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 text features such as charts, captions, and diagrams; may need some support.	• 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 is beginning to accomodate 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?	
• 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; may need some support	• 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 lay-out	• 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 20-minute periods of time	
• reads a range of fiction, non-fiction, and info-fiction texts in a variety of forms (e.g., scripts, poems, reports, magazine articles, stories) during Independent Reading	
• shows emotional responses to literature (e.g., through facial expressions, oral opinions and questions, and through dramatic, artistic, and written literature responses)	
• makes oral and written book recommendations for others; may need some support	
• enthusiastically selects a wide range of books and other texts	
• rereads 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 an increasing variety 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 ideas from texts for oral contributions and increasingly for research in writing	• 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 pictures, labels, charts, 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 more complete retellings of stories and information from texts; may need prompts occasionally	• 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, expresses opinions, and uses personal connections and some ideas from the text to support opinions	• 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 appropriate questions; may add ideas from other sources (e.g. a comparison with another text)	• 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	• 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 J–M levels of text	See the Comprehension Strategies Anecdotal Record for specific strategies and prompts.	
• understands the differences between fact and ficiton	• 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, scripts, reports, poems, chapter books)	• 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 two students to read aloud for brief diagnostic sessions to enable you to check self-monitoring in word recognition.*		
	• 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 sources to work out and check 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?	
	• increases use of 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 with a buddy and in a small or whole class setting; listens to others' views and may accommodate and adjust personal idea	• What is your opinion about…? • Did other people agree with you? What did they think? • Did you change your mind?	
	• starts to read texts at different speeds 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 two	*For the Grade 2 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 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 one, and most of the grade two 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 • associates sounds to single consonants and many consonant clusters (e.g., br, str, sl, ch)	• 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 sounds to most vowel sounds (e.g., short, long, and some of the less familiar ones such as oi/oy, ou, oo as in *look*)	• 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 words with silent letters (e.g., *could, lamb*)	• 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 to solve unfamiliar words (e.g., knows *rice* and works out *twice*)	• 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 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*)?	
• is aware that some words sound the same but have different meanings and spelling: homophones (e.g., *sail/ sale*)	• 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 common contractions (e.g., *I'm, can't, don't*)	• 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 many compound words	• It's two words put together … Does that help you work it out?	
• reads two- to three-syllable 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 all the letters. Can you chunk them?	
Writing • uses consonant and consonant cluster letter–sound associations in spellings • is refining knowledge 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 some 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?	
• uses word pattern to work out spelling of unfamiliar words (e.g., knows *thing* and works out how to spell *sting*)	• 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?	
• is beginning to be aware of different spellings for homophones in writing	• Is there another way of spelling *pair*? It means a fruit.	
• uses a few contractions (e.g., *I'm*, *can'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 some compound words	• You've put two words together to make a compound word … *snowball*. (Reinforcement)	

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Word Recognition (continued)

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
• uses inflected endings (e.g. *-ing*, *-ed*)	• 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 (adding "s") and is beginning to use "es" for words ending in "s", 'x", "ch", "sh", and "ss".	• 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 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?	
• predicts meaningful and grammatically appropriate words for cloze gaps in all reading contexts	• Remember words have to make sense and sound right. • Is that a word you know?	
• integrates meaning and grammatic cues with a range of visual-sound cues (e.g., initial, medial, and final letters, onset and rime 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.	
• 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 building knowledge of language generalizations (e.g., words in English always include vowels, "q" is usually followed by "u", "e', is usually dropped when "ing" or "ed" is added to verbs)	• Words starting with "q" in English have a "u" next. • That word needs a vowel in the middle. Remember all words we use have vowels in them. • 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*?	