## **Language Predictability Record Sheet**

Name:	Date:
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Reading		
Behaviours and Strategies	Prompts	Observations
uses context to work out word meanings but also checks picture cues in all reading situations	<ul><li>What helped you work out what that word meant?</li><li>Was there a clue in the story/in the picture?</li></ul>	
predicts meaningful and grammatically appropriate words for cloze gaps in all reading contexts	<ul> <li>Remember, words have to make sense and sound right.</li> <li>Does that make sense?</li> <li>Is that a word you know?</li> <li>Does that sound right?</li> <li>Can you say it that way?</li> </ul>	
• integrates meaning and grammatic cues with a range of visual-sound cues (e.g., initial, middle, and final letters, onsets and rimes, inflected endings) for contextual word predictions in reading	<ul> <li>Does it make sense, and does it check out?</li> <li>Look at the word ending, and then think what would make sense and sound right.</li> <li>Good! That made sense and it checks out. (Reinforcement)</li> </ul>	
uses language strategies (e.g., reads ahead and rereads to support predictions for unfamiliar words in context)	<ul> <li>Read ahead and see what would make sense.</li> <li>Reread that part and see what would sound right and make sense.</li> <li>I like the way you paused and went back when that word didn't make sense. (Reinforcement)</li> </ul>	
Writing		
Behaviours and Strategies	Prompts	Observations
• is building a range of language generalizations (e.g., words always include vowels, "q" is usually followed by "u," "e" is usually dropped when "ing" or "ed" are added to a verb)	<ul> <li>Words starting with "q" almost always have a "u" that follows the "q."</li> <li>That word needs a vowel in the middle. Remember, all words we use have vowels in them.</li> </ul>	