Book Handling and Print Tracking

Name: _____ Date: _____ Grade: _____

Behaviours	Prompts	Observations
• demonstrates all early book handling and print tracking concepts e.g., turns pages, tracks print left-right and down pages, and tracks print above and below illustrations	**Note:** if support is needed with the development of these behaviours, consult the grade one reading guide and the prompts provided on the Book Handling and Print Tracking record sheet.	
• knows where to start reading on each page when the text layout varies across pages and contains a variety of text features such as charts, captions, and diagrams	• This page looks different. Where do you start reading here? • Does that make sense? Did you miss some lines above the chart? • Good, you went back to the caption under the picture. (reinforcement)	
• tracks print from left to right and readily accomodates when text layout varies (e.g., print is arranged vertically or zigzags)	• That line looks like waves on the sea. Maybe you could use your finger for that part, if it's tricky • This page looks different again. Use your eyes to track where the words go before you start reading. • Yes, those words go down the page. (reinforcement) Why do you think the author did that?	
• consistenly return sweeps with eyes for a new line even when the text is presented in columns or on charts; may be inconsistent when a text layout is unfamiliar	• Which column will you read first on that chart? • Which part do you look at next? Do you go across or down?	
• tracks print in labels, captions, and charts in addition to the main text	• Which label will you read first on that diagram? Does it matter which you read first? • Do you want to read the chart or the main part of the text first? • What does it say under that picture? How does that caption help you?	
• consistently eye-voice matches and only uses finger to track when noticing an error or needing support to negotiate an unfamiliar text layout	• Practise tracking the words with your eyes as they go up and down the page. Now follow them as you read. • Put your finger on that word you couldn't work out and we'll come back to it when you've finished the sentence. • I liked the way you paused to work out which way to read that chart. It's a good idea to check it out before you start reading. (reinforcement)	

Engagement with Texts

Name: _____ Date: _____ Grade: _____

Behaviours	Comments
• listens attentively to a wide range of texts that are read aloud for extended periods of time	
• confidently joins in with shared readings of a variety of texts even during first readings	
• reads books attentively for extended periods of time	
• reads a wide range of fiction, non-fiction, and info-fiction texts in a variety of forms (e.g., scripts, poems, reports, directions, explanations, magazine articles, jokes) during Independent Reading	
• shows emotional responses to literature (e.g., through facial expressions, oral opinions, questions or comments, and dramatic, artistic, and written literature responses)	
• confidently makes oral and written book recommendations for others	
• enthusiastically selects selects a variety of books and other texts from a variety of sources	
• rereads texts, or sections of texts, sometimes when needing to check ideas or consider a new angle	
• is keen to take books home	

Comprehension

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
• relates information from a wide range of books	• Tell me about the book you are reading… • Can you tell me more about…? • Which was the part you found the most interesting? • Good, you told me some interesting events from that story (reinforcement)	
• uses a variety of ideas from texts for oral contributions and for written work	• Where did you discover those ideas? • Which book helped you to find out the most about…? • Can you talk to your group about what you found out about … from that book? • Are there some ideas in this book that you can use for your report?	
• uses a wide variety of pictures, labels, charts, maps, and diagrams to support textual meaning	• Can you read the labels to find out more about…? • Did that diagram give you some new information about…? • How did the chart help you to understand…?	
• provides thorough and organized retellings of stories and information from texts	• Can you tell me more…? • What happened next? • How did it finish? • Did the book give more details about…? • You told me all the main points about… (reinforcement)	
• reflects on content, and provides opinions that are supported with evidence from the text or other sources	• What do you think it means? • What's your opinion? What should they do? • Have you experienced (heard about/ read about/seen) something like this? • Why do you think that? What does it say about … in the book? • That's an interesting opinion (reinforcement). How did the book help you to make that opinion?	

Comprehension (continued)

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
• asks well-thought out questions that seek clarification or expand thinking	• What question(s) are you asking yourself when you read this? • Does this remind you of something? • Do you need to know more than the author told you? • That's an interesting question (reinforcement). Can you get information from anywhere else?	
• provides evidence that key ideas and some supporting ideas have been understood in dramatic, artistic, and written literature responses; extends ideas with links to other texts or experiences	• When you acted out the story, how did you show the problem being solved? • Does your picture show the most important information about…? • I like the way that you gave us some details about… in your talk. That helped us to understand… (reinforcement)	
• uses a variety of comprehension strategies for grade-level Read Aloud and Shared Reading texts (e.g., analyzing, predicting, making connections, evaluating)	See the Comprehension Strategies Anecdotal Record for specific strategies and prompts.	
• uses a variety of comprehension strategies for Guided and Independent Reading when reading "just right" books • anticipated range is N–P levels of text	See the Comprehension Strategies Anecdotal Record for specific strategies and prompts.	
• quickly identifies text as fact or fiction	• Is this fiction? How do you know? • Is it true/nonfiction? Did it really happen?	
• identifies a wide range of text forms (e.g., stories, letters, jokes, tongue twisters, word puzzles, scripts, different types of reports, poems, chapter books, and emails)	• Is this a letter (poem, report, story, joke, play script)? Why do you think that? • Yes, it is a script (reinforcement). What made you decide that? • What would you need to do to change this story into a play script?	

Comprehension Strategies Anecdotal Record

Name: _____ Date: _____ Grade: _____

Comprehension Strategies	Helpful Prompts	Comments/Assessment
Self-monitoring • checks personal strategy use • changes strategy use	• Did that part of the book make sense to you? • What question are you asking yourself about…? • Did you get an answer to your question when you read on? • What else do you need to know…?	
Analyzing • finds facts • finds a main idea (if stated) • finds supporting details • recognizes problem/solution	• What else does it say about …? • Can you show me where it says that? • What did you notice about…? • Did it tell you about the main or the most important idea? • What details does the author tell you about the main idea? • Where does it say that?	
Sequencing • understands sequence of directions • retells in sequence (events, facts, arguments, details)	• Tell me what happened. • What came first? • In what order did it happen? • How did it end? • Is the order important here? • How does the author show us the order? (e.g., numbered steps or signal words such as "First" and "next")	
Making connections • connects ideas to self, others, other texts, and knowledge about the world • compares and contrasts facts, events, or ideas	• Have you heard of (seen/read about) something like this? • Has this happened to you or somebody you know? • Does this remind you of something? • Is this the same? Is this different? • What can you compare it with? • What does the author compare it with?	
Predicting • makes predictions about characters and plot (fiction) • makes predictions about what information will come next (non-fiction) • confirms or changes predictions	• What might happen next? • What do you think the next part (or chapter) will be about? • Did you expect that to happen? • What do you think she/he will do (or say, or think) next? • Did you change your mind about what was going to happen? What do you think now?	

Comprehension Strategies Anecdotal Record (continued)

Name: _____ Date: _____ Grade: _____

Comprehension Strategies	Helpful Prompts	Comments/Assessment
Inferring • reads between the lines • visualizes what is happening in the text • infers solution to the problem • understands cause and effect	• Why did that happen? • The author doesn't tell us … What do you think? Why? • Can you picture that in your mind? • What's the problem here? How do you think it will be solved? • What (or who) caused that? • Why do you think…?	
Evaluating • understands the difference between fiction and non-fiction and between opinion and fact • gives personal opinions about events, facts, and ideas • evaluates the author's craft and bias • Is this book fact or fiction?	• Is this true or is this opinion? • What do you believe? How did the author get us to believe that? • What does the author think about…? • What's your opinion about…? • Did the author do a good job of…? • What did you like best/least?	
Synthesizing • summarizes to provide a brief account • finds the main idea (if not stated) • connects facts, events, and ideas into a cohesive whole • integrates information with prior knowledge to create new understanding	• What are the main things you found out about…? • What's the book about? • What is the author's message? • What did the title tell us? • What's the most important thing you learned? • In just a few words, can you tell me what this chapter is about?	

Self-Monitoring

Name: _____ Date: _____ Grade: _____

	Behaviours and Strategies	Prompts	Comments
Word Recognition	*Ask grade three students to read aloud for brief diagnostic sessions to enable you to check self-monitoring in word recognition.*		
	• quickly integrates the meaning, syntax, and graphophonic cues embedded in written language to check that a word prediction makes sense, sounds right, and looks right	• Does it make sense, sound right, and check out with what you see on the page? • You checked that out. Now it makes sense, sounds right, and looks right. (reinforcement)	
	• uses a range of appropriate strategies to work out and check unfamiliar words	• Does it make sense/sound right/check out? • Do you know another word that looks like that? • Look carefully at the end of the word and think about what would sound right there. • How did you work that word out?	
	• demonstrates a variety of self-checking behaviours (e.g., reads ahead, rereads, fixes words, pauses) and initiates them quickly	• Did that make sense? Read it again and check. • You stopped. Were you working out that word? What helped you figure it out? • I like the way you read that part again and fixed that word. (reinforcement)	
Comprehension	• notices when a text does not make sense and fixes it	• What made you pause/read slowly there? Was something worrying you? What were you checking?	
	• consistently generates self-questioning strategies to check on text meaning	• What questions are you asking yourself about…? • Did you get an answer to your question? • Did something puzzle you?	
	• discusses ideas about a text in a wide range of classroom and social settings; adjusts views when classmates have convincing arguments	• What is your opinion about…? • Did other people agree with you? What did they think? • Did you change your mind?	
	• adjusts reading speed depending on the text difficulty and background knowledge	• This part of the book is a bit harder. It's a good idea to slow down and think about the ideas. • It's OK to read faster when the words and ideas are easier for you.	

Word Recognition

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
Phonological and Phonemic Awareness if further support is needed in this area, consult the grade one Working with Words guide		
Letter Knowledge if further support is needed in this area, consult the grade one Working with Words guide		
High-Frequency Words		
Reading • recognizes all class members' names and the names of other school personnel, e.g., the principal, other teachers' names	• Labels on doors help us out. What do those labels say? • Can you deliver this note to… (point to the name and ask who it is addressed to)?	
• recognizes words on a wide variety of charts and labels around the class and school	• Where does it tell us that? Can you read that part out to me? • Can you find that word on the chart? • Great! You recognized the Word Wall word. (Reinforcement)	
• recalls a wide range of high-frequency words including those listed for kindergarten through grade three	*For the Grade 3 Word Wall:* • Is that a Word Wall word? • Can the Word Wall help you there? *For previous Word Wall words:* • These are some words you had on your Word Wall last year. Can you read them to me?	
Writing • prints and writes the names of family, friends, and other people and things in the classroom and community contexts	• Can you write their names? • You see that on the sign at the local gas station. Can you spell *gas*? • Good, you spelled *cabbage*. Did you remember that from the food list on the rabbit's cage?	
• spells all of the high-frequency words listed for kindergarten through grade two, and most of the grade three words	• Does your spelling look right? Check it with the Word Wall. • Good, you spelled that Word Wall word correctly. (Reinforcement) • These are words from last year's Word Wall. Can you write them?	

Word Recognition (continued)

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
Word Solving and Building		
Reading • uses letter and sound cues (initial, medial, and final) for solving unfamiliar words	• What sound does that letter (or letters for consonant clusters) make? • What sound(s) would you expect at the beginning, in the middle, or at the end of this word?	
• associates letter to the less familiar vowel sounds and vowel clusters (e.g. au, ou, e in *new*)	• Does that sound right? • Check the letters in the middle of the word. • It rhymes with *oil*. Does that help you work it out? (*boil*)	
• reads a range of words with silent letters (e.g., *knock, ghost,* and *thought*)	• What would make sense there? • That's right. We don't say all of the letters in this word. Those two are silent. (Reinforcement)	
• uses word patterns and meaning to work out unfamiliar words (e.g., knows *distance* and works out *distant*)	• Is part of this word like another word you know? • Do you see a pattern you know? • Check all the letters. Does that sound right/look right?	
• reads an increasing range of words with inflected endings	• Look at the end of the word. • Reread that and check the end of this word. Does that sound better?	
• reads words with r-controlled vowels	• It rhymes with *hard*. What would make sense here? (*star*) • This part looks the same as "ur" in *fur*. Does that help with reading…? (*burst*)?	
• reads homophones (words that sound the same but have different spellings and meanings) and is aware of the meaning of the word in context	• Yes they sound the same, but they don't look the same, and they don't mean the same thing. • Let's look at those two words. What's the same about them? What's different?	
• reads a range of common contractions	• It's two words that have been shortened. Let's look, (write *I'm* and *I am*.) Have they been shortened? • You paused at *He'll*. What surprised you?	

Word Recognition (continued)

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
• reads wide variety of compound words	• It's two words put together. Does that help you work it out?	
• reads multisyllabic words	• I like the way you paused and worked out that word by saying it in chunks. Run the chunks together. Does it make sense now? • Look at the letters. Can you chunk them?	
Writing • uses a wide range of letter sound associations for spellings • uses a variety of vowel sounds in spelling	• Think of the first sound in the word…. • Say the word slowly. What do you hear at the beginning/in the middle/at the end? Write that word down. • When you say the word slowly, what vowel sound do you hear in the middle? Think of another word with that pattern. Does that look right?	
• uses an increasing variety of visual patterns for spellings	• Does it look like a word you know? • Look at the pattern at the end of the word. Does it look right?	
• is starting to use meaning similarities to try new spellings (e.g., *invitation* must be linked to *invite*)	• Can you think of a work that looks like this one and may have a similar meaning?	
• uses analogies (e.g., "I know *mountain* and I think *fountain* may look like it.")	• Think of a word that looks like this one. Is that like a word you know? • Is there a pattern you know that could help you?	
• uses different spellings for some homophones in writing	• Is there another way of spelling *pair*? It means a fruit.	
• uses an increasing range of contractions (e.g., he'll, couldn't)	• You have written *too*. How is the number spelled? Yes! It's the meaning that makes the difference. • Great! You've remembered the apostrophe to show letters are missing! (Reinforcement) • It's great that you have written a contraction (*Im*). What do we include to show there's a letter missing?	
• spells an increasing number of compound words	• You've put two words together to make a compound word … *snowball*. (Reinforcement)	

Word Recognition (continued)

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
• is starting to use possessives (e.g., The cat's favourite toy is a stuffed mouse.)	• How do you show who the…belongs to?	
• uses inflected endings, and is beginning to use prefixes and suffixes to expand words (e.g., sail-ing, -ed, -or)	• Does that sentence make sense? What ending do you need on *walk*? (-ed and -ing) • Reread the sentence you wrote and think about the ending you need for that word.	
• uses regular plurals by adding "s" and beginning to use "es" for words ending in "s", "x", "ch", "sh", and "ss". Also, is developing awareness of plurals that require changing the "y" to "i" and adding "es" (fry-fries)	• When you have "ss" at the end of a word you often add "es" when there's more than one. • Reread your sentence and look at the end of this word. Is there something missing?	
Language Predictability		
Reading • uses context to work out word meanings but also checks out picture cues, when available, and other resources in all reading situations	• What helped you work out what that word meant? • Was there a clue in the text/ in the picture/in the chart?	
• integrates contextual cues (meaning and grammar) in order to word solve in all reading situations	• Does it make sense, and does it check out? • Look at the word ending, and then think what would make sense and sound right.	
• integrates meaning, grammatic, and visual sound cues effectively to word solve in reading	• Remember words have to make sense and sound right. • Is that a word you know?	
• uses language strategies (e.g., reads ahead and rereads to support predictions for unfamiliar words in context)	• Reread that part and see what would sound right and make sense. • I like the way you paused and went back when that word didn't make sense. (Reinforcement)	
Writing • is increasing knowledge of language generalizations (e.g., predictability of letter sequences e.g. ta_k… the missing letter is likely to be "c" for *tack* or "n" for *tank*.)	• Words starting with "q" in English have a "u" next. • There's a letter that needs to go before the "k" in *crak*. If you think of a word like it, such as *black*, what letter do you need to fit into *crack*?	