

STUDENT NAME: .....



Title	Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
Advanced Fluent Reading Stage: Level Q (40)						
Tras la escena del zoológico	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
Tan lejos de casa	Identifying characters' attitudes and the actions that reveal these	Can the student identify characters' attitudes and the actions that reveal these attitudes?				
¡Llévame a la escuela!	Making inferences about the information presented	Can the student make inferences about the information?				
Escalera al cielo	Identifying how a character changes from the beginning of a story to the end	Can the student describe how and why characters change in a story?				
¿Cómo se hace un campeón?	Comparing and contrasting the information in each chapter	Can the student compare and contrast the information in each chapter?				
Como pez en el agua	Describing how and why characters changed from the beginning of the story to the end	Can the student describe how and why characters change in a story?				
HeroRATs: Ratas heroínas	Asking questions about the information	Does the student ask questions about the information to gain meaning?				
Una ratite inteligente	Identifying how a character changes from the beginning of the story to the end	Can the student describe how and why characters change in a story?				

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Beginning Title **Reading strategy Observed Sometimes** Often Has behavior of uses the to use the uses the mastered student strategy strategy strategy the strategy Advanced Fluent Reading Stage: Level R (40) El majestuoso río Mississippi | Searching for information in a Can the student use variety of graphics (photos, visual images to find illustrations, captions, maps) information? El niño y el río Identifying the historical facts Can the student identify within a narrative the historical facts? ¿Cuál es la atracción? Comparing the information in Can the student compare and contrast the each chapter information in each chapter? Identifying and recognizing the Does the student recognize Rescate en el Cañón Azul reason for varying narrative variations (the use of structure (flashback) flashback) in narratives? Making inferences about the Los primeros visitantes Can the student make information inferences about the information? **Odiseo y el Cíclope** Identifying the language of the Can the student identify text type (legend) the language used in a legend? Can the student use **Polio: Una enfermedad** Searching for information in a variety of visual images aterradora visual images to find (photos, a timeline, maps) information? ¡A bailar! Recognizing and understanding Can the student the use of a journal within a recognize and understand the use of a narrative structure iournal in a narrative?

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Beginning Title **Reading strategy Observed Sometimes** Often Has behavior of to use the uses the uses the mastered student strategy strategy strategy the strategy Advanced Fluent Reading Stage: Level S (40) Making inferences about Proteger al pueblo flechero Can the student make information inferences about the information? Can the student identify ;Intrusos! Identifying a character's thoughts and feelings by observing their the link between how a actions and speech character thinks and feels and what they do and say? **Explorar el espacio** Searching for information in Can the student use a variety of graphics (photos, visual images to find captions, fact boxes, diagrams) information? Rescate en el mar Identifying how a character Can the student describe changes from the beginning of a how and why characters story to the end change in a story? Nuestra Tierra activa Searching for information Can the student use in a variety of visual images visual images to find (photos, diagrams, maps) information? Nace un géiser Recognizing variations in narrative Does the student structure (flashback) recognize variations (the use of flashback) in narratives? **Energía limpia** Asking questions about the Does the student ask information questions about the information to gain meaning? Sobreviviente del terremoto Identifying the language the Can the student identify author uses to signal changes the language used to in setting (time and place) show changes in time and place?

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