

Language Predictability Record Sheet

Name: _____

Date: _____

Reading		
Behaviours and Strategies	Prompts	Observations
Uses context and picture cues to work out some word meanings in Read Aloud, Shared Reading, and Guided Reading	<ul style="list-style-type: none"> • Look at the picture to see what would make sense. • Does that fit with the rest of the story? • What would make sense here? 	
Predicts meaningful and grammatically appropriate words for cloze gaps in Shared Reading, and for contextual word predictions in Guided Reading	<ul style="list-style-type: none"> • Remember, words have to make sense and sound right. • Does that make sense? • Is that a word you know? • Does that sound right? • Can you say it that way? 	
Integrates meaning and grammatic cues with visual-sound cues (e.g., initial and final letters, and rimes) for contextual word predictions in reading (will need some support)	<ul style="list-style-type: none"> • Does that check out? Look at all the letters. • Does it look right? • Now does it make sense, sound right, and look right? 	
Uses language strategies (e.g., reads ahead and rereads) to support predictions for unfamiliar words in context	<ul style="list-style-type: none"> • Keep reading to the end of the sentence and see what would make sense. • Try reading that again and check that part. It needs to make sense and sound right. 	
Writing		
Behaviours and Strategies	Prompts	Observations
Is aware of some graphic generalizations in spelling (e.g., each word needs a vowel, "y" can sometimes serve as a vowel in spellings)	<ul style="list-style-type: none"> • Remember, every word needs a vowel. (reminder) • You know every word needs a vowel. (reinforcement) • There's a silent letter in this word. (reminder) • You remembered the silent letter. (reinforcement) <p>(For other graphic generalizations appropriate for grade one see page 15 in the <i>Working with Words Guide</i>.)</p>	