

Record of Reading Behaviors

Animals in Danger: Orangutans Guided reading level T (50)

Read the title to the student. Ask the student to tell you what the book is about.

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	Many animals around the world are in danger of becoming extinct. The World Wildlife Fund (WWF) currently has 50 animal species listed as endangered or critically endangered. All four of the great apes – gorillas, chimpanzees, bonobos, and orangutans – are on this list.				
5	The great apes are endangered because of the loss of their habitat for mining, farming, and logging. They are also endangered because of the illegal wildlife trade, disease, and poaching. Their numbers are low and there is a high chance they could vanish from this planet forever.				
6	Of all the great apes, the orangutan is especially endangered because it is losing its habitat – the rainforest – on a grand scale. Large areas of rainforest are being cleared at an alarmingly quick rate. Without its rainforest home, the orangutan cannot survive. But this is not the only reason why the numbers of orangutans are decreasing. Like all great apes, <u>they</u> are also threatened by hunting and the illegal pet trade. <small>150 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Animals in Danger: Orangutans Guided reading level T (50)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Self-correction ratio

$$\frac{E + SC}{SC} = 1 : \square$$

Fluency

- Reads smoothly at an appropriate rate
 Uses appropriate phrasing
 Reads expressively
 Attends to punctuation

Comprehension

After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.

- Why are orangutans called “gardeners of the forest?” (*Literal*)
 Why is it important to save orangutans? (*Inferential*)
 What language did the author use? What else might the author have done to report on the orangutans’ plight? (*Critical*)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	

Record of Reading Behaviors

Exploring Galápagos Guided reading level T (50)

Read the title to the student. Ask the student to tell you what the book is about.

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>In 1831, an English sailing ship called the <i>HMS Beagle</i> embarked upon a five-year voyage of discovery around the world. One of the places the ship visited was the remote and isolated Galápagos Islands. These islands straddle the Equator in the Pacific Ocean and are over 500 miles off the west coast of South America.</p> <p>The Galápagos Islands are situated far enough away from other landmasses that the native wildlife is very isolated from rest of the world. As a result, many of the animals on these islands are unique, with unusual characteristics not seen anywhere else in the world.</p>				
5	<p>On board the <i>HMS Beagle</i> was the scientist Charles Darwin. Darwin studied the diverse and rare wildlife he encountered on the Galápagos Islands. He collected specimens, created realistic drawings, and made notes about the wildlife he observed.</p> <p>Also on board the ship was a servant cabin boy named Syms Covington, who was only 16 when the <i>HMS Beagle</i> set sail on its five-year voyage.</p> <p style="text-align: center; margin-left: 100px;"><small>150 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Exploring Galápagos Guided reading level T (50)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Self-correction ratio

$$\frac{E + SC}{SC} = 1 : \square$$

Fluency

- Reads smoothly at an appropriate rate
 Uses appropriate phrasing
 Reads expressively
 Attends to punctuation

Comprehension

After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.

- Why did Sym not tell Mr. Darwin about the swimming lizards? (*Literal*)
 Why is Syms so keen to become Charles Darwin's assistant? (*Inferential*)
 What would the author have needed to know to write this narrative? (*Critical*)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	

Record of Reading Behaviors

Fighting for Children's Rights Guided reading level U (50)

Read the title to the student. Ask the student to tell you what the book is about.

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>The mill foreman crossed his strong arms over his chest and glared at the little man with the camera.</p> <p>“What do you think you’re doing here?” he growled.</p> <p>“I have orders not to let troublemakers onto this property.”</p> <p>The photographer was used to this kind of “welcome” when he tried to get into places where children were working.</p> <p>“I assure you, I’m no troublemaker,” said the photographer, but he knew that his photographs would stir up trouble. He was working undercover investigating businesses that used children to do hard and dangerous work for only a few pennies a day.</p> <p>And because he didn’t look like a troublemaker, he persuaded the foreman to let him enter the mill.</p>				
6	<p>Inside, he found a huge room of girls and boys working on industrial machinery. The air was thick with dust and lint. The windows were so filthy, the afternoon sun barely shone <u>through</u> them.</p> <p style="text-align: center;">150 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Fighting for Children's Rights Guided reading level U (50)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Self-correction ratio

$$\frac{E + SC}{SC} = 1 : \square$$

Fluency

- Reads smoothly at an appropriate rate
 Uses appropriate phrasing
 Reads expressively
 Attends to punctuation

Comprehension

After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.

- Why did the NCLC employ Lewis Hine? (*Literal*)
 Why were Lewis Hine's photos so successful in helping to change the conditions of child labor? (*Inferential*)
 What other aspect of Lewis Hine's life would you like to read about? Why? (*Critical*)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	

Record of Reading Behaviors

The Scoop Guided reading level U (50)

Read the title to the student. Ask the student to tell you what the book is about.

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>“Get your latest <i>Crawford Crier</i> right here, hot off the press!”</p> <p>Jackie waved a copy of the <i>Crawford Crier</i> at people passing by. She tucked a bundle of newspapers under her arm and paused at the grocery store before entering.</p> <p>Inside, she called out to Mr. Kowalski. “Can I leave these newspapers here on the counter, please, Mr. Kowalski?”</p> <p>He turned his head and frowned. “I don’t think so,” he said. “They take up too much space on the counter. And last week, the wind blew them all over the floor and I had to pick them up.” He looked down and continued unpacking boxes.</p> <p>“Gee, thanks, Mr. Kowalski,” Jackie muttered. She trudged out of the store.</p>				
5	<p>“Mateo, wait up!” She spotted her friend in the distance. He was busy with his camera. He never went anywhere without his camera around his neck. Mateo stopped, spun around, and lifted <u>his</u> camera.</p> <p style="text-align: center;">150 words</p>				
Total					

Record of Reading Behaviors analysis sheet

The Scoop Guided reading level U (50)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Self-correction ratio

$$\frac{E + SC}{SC} = 1 : \square$$

Fluency

- Reads smoothly at an appropriate rate
 Uses appropriate phrasing
 Reads expressively
 Attends to punctuation

Comprehension

After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.

- Why did Jackie and Mateo make a good team?
(Literal)
- Why did Jackie and Mateo jump to conclusions about Mr. Kowalski?
(Inferential)
- Was this a realistic story? Explain your response.
(Critical)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	

Record of Reading Behaviors

Living in Harsh Environments Guided reading level V (50)

Read the title to the student. Ask the student to tell you what the book is about.

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	Have you ever been outside on a chilly day and felt yourself shivering and your teeth chattering? This is your body's defense mechanism against extremely cold temperatures. It helps keep your body warm. And on really hot days, when you find yourself covered in sweat, this is your body's defense against extremely hot temperatures. Sweat on your skin helps you stay cool.				
5	The human body is extraordinary. Like all mammals, humans can maintain their core body temperature at around 98 degrees Fahrenheit, in both freezing winters and hot summers. If our body temperature falls below 93 degrees Fahrenheit or rises over 104 degrees Fahrenheit, the consequences can be fatal. People who live in extreme climates have to maintain their core body temperature to survive.				
6	People who live in or visit extremely cold places must take precautions to survive. If they lose too much body heat, their core body temperature <u>drops.</u> When this happens, the person's life is at risk. <small>150 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Living in Harsh Environments Guided reading level V (50)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Self-correction ratio

$$\frac{E + SC}{SC} = 1 : \square$$

Fluency

- Reads smoothly at an appropriate rate
 Uses appropriate phrasing
 Reads expressively
 Attends to punctuation

Comprehension

After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.

- How did the indigenous people of the Arctic survive the cold? (*Literal*)
 What similarities do the Inuit and the Afar people share? (*Inferential*)
 What does the author want you to understand about extreme climates? (*Critical*)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	

Record of Reading Behaviors

King for a Week Guided reading level V (50)

Read the title to the student. Ask the student to tell you what the book is about.

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>“My pyramid!” roared the king as he sat bolt upright in his bed. “My pyramid! It is a disaster!”</p> <p>The king’s voice boomed throughout the palace. A tall man pattered down the sandstone hallway, followed by a dozen servants. As they approached the king’s bed, the servants bowed and lay on the floor, arms outstretched. The tall man remained standing and lowered his head toward the king.</p> <p>“What seems to be the matter, my king?” asked Menkhaf, with a slight sigh in his voice.</p>				
5	<p>The king looked troubled and his brow was covered in sweat. Menkhaf nudged one of the servants with his foot. The man got up and scuttled away, returning with a clay pitcher and a copper cup.</p> <p>He poured water into the cup and bowed, giving it to the king.</p> <p>The king slapped it away.</p> <p>“Get out! Get out, all of you!”</p> <p>The servants got up <u>and</u>, walking backward and bowing, went quickly out of the room.</p> <p style="text-align: center; font-size: small;">150 words</p>				
Total					

Record of Reading Behaviors analysis sheet

King for a Week Guided reading level V (50)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Self-correction ratio

$$\frac{E + SC}{SC} = 1 : \square$$

Fluency

- Reads smoothly at an appropriate rate
 Uses appropriate phrasing
 Reads expressively
 Attends to punctuation

Comprehension

After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.

- Who is Menkhaf? (*Literal*)
 What did the king learn from his time as a worker? (*Inferential*)
 Did the inclusion of historical facts enhance the story? Why? (*Critical*)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	