

# Observational Guide for Reading and Readers (circa 2009)

## General Info

- ☐ is able to choose an appropriate text for independent reading
- ☐ reads daily, chooses to read
- ☐ carries a book each day
- ☐ explores a variety of genres (fiction, nonfiction, poetry, magazines, etc.)
- ☐ is able to sustain reading for an extended period of time
- ☐ uses library frequently
- ☐ uses computers for information
- ☐ uses reference materials for inquiry

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## Reading Strategies

- ☐ attends to paratextual elements (title, cover, end pages, etc.)
- ☐ recognizes miscues
- ☐ draws inferences from texts
- ☐ understands directionality, concepts of print
- ☐ draws upon prior knowledge
- ☐ makes predictions based on experiences with texts and life
- ☐ does not overrely on decoding strategies
- ☐ exhibits effective sampling of visual information
- ☐ confirms, cross-checks information
- ☐ monitors comprehension and self-corrects when necessary
- ☐ adjusts rate of reading depending on text and purpose
- ☐ is able to visualize when reading
- ☐ can summarize what has been read
- ☐ knows various purposes for reading
- ☐ asks questions when reading
- ☐ notices elements in design and illustrations
- ☐ makes connections to other literary texts
- ☐ uses context clues appropriately

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**Reading  
Strategies  
(cont.)**

- \_\_\_ reads fluently with expression
- \_\_\_ is able to read most/all high-frequency words

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**Response to  
Reading**

- \_\_\_ is able to talk about what has been read
- \_\_\_ discusses details about text
- \_\_\_ notices illustrations
- \_\_\_ can connect with character's actions/motives
- \_\_\_ reads other connected texts
- \_\_\_ makes recommendations for other readers
- \_\_\_ is able to conduct book talks