



Guided Reading Progress Checklist

Emergent level (pre-K to grade 1)

- is the student able to follow the teacher's model of reading the text by pointing to words,
- Is the student able to match words to pictures?
- Is the student able to pronounce words correctly?
- Is the student able to engage in interactive reading activities like asking questions about the story?
- Is the student able to make predictions?
- Is the student able to retell the story?
- Is the student able to repeat the text several times to become more familiar with it and improve their fluency?

Early reader level (grades 1 to 2):

- Is the student receiving explicit instruction in phonics to help decode words and build their reading skills?
- Is the teacher able to help the child focus on key words in the text by highlighting them or using a pointer?
- Is the student able to make connections between the text and his/her own experiences to deepen his/her understanding and engagement with the story?



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Developing reader level (grades 2 to 3):

- Is the child able to build vocabulary by discussing new words and their meanings?
- Is the child able to provide examples of usage of newly learned words?
- Is the child able to understand the structure of a text, including the beginning, middle, and end, and
- Is the child able to identify key elements such as characters, setting, and events?
- Is the child able to make inferences about the text, such as determining the author's purpose?

Fluent reader level (grades 4 and above):

- Is the child able to analyze the text by discussing its themes and main ideas?
- Is the child able to analyze literary elements such as character development and plot?
- Is the child able to reflect on what they have read and their own responses to the text, such as making connections to their own life, forming opinions, and asking questions?
- Is the student able to engage in independent reading by setting aside time for silent reading?
- Is the student able to select books that are at their reading level,
- Is the student able to participate in discussion and reflection opportunities?