Language Predictability Record Sheet

| Name: | Date: | |
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| Tuille. | Dutc | |

| Reading | | |
|---|---|--------------|
| Behaviours and Strategies | Prompts | Observations |
| uses context to work out word meanings but also checks picture cues in all reading situations | What helped you work out what that word meant?Was there a clue in the story/in the picture? | |
| predicts meaningful and grammatically appropriate words for cloze gaps in all reading contexts | 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 a range of visual sound cues (e.g., initial, middle, and final letters, onsets and rimes, inflected endings) for contextual word predictions in reading | Does it make sense, and does it check out? Look at the word ending, and then think what would make sense and sound right. Good! That made sense and it checks out. (Reinforcement) | |
| uses language strategies (e.g., reads ahead and rereads to support predictions for unfamiliar words in context) | Read ahead and see what would make sense. 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 | | |
| Behaviours and Strategies | Prompts | Observations |
| • is building a range of language generalizations (e.g., words always include vowels, "q" is usually followed by "u," "e" is usually dropped when "ing" or "ed" are added to a verb) | Words starting with "q" almost always have a "u" that follows the "q" That word needs a vowel in the middle. Remember, all words we use have vowels in them. | |