

Fairfield Public Schools
Instructional Expectations for Reading
**Based on Independent Reading Levels*

Grade	Key	Fall	Winter	Spring
K	E	NA	3+ (B)	6+ (D)
	M	NA	1-2 (A-B)	4 (C)
	A	NA	1 (A)	2-3 (B)
	D	NA	A	1 and below (A)
1	E	6+ (D)	12+ (G)	20+ (K)
	M	4 (C)	8-10 (E-F)	18 (J)
	A	2-3 (B)	6 (D)	14-16 (H-I)
	D	1 (A)	4 and below (C)	12 and below (G)
2	E	20+ (K)	28+ (M)	30+ (N)
	M	18 (J)	20-24 (K-L)	28 (M)
	A	14-16 (H-I)	18 (J)	24 (L)
	D	12 and below (G)	16 and below (H)	20 and below (K)
3	E	30+ (N)	38+ (P)	40+(P/Q)
	M	28 (M)	30-34 (N-O)	38 (P)
	A	24 (L)	28 (M)	34 (O)
	D	20 and below (K)	24 and below (L)	30 and below (N)
4	E	40+ (Q)	44+ (R-S)	50 + (S/T/U)
	M	38 (P)	40 (Q)	40 (R)
	A	34 (O)	34 (P)	38 (Q)
	D	30 and below (N)	30 and below (O)	34 and below (P)
5	E	50+ (T/U)	50+ (U/V)	60+ (V/W)
	M	40 (S)	44 (T)	50 (U)
	A	40 (R)	40 (S)	44 (T)
	D	34 and below (Q)	38 and below (R)	40 and below (S)
Exceeds				
Meets				
Approaches- May need short term intervention				
Does Not Meet BM: Needs Intervention				

Levels A-C
 Observation Guide & Teaching Points Emergent Guided Reading (Richardson, 2010)

Name/Date	Circle: useful strategies	Circle: inefficient behaviors <i>Note Teaching Points with TP</i>
Name: List miscues:	<ul style="list-style-type: none"> • Maintains 1:1 w/o prompting • Uses picture at difficulty • Uses first letter cues • Monitors w/known words • Attends to final letters • Uses structure to monitor • Crosschecks meaning & 1st letters 	<ul style="list-style-type: none"> • Needs support to match 1:1 • Ignores picture clues/meaning • Ignores first letter cues • Ignores known sight words • Ignores endings • Does not scan words left to right • Overrelies on patterned text
Name: List miscues:	<ul style="list-style-type: none"> • Maintains 1:1 w/o prompting • Uses picture at difficulty • Uses first letter cues • Monitors w/known words • Attends to final letters • Uses structure to monitor • Crosschecks meaning & 1st letters 	<ul style="list-style-type: none"> • Needs support to match 1:1 • Ignores picture clues/meaning • Ignores first letter cues • Ignores known sight words • Ignores endings • Does not scan words left to right • Overrelies on patterned text
Name: List miscues:	<ul style="list-style-type: none"> • Maintains 1:1 w/o prompting • Uses picture at difficulty • Uses first letter cues • Monitors w/known words • Attends to final letters • Uses structure to monitor • Crosschecks meaning & 1st letters 	<ul style="list-style-type: none"> • Needs support to match 1:1 • Ignores picture clues/meaning • Ignores first letter cues • Ignores known sight words • Ignores endings • Does not scan words left to right • Overrelies on patterned text
Name: List miscues:	<ul style="list-style-type: none"> • Maintains 1:1 w/o prompting • Uses picture at difficulty • Uses first letter cues • Monitors w/known words • Attends to final letters • Uses structure to monitor • Crosschecks meaning & 1st letters 	<ul style="list-style-type: none"> • Needs support to match 1:1 • Ignores picture clues/meaning • Ignores first letter cues • Ignores known sight words • Ignores endings • Does not scan words left to right • Overrelies on patterned text
Name: List miscues:	<ul style="list-style-type: none"> • Maintains 1:1 w/o prompting • Uses picture at difficulty • Uses first letter cues • Monitors w/known words • Attends to final letters • Uses structure to monitor • Crosschecks meaning & 1st letters 	<ul style="list-style-type: none"> • Needs support to match 1:1 • Ignores picture clues/meaning • Ignores first letter cues • Ignores known sight words • Ignores endings • Does not scan words left to right • Overrelies on patterned text
Name: List miscues:	<ul style="list-style-type: none"> • Maintains 1:1 w/o prompting • Uses picture at difficulty • Uses first letter cues • Monitors w/known words • Attends to final letters • Uses structure to monitor • Crosschecks meaning & 1st letters 	<ul style="list-style-type: none"> • Needs support to match 1:1 • Ignores picture clues/meaning • Ignores first letter cues • Ignores known sight words • Ignores endings • Does not scan words left to right • Overrelies on patterned text

Observation Guide and Teaching Points Early Guided Reading (Richardson, 2010)

Name/Date	Circle: useful strategies	Circle: inefficient behaviors <i>Note Teaching Points with TP</i>
Name: List miscues:	<ul style="list-style-type: none"> *Rereads/tries to problem-solve *Monitors for meaning *Monitors for visual *Breaks words apart *Phrased w/expression *Retells w/o support *Makes logical predictions 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow & choppy w/little expression *Needs support to retell *Ignores punctuation
Name: List miscues:	<ul style="list-style-type: none"> *Rereads/tries to problem-solve *Monitors for meaning *Monitors for visual *Breaks words apart *Phrased w/expression *Retells w/o support *Makes logical predictions 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow & choppy w/little expression *Needs support to retell *Ignores punctuation
Name: List miscues:	<ul style="list-style-type: none"> *Rereads/tries to problem-solve *Monitors for meaning *Monitors for visual *Breaks words apart *Phrased w/expression *Retells w/o support *Makes logical predictions 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow & choppy w/little expression *Needs support to retell *Ignores punctuation
Name: List miscues:	<ul style="list-style-type: none"> *Rereads/tries to problem-solve *Monitors for meaning *Monitors for visual *Breaks words apart *Phrased w/expression *Retells w/o support *Makes logical predictions 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow & choppy w/little expression *Ignores punctuation *Needs support to retell
Name: List miscues:	<ul style="list-style-type: none"> *Rereads/tries to problem-solve *Monitors for meaning *Monitors for visual *Breaks words apart *Phrased w/expression *Retells w/o support *Makes logical predictions 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow & choppy w/little expression *Needs support to retell *Ignores punctuation
Name: List miscues:	<ul style="list-style-type: none"> *Rereads/tries to problem-solve *Monitors for meaning *Monitors for visual *Breaks words apart *Phrased w/expression *Retells w/o support *Makes logical predictions 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow & choppy w/little expression *Needs support to retell *Ignores punctuation

Observation Guide & Teaching Points Transitional Guided Reading (Richardson, 2010)

Name/Date	Circle: useful strategies	Circle: inefficient behaviors <i>Note Teaching Points with TP</i>
Name: List miscues:	<ul style="list-style-type: none"> *Rereads at difficulty *Monitors for meaning *Monitors for visual *Breaks words apart *Smooth & phrased *Appropriate intonation *Attends to punctuation *Retells w/o picture *Uses vocabulary strategies 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow and choppy *Reads in monotone *Ignores punctuation *Needs support to retell *Ignores text clues for new vocabulary
Name: List miscues:	<ul style="list-style-type: none"> *Rereads at difficulty *Monitors for meaning *Monitors for visual *Breaks words apart *Smooth & phrased *Retells w/o picture *Appropriate intonation *Attends to punctuation *Uses vocabulary strategies 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow and choppy *Needs support to retell *Reads in monotone *Ignores punctuation *Ignores text clues for new vocabulary
Name: List miscues:	<ul style="list-style-type: none"> *Rereads at difficulty *Monitors for meaning *Monitors for visual *Breaks words apart *Smooth & phrased *Retells w/o picture *Appropriate intonation *Attends to punctuation *Uses vocabulary strategies 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow and choppy *Needs support to retell *Reads in monotone *Ignores punctuation *Ignores text clues for new vocabulary
Name: List miscues:	<ul style="list-style-type: none"> *Rereads at difficulty *Monitors for meaning *Monitors for visual *Breaks words apart *Smooth & phrased *Retells w/o picture *Appropriate intonation *Attends to punctuation *Uses vocabulary strategies 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow and choppy *Needs support to retell *Reads in monotone *Ignores punctuation *Ignores text clues for new vocabulary
Name: List miscues:	<ul style="list-style-type: none"> *Rereads at difficulty *Monitors for meaning *Monitors for visual *Breaks words apart *Smooth & phrased *Retells w/o picture *Appropriate intonation *Attends to punctuation *Uses vocabulary strategies 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow and choppy *Needs support to retell *Reads in monotone *Ignores punctuation *Ignores text clues for new vocabulary
Name: List miscues:	<ul style="list-style-type: none"> *Rereads at difficulty *Monitors for meaning *Monitors for visual *Breaks words apart *Smooth & phrased *Retells w/o picture *Appropriate intonation *Attends to punctuation *Uses vocabulary strategies 	<ul style="list-style-type: none"> *No attempt at difficulty *Does not monitor for meaning *Ignores middle/end of word *Sounds out letter by letter *Slow and choppy *Needs support to retell *Reads in monotone *Ignores punctuation *Ignores text clues for new vocabulary

Name: _____

Exit Slip: Getting Your Readers Off To a Great Start

1. Does your classroom library support your readers right now? Yes No

2. Observations of your library:

3. Please fill out the information to prepare for your small group instruction.

Targeted Students	Notes/Observations from previous year (EIP, conversations with previous teachers/staff)	Reading level to begin SGI	Possible texts for Small Group Instruction

Answer Key - Videos

levels D-I

Observation Guide and Teaching Points Early Guided Reading (Richardson, 2010)

Name/Date	Circle: useful strategies ←	Circle: inefficient behaviors ← Note Teaching Points with TP
Name: List miscues: said mom truck let's big trailer and it's name to go not note into	• Rereads/tries to problem-solve • Monitors for meaning • Monitors for visual • Breaks words apart • Phrased w/expression • Retells w/o support N/A • Makes logical predictions N/A	• No attempt at difficulty • Does not monitor for meaning • Ignores middle/end of word • Sounds out letter by letter • Slow & choppy w/little expression • Needs support to retell NA • Ignores punctuation
Name: List miscues: said boyballs ✓ shouted boys Bill # for Billy Ben After Ben said Bill new truck Ben new	• Rereads/tries to problem-solve • Monitors for meaning • Monitors for visual initial sound • Breaks words apart • Phrased w/expression • Retells w/o support N/A • Makes logical predictions N/A	• No attempt at difficulty • Does not monitor for meaning • Ignores middle/end of word • Sounds out letter by letter • Slow & choppy w/little expression • Needs support to retell • Ignores punctuation
Name: List miscues:	• Rereads/tries to problem-solve • Monitors for meaning • Monitors for visual • Breaks words apart • Phrased w/expression • Retells w/o support • Makes logical predictions	• No attempt at difficulty • Does not monitor for meaning • Ignores middle/end of word • Sounds out letter by letter • Slow & choppy w/little expression • Needs support to retell • Ignores punctuation
Name: List miscues:	• Rereads/tries to problem-solve • Monitors for meaning • Monitors for visual • Breaks words apart • Phrased w/expression • Retells w/o support • Makes logical predictions	• No attempt at difficulty • Does not monitor for meaning • Ignores middle/end of word • Sounds out letter by letter • Slow & choppy w/little expression • Ignores punctuation • Needs support to retell
Name: List miscues:	• Rereads/tries to problem-solve • Monitors for meaning • Monitors for visual • Breaks words apart • Phrased w/expression • Retells w/o support • Makes logical predictions	• No attempt at difficulty • Does not monitor for meaning • Ignores middle/end of word • Sounds out letter by letter • Slow & choppy w/little expression • Needs support to retell • Ignores punctuation
Name: List miscues:	• Rereads/tries to problem-solve • Monitors for meaning • Monitors for visual • Breaks words apart • Phrased w/expression • Retells w/o support • Makes logical predictions	• No attempt at difficulty • Does not monitor for meaning • Ignores middle/end of word • Sounds out letter by letter • Slow & choppy w/little expression • Needs support to retell • Ignores punctuation

finger pointing

Zack's
Moving Day
Surprise
(F)

Ben's
Dad
(E)

Observation Guide and Teaching Points Early Guided Reading (Richardson, 2010)

Name/Date	Circle: useful strategies	Circle: inefficient behaviors <i>Note Teaching Points with TP</i>
<p>Name:</p> <p>List miscues:</p> <p>slaps like said</p> <p>less/so</p> <p>is a</p> <p>Frank</p> <p>Frank</p>	<p>• Rereads/tries to problem-solve</p> <p>• Monitors for meaning</p> <p>• Monitors for visual</p> <p>• Breaks words apart</p> <p>• Phrased w/expression</p> <p>• Retells w/o support N/A</p> <p>• Makes logical predictions N/A</p>	<p>• No attempt at difficulty</p> <p>• Does not monitor for meaning</p> <p>• Ignores middle/end of word</p> <p>• Sounds out letter by letter</p> <p>• Slow & choppy w/little expression</p> <p>• Needs support to retell N/A</p> <p>• Ignores punctuation</p>
<p>Name:</p> <p>List miscues:</p> <p>sa'd</p> <p>shouted</p> <p>bs - ball</p> <p>boys</p> <p>B71 Bill</p> <p>Ben</p> <p>Ben</p> <p>Ben</p>	<p>• Rereads/tries to problem-solve</p> <p>• Monitors for meaning</p> <p>• Monitors for visual only initial sound</p> <p>• Breaks words apart</p> <p>• Phrased w/expression</p> <p>• Retells w/o support N/A</p> <p>• Makes logical predictions N/A</p>	<p>• No attempt at difficulty</p> <p>• Does not monitor for meaning</p> <p>• Ignores middle/end of word</p> <p>• Sounds out letter by letter</p> <p>• Slow & choppy w/little expression</p> <p>• Needs support to retell</p> <p>• Ignores punctuation</p>
<p>Name:</p> <p>List miscues:</p> <p>sa'd</p> <p>after</p> <p>sa'd</p> <p>Dad</p>	<p>• Rereads/tries to problem-solve</p> <p>• Monitors for meaning</p> <p>• Monitors for visual</p> <p>• Breaks words apart</p> <p>• Phrased w/expression</p> <p>• Retells w/o support</p> <p>• Makes logical predictions</p>	<p>• No attempt at difficulty</p> <p>• Does not monitor for meaning</p> <p>• Ignores middle/end of word</p> <p>• Sounds out letter by letter</p> <p>• Slow & choppy w/little expression</p> <p>• Needs support to retell</p> <p>• Ignores punctuation</p>
<p>Name:</p> <p>List miscues:</p>	<p>• Rereads/tries to problem-solve</p> <p>• Monitors for meaning</p> <p>• Monitors for visual</p> <p>• Breaks words apart</p> <p>• Phrased w/expression</p> <p>• Retells w/o support</p> <p>• Makes logical predictions</p>	<p>• No attempt at difficulty</p> <p>• Does not monitor for meaning</p> <p>• Ignores middle/end of word</p> <p>• Sounds out letter by letter</p> <p>• Slow & choppy w/little expression</p> <p>• Ignores punctuation</p> <p>• Needs support to retell</p>
<p>Name:</p> <p>List miscues:</p>	<p>• Rereads/tries to problem-solve</p> <p>• Monitors for meaning</p> <p>• Monitors for visual</p> <p>• Breaks words apart</p> <p>• Phrased w/expression</p> <p>• Retells w/o support</p> <p>• Makes logical predictions</p>	<p>• No attempt at difficulty</p> <p>• Does not monitor for meaning</p> <p>• Ignores middle/end of word</p> <p>• Sounds out letter by letter</p> <p>• Slow & choppy w/little expression</p> <p>• Needs support to retell</p> <p>• Ignores punctuation</p>
<p>Name:</p> <p>List miscues:</p>	<p>• Rereads/tries to problem-solve</p> <p>• Monitors for meaning</p> <p>• Monitors for visual</p> <p>• Breaks words apart</p> <p>• Phrased w/expression</p> <p>• Retells w/o support</p> <p>• Makes logical predictions</p>	<p>• No attempt at difficulty</p> <p>• Does not monitor for meaning</p> <p>• Ignores middle/end of word</p> <p>• Sounds out letter by letter</p> <p>• Slow & choppy w/little expression</p> <p>• Needs support to retell</p> <p>• Ignores punctuation</p>

and

to

into

name

note

wait

went

sa'd

claved

bs - balls and girls

boys

her

here

first

bo

ma

flap