

Title	Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
<b>EARLY EMERGENT STAGE: GUIDED READING LEVEL A (1)</b>						
<b>Las personas que me ayudan</b>	Finding text on the page	Does the student match each word read with a word on the page?				
<b>En mi vecindario</b>	Using pictures to solve unknown words	Does the student look at the pictures to read unknown words?				
<b>¿Qué puedes ver?</b>	Locating the first and last word on the page	Can the student point to the first and last word on the page?				
<b>Las crías de los animales</b>	Locating known and unknown words	Does the student use known words to read unknown words?				
<b>Un día en la playa</b>	Identifying parts of the book	Can the student point to the different parts of the book?				
<b>¿Qué hay en la playa?</b>	Matching one printed word to each word read	Can the student point to each word while reading it?				
<b>Mi cuerpo</b>	Matching one printed word to each word read	Can the student point to each word while reading it?				
<b>¡Aquí estoy!</b>	Using the photographs to identify unknown words	Does the student look at the pictures to read unknown words?				
<b>¿Qué forma puedes ver?</b>	Identifying parts of the book	Can the student point to the different parts of the book?				
<b>Las formas a nuestro alrededor</b>	Identifying where to begin and stop reading	Can the student point to the words while reading?				
<b>Miro las frutas</b>	Recognizing the pattern of the book	Does the student recognize the pattern of the book?				
<b>Comer fruta</b>	Using initial letters to confirm words	Does the student check initial letters to confirm words?				
<b>Yo</b>	Understanding the concepts of print	Does the student move fingers under the text from left to right?				
<b>Perros</b>	Reading for meaning	Does the student make predictions while reading?				

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<b>En el jardín</b>	Understanding the concept about first/last word on page	Can the student point to the first and last word on the page?				
<b>¡Vaya! Mira eso</b>	Linking prior knowledge to the text	Does the student make connections while reading the text?				
<b>Mascotas en casa</b>	Identifying parts of the book: cover, title page	Can the student point to the cover and title page?				
<b>Mi mascota</b>	Turning pages from left to right	Does the student read the book from left to right?				
<b>Mis juguetes</b>	Left to right directionality	Does the student read across the line from left to right?				
<b>Ir por todas partes</b>	Reading for meaning – does it make sense?	Does the student make sense when reading?				
<b>Escondite</b>	Finding text on the page	Does the student match each word read with a word on the page?				
<b>Mi cumpleaños</b>	One-to-one word matching	Does the student point to each word while reading it?				
<b>¿Dónde están los animales?</b>	Understanding concepts about print: punctuation, capital letters, periods, question marks	Does the student stop at periods when reading?				
<b>Animales en el zoológico</b>	Left to right directionality	Does the student read across the line from left to right?				
<b>EARLY EMERGENT STAGE: GUIDED READING LEVEL B (2)</b>						
<b>Hacemos sopa</b>	Reading left to right with a return sweep	Does the student read the text from left to right with a return sweep?				
<b>El huerto</b>	Using pictures to solve unknown words	Does the student look at the pictures to read unknown words?				
<b>Un día en el zoológico</b>	Identifying where to begin and stop reading	Can the student point to the words while reading?				
<b>Mira mi perro</b>	Using initial letters to confirm words	Does the student check initial letters to confirm words?				

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<b>Me gusta el tiempo que hace</b>	Matching the pictures and text	Does the student match what they are reading with the pictures?				
<b>¿Cómo está el tiempo hoy?</b>	Locating known and unknown words	Does the student use known words to read unknown words?				
<b>En mi bicicleta</b>	Matching the text and the pictures	Does the student match what they are reading with the pictures?				
<b>¿Puedes llegar hasta aquí?</b>	Using pictures to solve unknown words	Does the student look at the picture when reading an unfamiliar word?				
<b>En la casa del abuelo</b>	Reading left to right with a return sweep	Does the student read the text with a return sweep?				
<b>Pasteles para vender</b>	Recognizing some high-frequency words	Does the student recognize high-frequency words?				
<b>La caja de disfraces</b>	Locating known and unknown words	Does the student use known words to read unknown words?				
<b>Ir de compras</b>	Using initial letters to confirm words	Does the student use the first letter to confirm a word?				
<b>Te miro</b>	Understanding that a sentence does not always stop at the end of a line	Does the student read the text with a return sweep?				
<b>Animales de la granja</b>	Matching story and illustrations	Does the student look at the illustration when reading?				
<b>¿Qué hiciste?</b>	Checking on oneself when reading – crosschecking for information	Does the student notice when there are no more words? (When finger pointing and reading do not match.)				
<b>Ir a lugares</b>	Predicting the meaning of words by looking at the letters	Does the student attempt the word by using the sounds of the first letters?				
<b>En la tienda</b>	Using meaning when reading	Does the student read the words and check that they make sense?				
<b>Cosas que me gustan</b>	Understanding the storyline throughout the reading of the book	Does the student connect a new page with previous pages?				

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<b>Mírame jugar</b>	Applying self-monitoring	Does the student self-monitor while reading?				
<b>El patio de juegos</b>	Using pictures to help decode the text	Does the student search in the picture when reading an unfamiliar word?				
<b>Mi familia y yo</b>	Developing strategies for solving problems when getting stuck Checking: "Does it make sense?"	Does the student notice when the reading does not make sense?				
<b>¿Puedes hacer esto?</b>	Developing strategies for solving problems when getting stuck Checking: "Does it make sense?"	Does the student reread or search when the reading does not make sense?				
<b>¡Ven a ver!</b>	Holding information as the student reads	Does the student connect the information they are reading?				
<b>Peces</b>	Searching and crosschecking for information	Does the student pause, look at the picture, and then read the text?				