

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level A: Behaviors to Notice and Support at this Level:

- * Understands familiar concepts in stories and illustrations
- * Differentiates print from pictures
- * Remembers and uses language patterns
- * Begins to match word-by-word, pointing with one finger under words
- * Locates both known and new words
- * Holds the book and turns the page from left to right
- * Relates the book to his/her experience
- * Reads words from left to right

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level B: Behaviors to Notice and Support at this Level:

- * Differentiates print from pictures
- * Locates both known and new words
- * Relates the book to his or her experiences
- * Holds the book and turns the pages from left to right
- * Understands familiar concepts in stories and illustrations
- * Begins to match word-by-word, pointing with one finger under words.
- * Reads words from left to right
- * Remembers and uses language patterns

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level C: Behaviors to Notice and Support at this Level:

- * Notices and interprets detail in pictures
- * Uses word-by-word matching to check on reading
- * Notices features of letters and words
- * Demonstrates control of left-to-right movement and return sweeps
- * Rereads to confirm or figure out new words
- * Talks about ideas in the text
- * Uses knowledge of high-frequency words to check on reading
- * Begins to self-monitor, noticing mismatches in meaning and language
- * Begins to control word-by-word matching across two lines of text, pointing with one finger
- * Uses visual information, such as the first letter of the word, to read known and new words
- * Remembers and uses language patterns in text
- * Notices mismatches in meaning or language
- * Pays close attention to text

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level D: Behaviors to Notice and Support at this Level:

- * Begins to track print with eyes
- * Remembers and uses language patterns in text
- * Solves some new words independently
- * Rereads to confirm or figure out new words
- * Uses visual information to predict, check, and confirm reading
- * Rereads to solve problems such as figuring out new words
- * Recognizes known words quickly and uses them to figure out the meaning of new words
- * Demonstrates awareness of punctuation by pausing and some phrasing
- * Demonstrates control of left to right directionality and word-by-word matching across several lines of print.
- * Uses picture details to help figure out words
- * Rereads to confirm or figure out new word
- * Searches for understanding while reading

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level E: Behaviors to Notice and Support at this Level:

- * Self-corrects, using visual information
- * Searches for understanding while reading
- * Remembers details from the text and pictures
- * Reads fluently with phrasing
- * Rereads to confirm or figure out new words
- * Remembers language patterns and repeating events over longer stretches of text
- * Controls directionality and word-by-word matching with eyes, using finger only at points of difficulty
- * Pays close attention to words and their structural features (for example, ending)
- * Solves new words using knowledge of sound/letter relationships and word parts

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level F: Behaviors to Notice and Support at this Level:

- * Relates texts to others previously read
- * Recognizes many words quickly and automatically
- * Remembers details and uses them to clarify meaning
- * Rereads to search for meaning and accuracy
- * Demonstrates understanding by talking about text after reading
- * Uses language syntax and meaning to read fluently, with phrasing
- * Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection
- * Reads for meaning but checks with the visual aspects of print (letters, sounds, words)
- * Rereads to self-monitor or self-correct phrasing and expression
- * Figures out some larger words by taking them apart
- * Tracks print with eyes except at points of difficulty

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level G: Behaviors to Notice and Support at this Level:

- * Rereads to search for meaning
- * Rereads to figure out new words, self-correct, or improve phrasing and expression
- * Recognizes most words quickly and automatically
- * Figures out longer words while reading for meaning
- * Uses known words to figure out new words
- * Tracks print with eyes, using their hand only at points of difficult
- * Uses syntax of written language to figure out new words and their meaning
- * Reads fluently, with phrasing
- * Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection
- * Uses sound/letter relationships, word parts, and other visual information to figure out new words
- * Talks about ideas in the text and relates them to his/her experiences and to other texts
- * Uses multiple sources of information to search and self-correct
- * Moves quickly through text

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level H: Behaviors to Notice and Support at this Level:

- * Reads fluently and rapidly, with appropriate phrasing
- * Notices and uses punctuation to assist smooth reading
- * Recognizes most words quickly and automatically
- * Follows the print with eyes, occasionally using their hand at points of difficulty
- * Uses sound/letter relationships, known words, and word parts to figure out words
- * Uses meaning, visual information, and language syntax to figure out new words
- * Rereads to figure out new words, self-correct, or improve phrasing and expression
- * Remembers details to support the accumulation of meaning throughout the text
- * Uses pictures for information but does not rely on them to make predictions
- * Rereads to search for meaning

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level I: Behaviors to Notice and Support at this Level:

- * Self-corrects errors that cause loss of meaning
- * Actively figures out new words using a range of strategies
- * Reads fluently, slowing down to figure out new words and then resumes speed
- * Rereads to search for meaning
- * In oral reading, rereads some words or phrases to self-correct or improve expression
- * Demonstrates understanding of the story and characters
- * Rereads when necessary to self-correct, but not as a habit
- * Flexibly uses meaning, language syntax, and visual information to figure out new words and monitor meaning
- * Goes beyond the text in discussions and interpretations
- * Sustains problem-solving and development of meaning through a longer text and a two or three day period
- * Follows print with eyes
- * Begins to silently read some of the text

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level J: Behaviors to Notice and Support at this Level:

- * Uses multiple sources of information to process text smoothly
- * Uses multiple strategies to figure out new words while focusing on meaning
- * Analyzes words from left to right, using knowledge of sound/letter relationships
- * Uses known words and word parts to figure out new words
- * Demonstrates understanding of the story and characters
- * Rereads when necessary to self-correct, but not as a habit
- * Makes inferences, predicts, and analyzes character and plot
- * Goes beyond the text in discussions and interpretations
- * Flexibly uses meaning, language syntax, and visual information to monitor reading
- * Sustains problem-solving and development of meaning through a longer text read over several days
- * Rereads to search for meaning
- * Silently reads sections of the text
- * Self-corrects errors that cause loss of meaning
- * Reads fluently, slowing down to figure out new words and then resuming speed

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level K: Behaviors to Notice and Support at this Level:

- * Self-corrects errors that cause loss of meaning
- * Uses multiple sources of information to process text smoothly
- * Analyzes words from left to right, using knowledge of sound/letter relationships
- * Uses multiple strategies to figure out new words while focusing on meaning
- * Uses known words and word parts to figure out new words
- * Reads fluently, slowing down to figure out new words and then resuming speed
- * Flexibly uses meaning, language syntax and visual information to monitor reading
- * Sustains problem-solving and development of meaning through a longer text read over several days
- * Makes inferences, predicts, and analyzes character and plot
- * Silently reads sections of the text
- * Rereads to search for meaning
- * Rereads when necessary to self-correct, but not as a habit
- * Demonstrates understanding of the story and characters

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level L: Behaviors to Notice and Support at this Level:

- * Demonstrates facility in interpreting the text
- * Silently reads sections of the text
- * Integrates multiple sources of information while reading with fluency
- * When reading orally, reads rapidly, with phrasing, slowing down to problem solve and then resuming speed
- * Demonstrates understanding of the text after silent reading
- * Makes inferences, predicts, and analyzes character and plot
- * Flexibly uses multiple word solving strategies while focusing on meaning
- * Goes beyond the text in understanding of problems and characters
- * Sustains attention to meaning and interpretation of a longer text read over several days

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level M: Behaviors to Notice and Support at this Level:

- *Integrates multiple sources of information while reading with fluency
- *When reading orally, reads rapidly, with phrasing
- *Reads orally, with accuracy, not stopping to self-correct in the interest of fluency and phrasing
- *In oral reading, uses multiple word solving strategies with longer words
- *Reads silently most of the time
- *Demonstrates understanding and facility in interpreting the text after silent reading
- *After reading longer sections of a text, predicts events, outcomes, problem resolutions, and character changes
- *Makes connections between the text read and other book
- *Sustains attention to meaning and interpretation of a longer text read over several days.

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level N: Behaviors to Notice and Support at this Level:

- * Uses multiple sources of information to figure out words rapidly while focusing on meaning
- * Flexibly applies word solving strategies to more complex, multi-syllable words.
- * Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
- * Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing.
- * Reads silently except during assessment or to demonstrate text interpretation.
- * After reading longer sections of text, predicts outcomes, problem resolutions, and character change
- * Remembers details and sustains attention to meaning through a longer text
- * Demonstrates understanding and facility at interpretation after silent reading
- * Makes connections between the text read and other books
- * Goes beyond the text to make more sophisticated interpretations

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level O: Behaviors to Notice and Support at this Level:

- *Solves words quickly and automatically while focusing on meaning
- *Searches to understand the subtle shades of meaning that words can convey
- *Demonstrates facility in text interpretation while reading orally, with fluency and phrasing
- *In oral reading, figures out new words rapidly while reading smoothly and expressively
- *Notices how illustrations convey the author's meaning
- *Remembers details from one section of the text to the next
- *Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered
- *After reading silently, demonstrates understanding and sophistication in text interpretation
- *Making connections among texts to enhance interpretation
- *Shows the ability to summarize the text in writing
- *Goes beyond the text to speculate an alternative meaning

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level P: Behaviors to Notice and Support at this Level:

- * When reading silently, reads rapidly and with attention to meaning
- * Actively acquires new vocabulary through reading
- * Demonstrates facility in text interpretation while reading orally, with fluency and phrasing
- * Demonstrates interest in reading an extended text over a longer time
- * Shows the ability to summarize and extend the text in writing
- * Sustains attention to a text over many days, remembering details and revising interpretations as new events are encountered
- * After reading silently, demonstrates understanding and sophistication in text interpretation
- * Compares the text with other books in an analytic way
- * Goes beyond the text to speculate an alternative meaning

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level Q: Behaviors to Notice and Support at this Level:

- *Reads rapidly, with attention to meaning, when reading silently
- *Actively acquires new vocabulary through reading
- *Demonstrates facility in text interpretation while reading orally, with fluency and phrasing
- *In oral reading, figures out new words rapidly while reading smoothly and expressively
- *Sustains attention to a text read over many days, remembering details and revising interpretations as new events are encountered
- *Goes beyond the text to interpret characters' thoughts and feelings
- *Demonstrated interest in reading shorter literary texts
- *Uses illustrations to help analyze text meaning
- *After reading silently, demonstrates understanding and sophistication in interpreting meaning
- *Compares the text to other books in an analytic way
- *Goes beyond the text to speculate on alternative meanings
- *Shows the ability to analyze and extend the text in writing

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level R: Behaviors to Notice and Support at this Level:

- *Reads rapidly both orally and silently while focusing on meaning
- *Sustains attention to a text read over many days, remembering details and revising interpretation as new events are encountered
- *Demonstrates interest and ability in interpreting shorter selections
- *Demonstrates interest in reading an extended text over a long period
- *Extends the text in various ways, including through research
- *Uses comparison with other texts to assist interpretation
- *After reading silently, demonstrates understanding and sophistication in interpreting meaning
- *Goes beyond the text to interpret characters' thoughts and feelings and to speculate on alternative meanings
- *Actively acquires new vocabulary while reading
- *Uses illustrations to help analyze text meaning
- *Demonstrates all interpretive and analytic skills in writing

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level S: Behaviors to Notice and Support at this Level:

- *Reads rapidly both orally and silently while focusing on meaning
- *Rapidly acquires new vocabulary while reading
- *Sustains attention to a text read over many days, remembering details and revising interpretation as new events are encountered
- *Demonstrates interest and ability in interpreting shorter selections
- *Demonstrates flexibility in reading many different kinds of texts
- *After reading silently, demonstrates understanding and sophistication in interpreting meaning
- *Goes beyond the text to interpret characters' thoughts and feelings and to speculate on alternative meanings
- *Demonstrates all interpretive and analytic skills in writing
- *Extends text meaning through research, writing, or the arts

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level T: Behaviors to Notice and Support at this Level:

- *Reads rapidly both orally and silently while focusing on meaning
- *Demonstrates flexibility in reading texts of different styles and genres
- *In oral and silent reading, figures out new words automatically and easily interprets word meaning
- *Sustains attention to a text read over many days, remembering details and revising interpretation as new events are encountered
- *Demonstrates interest and ability in interpreting shorter selections
- *After reading silently, demonstrates understanding and ability to analyze characters and plot
- *Reflects knowledge of literary genre in conversation and writing
- *Extends and demonstrates understanding of the text through writing in a variety of genres
- *Extends and demonstrates understanding of the text through public speaking, research and the arts

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level U: Behaviors to Notice and Support at this Level:

- *Notices graphic illustrations and gets information from them
- *Reads, understands and appreciates literary language
- *Synthesizes information from graphic information with the body of the text
- *Learns technical words from reading
- *Uses the table of contents to help in understanding the organization of the text
- *Grasps 'layers' of meaning in a story; for example, specific understandings plus the 'bigger picture'.
- *Interprets illustrations and their connections to the text
- *Keeps up with several different themes and many characters
- *Interprets characters' motives and the influence on their development
- *Uses reading to learn about self and others
- *Recognizes and appreciates a wide range of genres, both fiction and nonfiction
- *Notices and uses a full range of punctuation, including more rarely used forms such as dashes

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level V: Behaviors to Notice and Support at this Level:

- *Understands and talks about complex themes, analyzing them and applying them to current life situations
- *Understands many different perspectives that are encountered in fiction and nonfiction texts
- *Evaluates both fiction and nonfiction texts for their authenticity and accuracy
- *Deals with mature topics such as death, war, prejudice, and courage
- *Thinks critically about and discusses the content of a literary work or the quality of writing
- *Notices aspects of the writer's craft and looks at the text from a writer's point of view
- *Sustains attention and thinking over the reading of texts that are long and have smaller fonts
- *Tries new genres, topics, and authors, and is able to compare them with known genres, topics, and authors
- *Makes connections across texts to notice an author's style or technique
- *Understands symbolism in both realistic fiction and fantasy; discusses what symbols mean in term's of today's society
- *Brings prior knowledge to bear in understanding literacy references
- *Learns technical language and concepts through reading
- *Learns about self and others through reading, especially about societies that are different from one's own

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level W: Behaviors to Notice and Support at this Level:

- *Sustains reading over longer and more complex texts; is not intimidated by varying layouts and styles of print
- *Builds understanding of a wide variety of human problems
- *Uses reading to expand awareness of people who are different from oneself
- *Understands and learns from character's experiences
- *Learns about self and other through reading; actively seeks understanding of people different from oneself by culture, period of history, or other variation
- *Deals with mature themes such as prejudice, war, death, survival, and poverty, and is able to discuss them in relation to one's own experiences
- *Understands the complexities of human characters as they develop and change; discusses one's own point of view and relationship to characters
- *Integrates understandings derived from graphic illustrations and the text
- *Expands world knowledge through reading
- *Flexibly and automatically uses tool such s glossary, references index, credentials for authors, legends, charts and diagrams

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level X: Behaviors to Notice and Support at this Level:

- *Sustains attention over longer texts with more abstract, mature, and complex themes
- *Notifies, understands, and discusses a wide range of literary devices, such as flashbacks and stories within stories
- *Deals with mature themes, such as family relationships, death, social injustice, and the supernatural
- *Appreciates, understands, and discusses irony and satire
- *Uses descriptive text as a way to understand settings and their importance to the plot or character development
- *Discusses the setting as an element of the text, deciding whether it is important or unimportant
- *Flexibly and automatically uses tools such as glossary, references index, credentials for authors, legends, charts and diagrams
- *Notifies aspects of the author's craft, including the way characters are described and presented as 'real'
- *Talks about the text in an analytical way, including finding specific evidence of the author's style
- *Understands and is able to use the sophisticated, scholarly, and technical language that is found in informational texts

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level Y: Behaviors to Notice and Support at this Level:

*Understands and discusses subtle and complex plots and themes

*Understands, discusses, and deals with, in a mature way, a wide range of social problems, including social injustice and tragedy

*Understands literacy irony and satire as they are used to communicate big ideas

*Understands complex fantasy, entering into whole new worlds, and understands concepts in relation to imagined settings

*Understands and discusses the fact that words can have multiple meanings in relation to the context in which they are used

*Flexibly and automatically uses tools such as glossary, references index, credentials for authors, legends, charts and diagrams

*Interprets events in the light of the setting – time, place, and culture

*Engages in critical thinking about fiction and nonfiction texts

*Critically evaluates nonfiction texts for accuracy and presentation of information

Guided Reading Record

Date: _____ Title of text: _____ Level: _____

Focus/ teaching point: _____

Vocabulary: _____

Student Names	Observations + Teaching point notes	Action or Goal/ Next step
	PK R C	
	PK R C	
	PK R C	
	PK R C	
	PK R C	

Level Z: Behaviors to Notice and Support at this Level:

- *Sustains reading and understanding over much longer texts
- *Deals with a great range of texts – from diaries to narratives to plays
- *Switches easily from one genre to another, assessing knowledge of the structure and nature of the text while beginning to read
- *Understands and discusses how a text ‘works’ in terms of the writer’s organization
- *Deals with controversial social and political issues, seeing multiple perspectives
- *Uses reading to gain technical knowledge in a wide variety of areas
- *Understands the symbolism in heroic quests; applies concepts encountered in fantasy to today’s life
- *Flexibly and automatically uses tools such as glossary, references index, credentials for authors, legends, charts and diagrams
- *Deals with and discusses in a mature way graphic details such as accounts of brutality, hardship, or violence
- *Notices, understands, appreciates, and discusses literary devices
- *Understands and appreciates complex language, archaic language, and cultural motifs
- *Learns about epilogues, bibliographies, and forewords
- *Builds information across text, even when very unusual formats are used (for example, brief interviews with many characters)
- *Fully understands the subtle differences between fiction and nonfiction

THE LOUIS ARMSTRONG ELEMENTARY SCHOOL



P.S. 143g

34-74 113th Street

Corona, NY 11368

Telephone: 718-429-5700

Fax: 718-478-8306

Principal
Jerry Brito

Inquiry Teams
December 5, 2013

Assistant Principals
Sandy Mastropalo
Ivelisse Hernandez, I.A.
Karen Espinoza Pang, I.A.

Assistant Principals
Adis Rodriguez
Seth Berger
Anthony Petrocelli

Goals:

- a) To analyze school data using the ELA item analysis.
- b) To prioritize key standards as a focus to support students' learning needs. (QR 1.1)

Materials to Bring:

ELA Standards (hard or soft copy)

Locations:

Adelphi Academy (Hernandez): Rm 309
Adelphi Academy (Rodriguez): Rm 123
Hostra Academy (Espinoza-Pang): Rm 125
Queens College (Berger): Library
Early Childhood Academy (Mastropalo): Rm 28M
Early Childhood Academy (Petrocelli): 105A

I. Introduction to our ELA Item Analysis

II. Work Session

III. Reflection – Hand in to supervisor before end of the meeting