p>Spencer watched another cat licking her paw down by the pond.</p> <p>"I like your fluffy tail and</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	<p>your pink tongue," said Spencer.</p> <p>"Will you be my cat?"</p>								
13	<p>The cat didn't even look at Spencer.</p> <p>"I can tell that you are not the best cat for me," Spencer said.</p> <p>"I'll look for another cat."</p>								
Subtotal									
Total									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	28 or more	25–27	23–24	20–22	18–19	15–17	12–14	10–11	7–9	4–6	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Spencer went to a farm to get a cat but he could not find one. Finally, he did find a cat.</p> <p>Recounts some essential information from the text, such as: the boy went to the farm to choose a cat; something was wrong with all the cats he saw; finally, a little cat chose him.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story?</p> <p>How was Spencer’s problem solved? Tell what the boy did to find the best cat for him.</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Spencer really wanted a cat because (gives a plausible reason).</p> <p>Spencer was disappointed (or sad) when none of the cats at the farm were the right cat.</p> <p>The little cat wanted a home and the cat really chose the boy.</p> <p>Spencer was glad the cat chose him.</p> <p>You can tell Spencer really wanted a cat because it showed <i>really</i> in dark letters and he was thinking about a cat (or other feature of the text that the child has noticed).</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why you think Spencer wanted a cat (or what kind of cat the boy really wanted).</p> <p>Tell how Spencer felt when he couldn’t find a cat (or how he felt at the end).</p> <p>Why do you think the little cat was the best cat for Spencer?</p> <p>How did Spencer feel at the end?</p> <p>Look at page 3. How did the author and illustrator show you how much Spencer wanted a cat?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
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Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

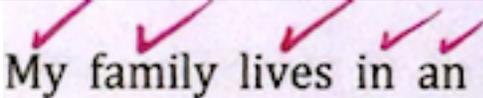
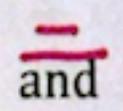
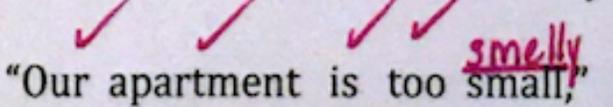
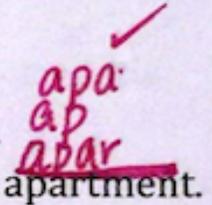
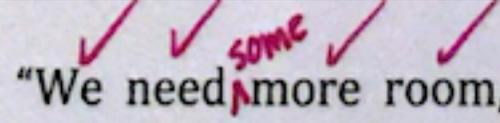
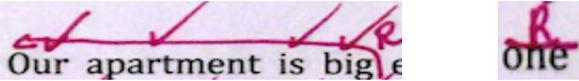
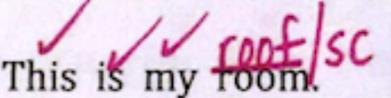
- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about Spencer and how he found the best cat. You can draw a picture to go with your writing.

Running Record Recording Symbols and Scoring

Child's Response	Symbols to record	Description/Scoring	Scoring
Correct response		Write a tick or check over words to indicate the words were read correctly.	No error
Omission		Record a dash above the omitted word (s).	If a line or sentence is omitted each word is one error (if pages are omitted make a note but they are not counted as errors - deduct the number of words from the words total before calculation)
Substitution		Write what the child says over the written word.	One error
Attempt (record all attempts)		Record all attempts with a check if they say it correctly or a substitution if it is wrong	One error if they do not read correctly the word after their attempts
Insertion		Use a caret and add the inserted word	One error
Repetition	 If go back and repeat a whole line or a word	Use an R to indicate a repetition and use an arrow to point to where the child returned if they repeated a group of words Use R over the word only if a word was repeated only (R, R1, R2 etc. if repeated multiple times)	No error
Appeal for help		Record an A over the word and encourage them to try it. Record their attempt. You can then give them the word if their attempt is unsuccessful	One error
Teacher pronounced		Record a T to indicate you provided the word after an appeal and their attempt	One error
Self-correction		Record the spoken word over the written word with SC for self correct after it	No error

Analyzing a Running Record and Planning Instruction

What information are they using?

What does it look like?
How do you know?

How can you guide the reader to use it when they are *not* using this source?

Analyzing Errors

Meaning Cues:
Does the miscue sense?

Did the meaning of the text have an impact on the child's reading? Pictures and information taken from them are considered meaning cues.

woods
There are many trees in the forest. (M) (S) V

This reader substituted forest for woods. They are using meaning because it still makes sense and they are using structure because it is grammatically correct. They need use the visual cues (see the prompts below for visual).

- You said _____ Does that make sense?
- Look at the pictures
- What happened in the story when...?
- Try that again. What else could make sense here?
- What would make sense in the story/page/sentence?
- Reread and see if it makes sense.
- Think more about the story/character to help you
- Reread, use the first sound/part and think about what is happening here.
- Could it be... (supply a word if the child is stuck)

Structure Cues:
Does the miscue sound right (syntax)?

Did the child read the sentence in a grammatical and linguistically reasonable manner? In other words, does it make sense as a sentence in English? If there was a substitution, for example, did he or she substitute a proper part of speech?

eating.
The boy is playing. M (S) V

Pretend the example above is from a page with a picture of a boy playing. But the child says eating. He or she is using structure but not using meaning or visual cues. (see the prompts for meaning and visual cues)

- You said _____ Does that sound right?
- Can you reread that?
- When I covered up this word in the text, how did you know what word would be appropriate?
- When I was reading and left out a word, how did you know what word was in the text? -
- Does that sound like a book sentence?
- What would sound right here?
- Could it be...?
- Does that sound like the way we read sentences from books?

Visual Cues:
Does the miscue look close to the written word?

This is also called *graphophonic* information. What did the word look like? Did the student look at the word and make an attempt based on how it appears? Did he or she use a beginning or ending letter? A cluster of letters?

pool
I swim in the pool. M S (V)

This child substituted pool for poor. This does not make sense or sound right based on grammar and the syntax of the English language. However, the words look similar so the child is using visual cues. (see prompts for meaning and structure cues)

- You said _____ Does that look right?
- Does that match the word on the page?
- What letter do you expect to see at the beginning/middle/end of _____?
- What sound do you hear at the beginning/middle/end of _____?
- Can you get your mouth ready to say that sound?
- Can you match those letters/words?
- Were there enough words?
- Can you find that letter/word?
- Do you know a word that starts/ends with those letters?
- "Look, the same word is right here, what is that word again?"
- "This word is kind of like the word _____ but it has a ____ at the beginning. What word could it be?"

Analyzing Self Corrections

Analyzing self corrections:

What extra information did the reader use/add to self-correct?

Error: poor
I swim in the pool. M S (V)
Self-Correction: poor/sc
I swim in the pool. (M) (S) V
This child substituted pool for poor. Then self corrected using meaning and structure.

- Cross checking - use one cueing system to check the choice made by another cueing system

Guided Reading levels with Behaviors and Strategies

A/B	<ul style="list-style-type: none"> • Matches spoken word to written words. • Moves from left to right when reading. • Uses the illustration and the story as a source of information. • Locates known word(s) in text (sight words).
C, easy D	<ul style="list-style-type: none"> • Attends to beginning letter(s) along with picture and progresses to using final letters. • Makes return sweep on more than one line of print. • Reads known words in text automatically. • Begins to integrate sources of information: making sure it makes sense (M), sounds right (S), looks right (V).
Hard D, E	<ul style="list-style-type: none"> • Notices errors and cross checks with unused source of information • Monitors for all sources of information: checking to make sure that it makes sense, sounds right, and looks right • Pays close attention to and uses internal parts of words with beginning and endings to word solve • Tracks print with eyes and uses finger only at points of difficulty • BEGINS to read with fluency and phrasing on repeated readings of the same text.
F/G	<ul style="list-style-type: none"> • Reads increasingly more difficult words, letter by word part • Uses parts from known words to read unknown words • Begins to monitor, cross check sources of information and self-correct at point of error. May reread or skip to go on in order to do so • Integrates sources of information: making sure it makes sense, looks right, sounds right • Reads with more fluency and phrasing on repeated readings of the same text.
H/I	<ul style="list-style-type: none"> • Envisions the story to compensate for low picture support • Keeps the accumulating story/events in mind • Stops and self-corrects at the point of error. • Reads with fluency, notices punctuation to read smoothly • Recognizes most words rapidly. • Tracks print with eyes. • Begins to silently read some of the text • Uses sound-letter relationships, known words, and word parts to figure out new words • Goes beyond the text in discussions and interpretations. • Processes more complex vocabulary and literary structures including non-fiction • Stops and self-corrects at the point of error. • Reads with fluency, slows down to solve new words, and resumes normal speed. • Self-corrects errors that cause loss of meaning.
Easy J/easy K	<ul style="list-style-type: none"> • Solves difficult words with relative ease, self-correcting at the point of error • Reads with fluency, intonation, and phrasing – communicating understanding • Makes inferences, predicts, and analyzes character and plot • Silently reads a section of the text. • Sustains problem solving and development of meaning through a longer text read over several days. • Flexibly uses multiple word solving strategies while focusing on meaning • Integrates multiple sources of information while reading with fluency. • When reading orally reads rapidly, with phrasing, slowing down to problem solve and then resume speed

Guided Reading levels with Behaviors and Strategies

Hard J/K and L	<ul style="list-style-type: none"> • Solves difficult words with relative ease, self-correcting at the point of error • Reads with fluency, intonation, and phrasing – communicating understanding • Makes inferences, predicts, and analyzes character and plot • Silently reads a section of the text. • Sustains problem solving and development of meaning through a longer text read over several days. • Flexibly uses multiple word solving strategies while focusing on meaning • Integrates multiple sources of information while reading with fluency. • When reading orally reads rapidly, with phrasing, slowing down to problem solve and then resume speed
M	<ul style="list-style-type: none"> • Deals with more complex and sometimes technical vocabulary • Reads with fluency and phrasing • Word solving is under control and independent – at the point of error (if the word is in the reader’s vocabulary) • Deals with longer chapters and few illustrations • Uses literary features of the text to understand and track multiple characters • Begins to think about more abstract themes/universal themes
N	<ul style="list-style-type: none"> • Deals with longer descriptive words and some figurative language • Reads with fluency and phrasing (Most same as M) • Word solving is under control and independent – at the point of error (if the word is in the reader’s vocabulary) • Deals with longer chapters and few illustrations (same as M) • Uses literary features, including some descriptive and figurative passages, to understand multiple characters • Notices and thinks about the important human problems in the text
O	<ul style="list-style-type: none"> • Deals with more complex vocabulary and words with secondary meanings • Word solving is under control and independent – at the point of error (if the word is in the reader’s vocabulary) • Deals with longer chapters and few illustrations (same as M) • Uses literary features to understand characters with good and bad traits who change over time • Notices and thinks about the important human problems in the text, some of them serious in scale and tone
P	<ul style="list-style-type: none"> • Deals with figurative language and idioms that are essential to understanding the text • Reads with fluency and phrasing (Same as O) • Deals with difficulty in decoding unfamiliar words (Same as O) • Deals with longer books, and few or even no illustrations • Uses literary features to understand characters whose family and peer relationships change over time • Notices and thinks about important problems, some of them from an unfamiliar perspective

Student _____ Grade _____
 Teacher _____ Date _____
 School _____

Benchmark Independent Level* _____
 Benchmark Instructional Level** _____
 Recommended Placement Level _____

Assessment Summary Form *List the titles read by the student from lowest to highest level.*

Title	System 1 or 2	Fiction/Nonfiction		Level	Accuracy	Comprehension	Independent* <i>(check one)</i>	Instructional* <i>(check one)</i>	Hard* <i>(check one)</i>	Self-Correction	Fluency <i>Levels C-Z</i>	Rate <i>Levels J-Z (optional)</i>	Writing About Reading <i>(optional)</i>

*** Key for Determining Independent/Instructional/Hard Levels**

Levels A-K

Comprehension Score

Accuracy Score	Excellent (6-7)	Satisfactory (5)	Limited (4)	Unsatisfactory (0-3)
	95-100%	Independent	Independent	Instructional
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

Levels L-Z

Comprehension Score

Accuracy Score	Excellent (9-10)	Satisfactory (7-8)	Limited (5-6)	Unsatisfactory (0-4)
	98-100%	Independent	Independent	Instructional
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

Behaviors and Understandings to Notice, Teach, and Support (See *The Continuum of Literacy Learning*)

From: Fountas and Pinnell’s “The Continuum of Literacy Learning” The Italics mean that the information is being introduced at that level.

Level A Guided Reading Comprehension Questions

Fiction:

- What words do you expect to come on the next page?
- What do you think is going to happen next by looking at the pictures?
- What do you think will happen at the end of the story?
- What do you think is going to happen next in the story based on what you already know?
- How is something in this book like something in your life?
- How does this book remind you of another book about _____?
- What connections can you make between this book and another book about _____?
- Have you ever read another book that has this same character in it? the same setting?
- What do you already know about this _____ (topic, i.e. dogs, playing outside)
- What do you notice in this book that you did not know before? in this picture?
- Tell me about how the character feels in this story?
- How do the pictures show how a character feels?
- Why is the title a good one for the book?
- What did you think of the book? Does it have a good beginning, characters, ending?
- Tell why you think a picture was a good one in the story?

Nonfiction

- What do you already know about this topic? (prior knowledge)
- What do you think will happen at the end of the book?
- Does this book remind you of another book about _____?
- What connections can you make to other books about _____?
- Have you read or heard books read about _____ (topic)? How were they alike?
- What is something new you have learned from reading this book?
- What was the most interesting thing about this book?
- What happened first in the book? last?
- Why was the title a good one for this book?
- What do you think of this book? Is this book interesting to read?
- What does this picture/ map, etc. mean?

Level B Guided Reading Comprehension Questions

Fiction:

What words do you expect to come on the next page?
What do you think is going to happen next by looking at the pictures?
What do you think will happen at the end of the story?
What do you think is going to happen next in the story based on what you already know?
How does something in this book remind you of something in your life?
How does this book remind you of another book about _____?
What connections can you make between this book and another book about _____?
Have you ever read another book that has this same character in it? the same setting?
What do you already know about this _____ (topic, i.e. dogs, playing outside)
What do you notice in this book that you did not know before? in this picture?
Tell me about how the character feels in this story?
How do the pictures show how a character feels?
How do the pictures help you understand the problem in the book? the character's feelings?
What is the beginning of the story? the ending?
Why is the title a good one for the book?
What did you think of the book? Does it have a good beginning, ending? Are the characters interesting?
Tell why you think this picture was a good one in the story?

Nonfiction

What do you already know about this topic? (prior knowledge)
Does this book remind you of another book about _____?
What connections can you make to other books about _____?
Have you read or heard other books read about this topic? How were they alike?
What is something new you have learned from reading this book?
What was interesting about this text?
What happened first in the text? last?
Why was the title a good one for this book?
What do you think of this book? Does it have interesting information?
What does this picture/ map, etc. mean?

Level C Guided Reading Comprehension Questions

Fiction:

What do you think will happen next by looking at the pictures?

What do you think will happen at the ending after reading the beginning and middle?

What predictions can you make about the text based on what you already know and your experiences?

How does this book remind you of another book you have read or heard read?

What connections can you make to other books?

What do you already know about the topic/character before you ever read this book? (prior knowledge)

What have you learned new about this book from pictures or the words?

What have you learned about this book through pictures?

Why do you think a character is acting the way he/she is acting? Show how you know? (pictures or print)

How do you think the character feels? Why? Show how you know (pictures or print)

How did the author make connections between the words and the pictures?

What is the beginning of the story? the ending of the story?

Why did the author choose this title for the book?

What did you think of the book? Does it have a good beginning, characters, ending?

Tell why you think an illustration was a good one in the story?

Nonfiction

What do you already know about this topic? (prior knowledge)

What do you think will happen next from reading the beginning?

How does this book remind you of another book you have read about _____?

What connections can you make to other books?

Have you read or heard other books read about _____?

What is something new you have learned from reading this book?

What was the most interesting thing about this book to you?

What happened first in the text? next? last?

What connections can you make to other books about this topic?

Why was the title a good one for this story?

What do you think of this book? What was interesting about it?

What does this picture/ map, etc. mean?

Level D Guided Reading Comprehension Questions

Fiction:

What prediction can you make using the pictures?

What do you think will happen at the ending based on reading the beginning and middle?

What predictions can you make about the text because of what you already know and your experiences?

Does this book remind you of another book you have read or heard read?

What connections can you make to other books?

What connections can you make with other books that are alike in some way? i.e. topic, ending, characters

How do you already know about a character in this book?

What do you already know about the topic/character before you ever read this book? (prior knowledge)

What have you learned new about this book? Show evidence in text.

What have you learned about this book through pictures?

Why do you think a character is acting the way he/she is acting?

How do you think the character feels? Why? Find evidence in the text.

What did the author do to make story interesting or funny? i.e. description, pictures, word choice

Why is a certain part of the book funny?

What connections can you make between the pictures and the words?

What is the beginning of the story, the middle, the end?.

Why did the author chose interesting characters for his story? Interesting situations?

What is your opinion of the text? Does it have a good beginning, characters, ending?

Tell why you think an illustrations was a good one in the story?

Nonfiction

What do you already know about this topic? (prior knowledge)

What predictions can you make because of your experiences and what you know?

What connections can you make to other books about _____?

What is something new you have learned from reading this book?

What interesting information did the author choose for this text?

What happened first in the text? next? next?

What does this illustration or text feature mean?

Why was the title a good one for this story?

What do you think of this book? Does it have interesting information?

What did you learn about this book through pictures/graphs?

What does this picture/ map/graphs, etc. mean?

Level E Guided Reading Comprehension Questions

Fiction:

What prediction can you make about the ending based on reading the beginning and middle?
What prediction can you make about what will happen based on what you have read in the text?
What prediction can you make based on what you know about the characters?
What predictions can you make about the text based on what you know and your experiences?
Does this book remind you of another book about _____?
What connections can you make to other books?
What characteristics can you recognize with characters you have read about before?
What do you already know about the topic/character before you ever read this book? (prior knowledge)
What have you learned new about this book? Show evidence in text of new ideas/ information.
What have can you learn about this book through pictures?
Why do you think a character is acting the way he/she is acting?
How do you think the character feels? Why? Find evidence in the text.
What caused the character to feel the way he/she does? Find evidence in the text.
What caused the character to do something in the story? Find evidence in the text.
Have you ever felt like this character? How did you feel?
What did the author do to make story interesting, funny? i.e. description, pictures, word choice
What is the difference between photographs and drawings?
If this text fiction or nonfiction? Is it realistic fiction or fantasy?
How can you identify the beginning, middle and end of the text? Show evidence..
Why do you think caused the problem in the story? the outcome? Justify it.
How did the author make this story surprising, funny, etc. Explain.
If this text fiction or nonfiction?
What parts of the text can you identify? Beginning/series of events, ending
How does the author use interesting characters in this book? interesting situations?
What is your opinion of the text? Does it have a good beginning, characters, ending?
Why is this illustration included? How does it help you understand the meaning of the book?
Is this illustration done well so that the reader can understand the story better? Why?
What judgment can you make about a character or event in the text? Explain your judgment

Nonfiction

What do you already know about this topic? (prior knowledge)
What prediction can you make based about this topic based what you have read?
Can you make a connection to this book with other books? i.e. content, author
What do you already know about this topic? (prior knowledge)
What new information are you learning as you read this text?
What is the difference between photographs and drawings?
How can you tell the text is nonfiction?
How does the author present a sequence of events? Or set of directions?
What is the sequence of events?
What parts of the text can you identify? Beginning/series of events, ending
What interesting information did the author choose for this factual text?
How can you use an illustration or graphic to learn information?
What does this illustration or text feature mean?
What did you notice about the layout of the text? (bold letters, italics..
Do you agree or disagree with ideas in the text?
How have you changed your mind after read this text?

Level F Guided Reading Comprehension Questions

Fiction:

What prediction can you make about the ending based on reading the beginning and middle?
What prediction can you make about what will happen based on what you have read in the text?
What prediction can you make based on what you know about the characters? *Or type of story?*
What predictions can you make about the text based on what you know and your experiences?
How does this book remind you of another book about _____?
What connections can you make to other books?
What characteristics can you recognize with characters you have read about before?
What do you already know about the topic/character before you ever read this book? (prior knowledge)
What have you learned new about this book?
Why do you think a character is acting the way he/she is acting?
How do you think the character feels? Why? Find evidence in the text.
What caused the character to feel the way he/she does? Find evidence in the text.
What caused the character to do something in the story? Find evidence in the text.
What would make the character want to act that way?
Have you ever felt like this character? How did you feel?
What did the author do to make story interesting, funny, surprising? i.e. description, pictures, word choice
How can you identify the beginning, middle and end of the text? Show evidence.
How do you think the character feels? Find evidence.
Why do you think the character feels the way he/she does? Find evidence in book.
Why do you think caused the problem in the story? the outcome? Justify it.
How did the author make this story surprising, funny, etc. Explain.
Is this text fiction or nonfiction? Is it realistic fiction or fantasy?
What did you notice about the structure of the text? description, compare/contrast, sequence,
How did the author or illustrator emphasize print features? the layout of the story?
What parts of the text can you identify? Beginning/series of events, ending
What words does the author use to convey meaning? i.e. shouted, cried
Find the part of the story where the problem is solved?
What is your opinion of the text? Does it have a good beginning, characters, ending?
What is the sequence of events in this story?
What is your opinion of the text? Does it have a good beginning, characters, ending?
Why is this illustration included? How does it help you understand the meaning of the book?
Is this illustration done well so that the reader can understand the story better? Why?
What judgment can you make about a character or event in the text? Explain your judgment

Nonfiction

What do you already know about this topic? (prior knowledge)
What predictions can you make about the text based on what you know and your experiences?
Does this book remind you of another book about _____?
What connections can you make to other books? i.e. the same author, topic, content, etc.
What new information did you learn from reading this text?
What new information have you learned from the text features?
How can you tell the text is nonfiction?
What interesting information did the author choose for this factual text?
What was the sequence of events in this book?
Can you use any illustrations or graphics to learn information?
What does this illustration or text feature mean?
What did you notice about the layout of the text? (bold letters, italics..)
Do you agree or disagree with ideas in the text?
How have you changed your mind after read this text?

Level G Guided Reading Comprehension Questions

Fiction:

What prediction can you make about the ending based on reading the beginning and middle?
What prediction can you make based on what you know about the characters? Or type of story?
What predictions can you make about the text based on what you know and your experiences?
What prediction can you make about what will happen next based on what you have read in the text?
What prediction can you make about the character based on what you already know about the character?
How can you support your predictions with evidence from the text or your personal experience?
What connections can you make with the book from your own experiences?
What connections can you make with this book and other books?
What characteristics can you recognize with characters you have read about before?
What do you already know about the topic/character before you ever read this book? (prior knowledge)
What have you learned new about this book?
What are you learning as you read the text?
Why do you think a character is acting the way he/she is acting?
How do you think the character feels? Why? Find evidence in the text.
What caused the character to feel the way he/she does? Find evidence in the text.
What caused the character to do something in the story? Find evidence in the text.
What would make the character want to act that way? *Justify*
Have you ever felt like this character? How did you feel?
What did the author do to make story interesting, funny, surprising? i.e. description, pictures, word choice
Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
How can you identify the beginning, middle and end of the text? Show evidence.
Why do you think caused the problem in the story? the outcome? Justify it.
How did the author make this story surprising, funny, etc. Explain.
Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
What did you notice about the structure of the text? description, compare/contrast, sequence,
How did the author or illustrator emphasize print features? the layout of the story?
What parts of the text can you identify? Beginning/series of events, ending
What words does the author use to convey meaning? i.e. shouted, cried
Find the part of the story where the problem is solved?
Could this story be true? Tell why
What is your opinion of the text? Does it have a good beginning, characters, ending?
Why is this illustration included? How does it help you understand the meaning of the book?
Is this illustration done well so that the reader can understand the story better? Why?
What judgment can you make about a character or event in the text? Explain your judgment.

Nonfiction

What do you already know about this topic? (prior knowledge)
What new information are you learning as you read this text?
What predictions can you make about the text based on what you know and your experiences?
What is the most interesting new information have you learned?
How can you tell the text is nonfiction?
What connections can you make to other books? i.e. the same author, topic, content, etc
What caused the problem in the text? Why did that happen?
What were the sequence of events in the text?
Can you use any illustrations or graphics to learn information?
What did you notice about the layout of the text? (bold letters, italics...
What did you learn from this text feature/illustration/
Do you agree or disagree with ideas in the text?
Have you changed your mind about this topic after reading this text?

Level H Guided Reading Comprehension Questions

Fiction:

What prediction can you make about what you think will happen next?
What prediction can you make based on what you know about the characters? Or type of story?
What predictions can you make about the text based on what you know and your experiences?
How can you use this certain information in the text to make predictions?
What predictions can you make about this story based on your experiences and knowledge of other books?
Where in the text can you prove your prediction was correct or not correct?
What connections can you make to the character?
What connections can you make before, during or after you read?
What connections can you make to other books? i.e. the same author, topic, content, etc
What characteristics can you recognize with characters you have read about before?
How can you identify with a character and figure out their feelings and motives?
How can you use pictures to help you understand the text?
What caused the character to do something in the story? What was the effect of his/her actions? Justify.
How did the author use description in the story? Show evidence.
How did the author compare and contrast characters in the book?
How can you identify the beginning, middle and end of the text? Show evidence.
How do you think the character feels? Find evidence.
Why do you think the character feels the way he/she does? Find evidence in book.
Why do you think caused the problem in the story? the outcome? Justify it.
How did the author make this story surprising, funny, etc. Explain.
Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
What did you notice about the structure of the text? description, compare/contrast, sequence,
How did the author or illustrator emphasize print features? the layout of the story?
What words does the author use to convey meaning? i.e. shouted, cried
Find the part of the story where the problem is solved?
Could this story be true? Tell why
What is your opinion of the text? Does it have a good beginning, characters, ending?
Why is this illustration included? How does it help you understand the meaning of the book?
Is this illustration done well so that the reader can understand the story better? Why?
How are the illustrations consistent in the text and add meaning to it?
What judgment can you make about a character or event in the text? Explain your judgment.

Nonfiction

What do you already know about this topic? (prior knowledge)
What new information have you learned?
What predictions can you make about the text based on what you know and your experiences?
What connections can you make to other books about _____?
How can you tell the text is nonfiction?
What connections can you make to other books? i.e. the same author, topic, content, etc
What caused the problem in the text?
Why did that happen?
Can you use any illustrations or graphics to learn information?
What did you notice about the layout of the text? (bold letters, italics...
Do you agree or disagree with ideas in the text?
Have you changed your mind about this topic after reading this text?
Do you agree with the author's point of view about this text?
What did the author want you to learn?
How can you use this information in other parts of your life?

Level I Guided Reading Comprehension Questions

Fiction:

What prediction can you make about the outcome of the story?
What prediction can you make based on what you know about the characters? Or type of story?
What is the problem of the story? Can you make a prediction about what the solution may be?
What predictions can you make about this story based on your experiences and knowledge of other books?
Where in the text can you prove your prediction was correct? Or disprove your prediction?
What evidence does the author give to justify your prediction?
What do you think some of the actions of the characters may or may not be?
What connections can you make to the character?
What connections can you make before, during or after you read?
What connections can you make to other books? i.e. the same author, topic, content, etc
What characteristics can you recognize with characters you have read about before?
How can figure out what characters are feeling and their motivations through reading their dialogues?
How do you think the character feels? Find evidence.
Why do you think the character feels the way he/she does? Find evidence in book.
What caused the character to do something in the story? What was the effect of his/her actions?
Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
What did you notice about the structure of the text? description, compare/contrast, *sequence, problem/solution?*
Find examples of descriptive language the author used. How did it add to the story?
How did the author use pictures to match the book?
How did the author or illustrator emphasize print features? the layout of the story?
Find the part of the story where the problem is solved?
Could this story be true? Tell why
Why is this illustration included? How does it help you understand the meaning of the book?
How might the character have acted differently?
Do you think the book was interesting, humorous, or exciting? Why? (be specific)

Nonfiction

What do you already know about this topic? (prior knowledge)
What new information have you learned?
What predictions can you make about the text based on what you know and your experiences?
Where in the text can you prove your prediction was correct? Or disprove your prediction?
What connections can you make to other books?
How can you tell the text is nonfiction?
What connections can you make to other books? i.e. the same author, topic, content, etc
What caused the problem in the text?
Why did that happen?
Can you use any illustrations or graphics to learn information?
What did you notice about the layout of the text? (bold letters, italics...)
Why did the author organize it this way?
What did the author want you to learn?
Do you agree or disagree with ideas in the text?
Did the author make this book interesting? How?
Have you changed your mind about this topic after reading this text?
Do you agree with the author's point of view about this text?
How can you use this information in other parts of your life?

Level J Guided Reading Comprehension Questions

Fiction:

What prediction can you make about the outcome of the story?
What is the problem of the story? Can you make a prediction about what the solution may be?
What prediction can you make based on personal connections you have about the text?
Where in the text can you prove your prediction was correct? Or disprove your prediction?
What evidence does the author give to justify your prediction?
How do you think the character feels? Find evidence.
What do you think some of the actions of the characters may or may not be?
How did _____ change how the character felt?
What connections can you make to the character?
What connections can you make before, during or after you read?
What connections can you make to other books? i.e. the same author, topic, content , etc
What caused the problem? Why did that happen?
What caused the character to do something in the story? What was the effect of his/her actions?
Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
Why is this illustration included? How does it help you understand the meaning of the book?
What figurative language is used in the text? How is it used?
What did you notice about the organization of the text/ (Author's craft)
Find examples of descriptive language the author used. How did it add to the story?
How did the author use dialogue in the story?
Could this story have happened in another setting? Where?
What is the plot of the story?
How is the plot and the setting related?
Find the part of the story where the problem is solved?
What might have changed the character's behavior?
How did your idea about the character change after reading this book?
Do you think the book was interesting, humorous, or exciting? Why? (be specific)

Nonfiction:

What do you already know about this topic? (prior knowledge)
What new information have you learned?
What predictions can you make about the text based on what you know and your experiences?
What connections can you make to other books?
How can you tell the text is nonfiction?
What connections can you make to other books? i.e. the same author, topic, content , etc
What caused the problem in the text?
Why did that happen?
Can you use any illustrations or graphics to learn information?
What did you notice about the layout of the text? (bold letters, italics...)
Why did the author organize it this way?
What did the author want you to learn?
Do you agree or disagree with ideas in the text?
Have you changed your mind about anything after reading this book?
Did the author make this book interesting? How?
Have you changed your mind about this topic after reading this text?
Do you agree with the author's point of view about this text?
How can you use this information in other parts of your life?

Level K Guided Reading Comprehension Questions

Fiction:

What prediction can you make about the outcome of the story?
What is the problem in the story? Can you make prediction about what the solution may be?
What prediction can you make based on personal connections you have about the text?
Where in the text can you prove or disprove your prediction?
What evidence does the author give to justify your prediction?
How did the _____ change the outcome of the story?
How did the _____ change how the character felt?
What evidence can you find in the text to prove your connections were true?
What do you think actions of the character may or may not be?
What caused the problem?
Why did that happen?
What connection can you make to the character?
What connections can you make before, during, and after you read the text?
What text-to-text connections can you make about? .e. the same author, topic, content , etc
What do you notice about the genre of the text?
What do you notice about the organization of the text? (Author's Craft) Is this text fiction or nonfiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
What figurative language is used in the text? How was it used?
How descriptive language is used and how did it add to the text?
What is the relationship between the setting and the plot of the text?
Find where in the text the problem was solved?
Do you feel the text was interesting, humorous, or exciting, and why?

Nonfiction:

What do you already know about this topic? (prior knowledge)
What do you predict will happen next in the text? at the end?
What evidence can you find in the text to prove your prediction was correct? Incorrect?
How can you tell the text is nonfiction?
What predictions can you make about the text based on what you know and your experiences?
What connections can you make to other books?
Can you use any illustrations or graphics to gain information?
What new information have you learned?
What caused the problem in the text?
Why did it happen?
Did the author make this book interesting? How?
How did the author organize the text?
What did the author want you to learn?
What did you notice about the layout of the text? (bold letters, italics...)
How does the author's word choice affect the meaning of the book?
Do you agree or disagree with ideas in the text?
Have you changed your mind about this topic after reading this text?
Do you agree with the author's point of view about this text?
How can you use this information in other parts of your life?

Level L Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books? .e. the same author, topic, content , etc
How does the character feel? Find evidence.
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
How can you tell this book is fiction?
What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior.
Judge this text. Explain your judgment.

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.

Level M Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.

Level N Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?

Level O Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do in this situation?
(Historical Fiction) Did the author depict a story that actually could have happened during that time? How do you know?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?

Level P Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do
(Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you
(*Fantasy*) *How did the author use symbols or magic in this story?*

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text

Level Q Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do
(Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you
(Fantasy) How did the author use symbols or magic in this story?
How does the author build suspense throughout the story?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem? Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text?
How does this book give you a new perspective?
What kinds of books do you like to read? Support your answer with examples of text features.

Level R Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do
(Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you
(Fantasy) How did the author use symbols or magic in this story?
How does the author build suspense throughout the story?
How has your view of this character changed now that you've read more?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem? Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text?
How does this book give you a new perspective?
What kinds of books do you like to read? Support your answer with examples of text features.

Level S Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do in this (Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you know
Fantasy) How did the author use symbols or magic in this story?
How does the author build suspense throughout the story?
How has your view of this character changed now that you've read more?
How did the author use symbols?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text?
How does this book give you a new perspective?
What kinds of books do you like to read? Support your answer with examples of text features.

Level T Guided Reading Comprehension Questions

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What similar experiences do you have?
- What evidence can you use to see if your prediction was correct?
- What evidence does the author give to tell you about the character?
- What do you think the character will do based on his personality?
- What connections can you make to other books?
- How does the character feel? Find evidence.
- How did the character's perspective change as the story unfolded?
- How did _____ change how the character felt?
- Why did the character make that choice?
- What did the author want you to learn?
- What caused the problem?
- Why did that happen?
- What happened in the first chapter? (longer sections)
- How can you tell this book is fiction?
- Why is this illustration included?
- Tell me about this author's style.
- Find a simile or metaphor. Why is it used?
- Could this story have happened in another setting?
- Find the part in the story where the problem is resolved.
- What might have changed the character's behavior?
- Judge this text. Explain your judgment.
- What would you say to someone who disagreed with you about that?
- Why was that event so significant in this story?
- What did the author do that made this book interesting/funny?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this (Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you know Fantasy) How did the author use symbols or magic in this story?
- How does the author build suspense throughout the story?
- How has your view of this character changed now that you've read more?
- How did the author use symbols?
- How does the dialect spoken affect the authenticity of the story?*

Nonfiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Have you changed your mind after reading this book?
- What did the author want you to learn or know?
- What caused the problem?
- Why did that happen?
- How can you tell this book is nonfiction?
- How did the author organize the book?
- Why did the author organize the book this way?
- How well do you think the author used illustrations and graphics? How did they help you as a reader?
- What else would you have included if you were the author?
- What does the illustration mean?
- Find facts and opinions.
- Do you agree with the author's point of view? Support your answer.
- Judge this text. Explain your judgment.
- What did the author do that made this book interesting?
- How would you categorize the information?
- How can what you have read in the past help you understand the people and cultures in this text?
- What qualifications does the author have to write an informational text?
- How does this book give you a new perspective?
- What kinds of books do you like to read? Support your answer with examples of text features.

Level U Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do in this situation?
(Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you know?
(Fantasy) How did the author use symbols or magic in this story?
How does the author build suspense throughout the story?
How has your view of this character changed now that you've read more?
How did the author use symbols?
How does the dialect spoken affect the authenticity of the story?
How have your predictions changed during reading? Support with text examples.
How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
Which words has the author used in a connotative way?
How has the character(s) of the text changed? Support with text examples.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text?
How does this book give you a new perspective?
What kinds of books do you like to read? Support your answer with examples of text features.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.

Level V Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do in this situation?
(Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you know?
(Fantasy) How did the author use symbols or magic in this story?
How does the author build suspense throughout the story?
How has your view of this character changed now that you've read more?
How did the author use symbols?
How does the dialect spoken affect the authenticity of the story?
How have your predictions changed during reading? Support with text examples.
How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
Which words has the author used in a connotative way?
How has the character(s) of the text changed? Support with text examples.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
How has the author's use of idiom(s) affected the story?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text?
How does this book give you a new perspective?
What kinds of books do you like to read? Support your answer with examples of text features.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.

Level W Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do in this situation?
(Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you know?
(Fantasy) How did the author use symbols or magic in this story?
How does the author build suspense throughout the story?
How has your view of this character changed now that you've read more?
How did the author use symbols?
How does the dialect spoken affect the authenticity of the story?
How have your predictions changed during reading? Support with text examples.
How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
Which words has the author used in a connotative way?
How has the character(s) of the text changed? Support with text examples.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
How has the author's use of idiom(s) affected the story?
What connections can you make about the social/moral issues in your text and real current events?
How does your character/text fit into the classical motif of _____ (i.e. 'the hero', 'the quest', etc.)?

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text?
How does this book give you a new perspective?
What kinds of books do you like to read? Support your answer with examples of text features.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
What do you think of your subject(s)'s decisions, motivations, accomplishments, etc.? Support your opinion.
Does the biographer of your subject do so in a fair way? Or, is he/she biased? If so, how? Support your answer.

Level X/Y/Z Guided Reading Comprehension Questions

Fiction:

What is the problem in the story? What prediction can you make about the outcome?
What similar experiences do you have?
What evidence can you use to see if your prediction was correct?
What evidence does the author give to tell you about the character?
What do you think the character will do based on his personality?
What connections can you make to other books?
How does the character feel? Find evidence.
How did the character's perspective change as the story unfolded?
How did _____ change how the character felt?
Why did the character make that choice?
What did the author want you to learn?
What caused the problem?
Why did that happen?
What happened in the first chapter? (longer sections)
How can you tell this book is fiction?
Why is this illustration included?
Tell me about this author's style.
Find a simile or metaphor. Why is it used?
Could this story have happened in another setting?
Find the part in the story where the problem is resolved.
What might have changed the character's behavior?
Judge this text. Explain your judgment.
What would you say to someone who disagreed with you about that?
Why was that event so significant in this story?
What did the author do that made this book interesting/funny?
Why is the setting important?
You may not have had the same experiences as this character, but how can you understand him anyway?
What things can you infer about this character? Using that information, what do you think the character will do in this situation?
(Historical Fiction) Did the author depict a story that actual could have happened during that time? How do you know?
(Fantasy) How did the author use symbols or magic in this story?
How does the author build suspense throughout the story?
How has your view of this character changed now that you've read more?
How did the author use symbols?
How does the dialect spoken affect the authenticity of the story?
How have your predictions changed during reading? Support with text examples.
How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
Which words has the author used in a connotative way?
How has the character(s) of the text changed? Support with text examples.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
How has the author's use of idiom(s) affected the story?
What connections can you make about the social/moral issues in your text and real current events?
How does your character/text fit into the classical motif of _____ (i.e. 'the hero', 'the quest', etc.)?
How else can the symbols in your text be interpreted? Why do you think so?
Does your author write with a biased point of view? Use propaganda? Provide evidence.

Nonfiction:

What do you already know about this topic?
What new ideas have you learned?
How did what you learned add to your knowledge?
What connections can you make to other books?
Have you changed your mind after reading this book?
What did the author want you to learn or know?
What caused the problem?
Why did that happen?
How can you tell this book is nonfiction?
How did the author organize the book?
Why did the author organize the book this way?
How well do you think the author used illustrations and graphics? How did they help you as a reader?
What else would you have included if you were the author?
What does the illustration mean?
Find facts and opinions.
Do you agree with the author's point of view? Support your answer.
Judge this text. Explain your judgment.
What did the author do that made this book interesting?
How would you categorize the information?
How can what you have read in the past help you understand the people and cultures in this text?
What qualifications does the author have to write an informational text?
How does this book give you a new perspective?
What kinds of books do you like to read? Support your answer with examples of text features.
Are the social issues/cultural groups in the text accurate? Why or why not? Use evidence from text.
What do you think of your subject(s)'s decisions, motivations, accomplishments, etc.? Support your opinion.
Does the biographer of your subject do so in a fair way? Or, is he/she biased? If so, how? Support your answer.
Does your author write with a biased point of view? Use propaganda? Provide evidence.

RESOURCES FOR BAS

- BAS YOUTUBE MODULES -

- -[MODULE 1 GETTING STARTED](https://www.youtube.com/watch?v=7YL3GRNXY4U) ~11 MIN (HTTPS://WWW.YOUTUBE.COM/WATCH?V=7YL3GRNXY4U)
- -[MODULE 2 PART A ASSESSMENT ADMINISTRATION](https://www.youtube.com/watch?v=2VDHNA2TEEM&T=35S) ~24 MIN (HTTPS://WWW.YOUTUBE.COM/WATCH?V=2VDHNA2TEEM&T=35S)
- -[MODULE 2 PART B ASSESSMENT ADMINISTRATION](https://www.youtube.com/watch?v=EYEGFLNWWU&T=16S) ~1 HR AND 8 MINS (HTTPS://WWW.YOUTUBE.COM/WATCH?V=EYEGFLNWWU&T=16S)
- -[MODULE 3 FLUENCY](https://www.youtube.com/watch?v=006W5XKRMGA&T=19S) ~30 MINS (HTTPS://WWW.YOUTUBE.COM/WATCH?V=006W5XKRMGA&T=19S)
- -[MODULE 4 COMPREHENSION CONVERSATIONS](https://www.youtube.com/watch?v=UGUV_R0KS5M&T=18S) ~30 MINS (HTTPS://WWW.YOUTUBE.COM/WATCH?V=UGUV_R0KS5M&T=18S)
- -[MODULE 5 WHAT'S NEXT](https://www.youtube.com/watch?v=DKB73RJ3MEE&T=41S) ~12 MINS (HTTPS://WWW.YOUTUBE.COM/WATCH?V=DKB73RJ3MEE&T=41S)

- BENCHMARK BOOKS - [HTTP://WWW.FOUNTASANDPINNELL.COM/BAS/BASLEVELEDBOOKS](http://www.fountasandpinnell.com/bas/basleveledbooks)

- RECORDING FORMS -

[HTTP://WSX.SDB.K12.WI.US/SITES/TECHIT/SMART/READING%20RESOURCES/BENCHMARK%20ASSESSMENT%20SYSTEMS/BAS_SYSTEM_1_A_TO_N%5B2%5D.PDF](http://wsx.sdb.k12.wi.us/sites/TECHIT/SMART/READING%20RESOURCES/BENCHMARK%20ASSESSMENT%20SYSTEMS/BAS_SYSTEM_1_A_TO_N%5B2%5D.PDF)

- OPTIONAL ASSESSMENTS BENCHMARKS -

[HTTPS://WWW.HEINEMANN.COM/SHARED/PRODUCTSUPPORT/E02776/BAS1_OPTIONAL_ASSESSMENT.PDF](https://www.heinemann.com/shared/productsupport/e02776/bas1_optional_assessment.pdf)

- CODING AND SCORING ERRORS -

[HTTPS://WWW.HEINEMANN.COM/SHARED/PRODUCTSUPPORT/E02776/15_CODING_SCORING_ERRORS_ATA_GLANCE_082312.PDF](https://www.heinemann.com/shared/productsupport/e02776/15_coding_scoring_errors_ata_glance_082312.pdf)

- KIDS BOOKS LEVELED BY F&P - [HTTPS://WWW.FANDPLEVELEDBOOKS.COM/DEFAULT.ASPX](https://www.fandpleveledbooks.com/default.aspx)

- WHAT WORKS CLEARINGHOUSE - [HTTPS://IES.ED.GOV/NCEE/WWC/](https://ies.ed.gov/ncee/wwc/)

- FLORIDA CENTER FOR READING RESEARCH RESOURCES - [HTTP://WWW.FCRR.ORG/RESOURCES/](http://www.fcrr.org/resources/)

- LITERACY TUSCOLA ISD - [HTTP://LITERACYTUSCOLAISD.WEEBLY.COM/](http://literacytuscolaisd.weebly.com/)

