

Record of Reading Behaviors

My Body Guided reading level A (1)

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	Error MSV	SC MSV
2	My hand is here.				
4	My foot is here.				
6	My leg is here.				
8	My knee is here.				
10	My eye is here.				
12	My nose is here.				
14	My face is here. <small>28 words</small>				
Total					

Record of reading behavior analysis sheet

My Body Guided reading level A (1)

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	96	<i>Easy</i>
2	92	<i>Instructional</i>
3 +	89 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 them talk about the book. If appropriate, prompt them by using the questions below.

- Which parts of her body did the girl tell us about? (*Literal*)
- Which parts of the face are in the book? (*Inferential*)
- Why has the author used arrows to point out body parts? (*Critical*)

Planning

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

Record of Reading Behaviors

Here I Am! Guided reading level A (1)

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	Error MSV	SC MSV
2	Here is my hand.				
4	Here is my foot.				
6	Here is my leg.				
8	Here is my knee.				
10	Here is my eye.				
12	Here is my nose.				
14	Here is my <u>face.</u> 28 words				
Total					

Record of Reading Behaviors analysis sheet

Here I Am! Guided reading level A (1)

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	96	<i>Easy</i>
2	92	<i>Instructional</i>
3 +	89 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 them talk about the book. If appropriate, prompt them by using the questions below.

- What part of the playground did the child use his legs on? (*Literal*)
- Why is it useful to use your legs when hanging on the bars? (*Inferential*)
- Can all children play in the ways that the children in the book play? Who might not be able to play in this way? (*Critical*)

Planning

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

Record of Reading Behaviors

What Shape Can You See? Guided reading level A (1)

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	Error MSV	SC MSV
2	I can see the heart.				
4	I can see the star.				
6	I can see the triangle.				
8	I can see the square.				
10	I can see the rectangle.				
12	I can see the circle.				
14	I can see the <u>oval.</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

What Shape Can You See? Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 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 them talk about the book. If appropriate, prompt them by using the questions below.

- Which shapes were in the book? (*Literal*)
- Which shapes had straight sides? (*Inferential*)
- What other shapes could be included in this book? (*Critical*)

Planning

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

Record of Reading Behaviors

Shapes Around Us Guided reading level A (1)

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	Error MSV	SC MSV
2	Can you see the heart?				
4	Can you see the star?				
6	Can you see the triangle?				
8	Can you see the square?				
10	Can you see the rectangle?				
12	Can you see the circle?				
14	Can you see the <u>oval?</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

Shapes Around Us Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 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 them talk about the book. If appropriate, prompt them by using the questions below.

- Which thing was a square? (*Literal*)
- How many rectangles were there? (*Inferential*)
- What did you learn about shapes by reading this book? (*Critical*)

Planning

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

Record of Reading Behaviors

I Look at the Fruit Guided reading level A (1)

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	Error MSV	SC MSV
2	I look at the apple.				
4	I look at the orange.				
6	I look at the strawberry.				
8	I look at the banana.				
10	I look at the watermelon.				
12	I look at the pineapple.				
14	I look at the <u>lemon.</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

I Look at the Fruit Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 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 them talk about the book. If appropriate, prompt them by using the questions below.

- Which fruits did the children look at? (*Literal*)
- Which red fruits were there in the book? (*Inferential*)
- Which fruits would you include if you were writing a book like this? (*Critical*)

Planning

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

Record of Reading Behaviors

Eating Fruit Guided reading level A (1)

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
2	Look at the apple.				
4	Look at the orange.				
6	Look at the strawberry.				
8	Look at the banana.				
10	Look at the watermelon.				
12	Look at the pineapple.				
14	Look at the <u>lemon.</u> 28 words				
Total					

Record of Reading Behaviors analysis sheet

Eating Fruit Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3 +	89 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 them talk about the book. If appropriate, prompt them by using the questions below.

- Which fruits did the children ask you to look at? (*Literal*)
- Do all the children like the same fruit? (*Inferential*)
- Do all children like fruit? (*Critical*)

Planning

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

Record of Reading Behaviors

Me Guided reading level A (1)

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
2	I can run.				
4	I can jump.				
6	I can swim.				
8	I can dig.				
10	I can eat.				
12	I can drink.				
14	I can <u>sleep.</u> 21 words				
Total					

Record of Reading Behaviors analysis sheet

Me Guided reading level A (1)

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	95	<i>Easy</i>
2	90	<i>Instructional</i>
3 +	86 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.

- What does the boy tell us he can do? (*Literal*)
- Why does he finish the book by sleeping? (*Inferential*)
- What other things could the author have shown the boy doing? (*Critical*)

Planning

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

Record of Reading Behaviors

Dogs Guided reading level A (1)

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
2	This dog can run.				
4	This dog can jump.				
6	This dog can swim.				
8	This dog can dig.				
10	This dog can eat.				
12	This dog can drink.				
14	This dog can <u>sleep.</u> 28 words				
Total					

Record of Reading Behaviors analysis sheet

Dogs Guided reading level A (1)

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	96	<i>Easy</i>
2	92	<i>Instructional</i>
3 +	89 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.

- What can the dogs in the book do? (*Literal*)
- Why can all dogs do the things in the book? (*Inferential*)
- What do you think the author thinks about dogs? Do you agree with her? (*Critical*)

Planning

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

Record of Reading Behaviors

In the Garden Guided reading level A (1)

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	Error MSV	SC MSV
2	Look at the bee.				
4	Look at the worm.				
6	Look at the ant.				
8	Look at the spider.				
10	Look at the ladybug.				
12	Look at the caterpillar.				
14	Look at the <u>butterfly.</u> 28 words				
Total					

Record of Reading Behaviors analysis sheet

In the Garden Guided reading level A (1)

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	96	<i>Easy</i>
2	92	<i>Instructional</i>
3 +	89 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.

- What animals were in the garden? (*Literal*)
- Why do these animals live in a garden? (*Inferential*)
- What other animals could the author have included?
How might the author have found this information?
(*Critical*)

Planning

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

Record of Reading Behaviors

Wow! Look at That Guided reading level A (1)

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	Error MSV	SC MSV
2	I look at the bee.				
4	I look at the worm.				
6	I look at the ant.				
8	I look at the spider.				
10	I look at the ladybug.				
12	I look at the caterpillar.				
14	I look at the <u>butterfly.</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

Wow! Look at That Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 or less	<i>Hard</i>

Self-correction ratio

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

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.

- What animal is sitting on someone's finger? (*Literal*)
- What equipment can you use to help you look more closely at animals that live in your garden? (*Inferential*)
- Do you think everyone would be able to find these types of animals in their garden? Why? Why not? (*Critical*)

Planning

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

Record of Reading Behaviors

Pets at Home Guided reading level A (1)

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
2	My dog is in here.				
4	My fish is in here.				
6	My mouse is in here.				
8	My turtle is in here.				
10	My bird is in here.				
12	My rabbit is in here.				
14	My cat is in <u>here.</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

Pets at Home Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 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.

- Where does the pet fish live?
 Which pet goes in a basket? (*Literal*)
 Why do some pets need a special place to live?
 (*Inferential*)
 What other pets could the author have included?
 (*Critical*)

Planning

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

Record of Reading Behaviors

My Pet Guided reading level A (1)

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
2	Here is my dog.				
4	Here is my fish.				
6	Here is my mouse.				
8	Here is my turtle.				
10	Here is my bird.				
12	Here is my rabbit.				
14	Here is my <u>cat.</u> 28 words				
Total					

Record of Reading Behaviors analysis sheet

My Pet Guided reading level A (1)

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	96	<i>Easy</i>
2	92	<i>Instructional</i>
3 +	89 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.

- What pets did you read about in this book? (*Literal*)
- Do the children in this book like having a pet?
What makes you think this? (*Inferential*)
- What does the author of this book think about pets?
What makes you think this? (*Critical*)

Planning

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

Record of Reading Behaviors

My Toys Guided reading level A (1)

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	Error MSV	SC MSV
2	My truck can go here.				
4	My train can go here.				
6	My car can go here.				
8	My bus can go here.				
10	My plane can go here.				
12	My boat can go here.				
14	My bulldozer can go <u>here.</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

My Toys Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 or less	<i>Hard</i>

Self-correction ratio

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

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.

- Where can the boat go? Where can the bulldozer go?
(*Literal*)
- Which toys can go in mud? (*Inferential*)
- Do all children like to play with these kinds of toys?
Why do you think so? (*Critical*)

Planning

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

Record of Reading Behaviors

Getting Around Guided reading level A (1)

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
2	I can go in this truck.				
4	I can go in this train.				
6	I can go in this car.				
8	I can go in this bus.				
10	I can go in this plane.				
12	I can go in this boat.				
14	I can go in this <u>bulldozer.</u> 42 words				
Total					

Record of Reading Behaviors analysis sheet

Getting Around Guided reading level A (1)

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	98	<i>Easy</i>
2	95	
3	93	<i>Instructional</i>
4	90	
5 +	88 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.

- Can you tell me three ways that people get around? (*Literal*)
- Which vehicle from the book would take the most people? (*Inferential*)
- How does the author think people get around? Do you agree with him? (*Critical*)

Planning

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

Record of Reading Behaviors

Hide and Seek Guided reading level A (1)

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
2	Here I come!				
4	Here is my mother.				
6	Here is my father.				
8	Here is my sister.				
10	Here is my brother.				
12	Here is my grandpa.				
14	Here is my <u>grandma.</u> 27 words				
Total					

Record of Reading Behaviors analysis sheet

Hide and Seek Guided reading level A (1)

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	96	<i>Easy</i>
2	93	<i>Instructional</i>
3 +	89 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.

- Which family members played the game?
Where did the girl's brother hide? (*Literal*)
- Did the family have fun playing together?
What makes you think this? (*Inferential*)
- Is hide and seek a good game for a family to play?
Why? (*Critical*)

Planning

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

Record of Reading Behaviors

My Birthday Guided reading level A (1)

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
2	My mother is here.				
4	My father is here.				
6	My sister is here.				
8	My brother is here.				
10	My grandpa is here.				
12	My grandma is here. 24 words				
Total					

Record of Reading Behaviors analysis sheet

My Birthday Guided reading level A (1)

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	96	<i>Easy</i>
2	92	<i>Instructional</i>
3 +	88 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 came to the girl's party? (*Literal*)
- Where was the party? Who lives with the girl?
Who visited the house for the party? (*Inferential*)
- Are all parties like this one? Why? Why not?
(*Critical*)

Planning

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

Record of Reading Behaviors

Where are the Animals? Guided reading level A (1)

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
2	Can you see this zebra?				
4	Can you see this lion?				
6	Can you see this snake?				
8	Can you see this tiger?				
10	Can you see this monkey?				
12	Can you see this elephant?				
14	Can you see this <u>hippopotamus?</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

Where are the Animals? Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 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.

- Can you name three animals from the book? (*Literal*)
- What kind of skin does the snake have? (*Inferential*)
- What did you learn by reading this book? (*Critical*)

Planning

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

Record of Reading Behaviors

Animals at the Zoo Guided reading level A (1)

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
2	I can see this zebra.				
4	I can see this lion.				
6	I can see this snake.				
8	I can see this tiger.				
10	I can see this monkey.				
12	I can see this elephant.				
14	I can see this <u>hippopotamus.</u> 35 words				
Total					

Record of Reading Behaviors analysis sheet

Animals at the Zoo Guided reading level A (1)

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	97	<i>Easy</i>
2	94	<i>Instructional</i>
3	92	
4 +	89 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.

- Can you tell me the names of three animals that the girl sees at the zoo? (*Literal*)
 How does the girl feel about the animals she sees at the zoo? (*Inferential*)
 What other animals could the author have included? (*Critical*)

Planning

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

Record of Reading Behaviors

On My Bike Guided reading level B (2)

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	Error MSV	SC MSV
2	I can go on here. Can you?				
4	I can go up here. Can you?				
6	I can go down here. Can you?				
8	I can go over here. Can you?				
10	I can go under here. Can you?				
12	I can go around here. Can you?				
14	I can go in here. Can you? 49 words				
Total					

Record of Reading Behaviors analysis sheet

On My Bike Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	92	
5	90	
6 +	88 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 them talk about the book. If appropriate, prompt them by using the questions below.

- What does the boy ride over? (*Literal*)
 Why does the boy go in the gate? (*Inferential*)
 What other places might the boy go on his bike? (*Critical*)

Planning

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

Record of Reading Behaviors

Can You Go Here? Guided reading level B (2)

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	Error MSV	SC MSV
2	Can you go up here? I can!				
4	Can you go down here? I can!				
6	Can you go in here? I can!				
8	Can you go around here? I can!				
10	Can you go over here? I can!				
12	Can you go under here? I can!				
14	Can you go on here? <u>I can!</u> 49 words				
Total					

Record of Reading Behaviors analysis sheet

Can You Go Here? Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	92	
5	90	
6 +	88 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 them talk about the book. If appropriate, prompt them by using the questions below.

- Which thing did the boy go over? (*Literal*)
- Where are the children playing? (*Inferential*)
- Do all children like to play in playgrounds? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

At Grandpa's House Guided reading level B (2)

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	Error MSV	SC MSV
2	I like to cut with my grandpa.				
4	I like to build with my grandpa.				
6	I like to draw with my grandpa.				
8	I like to glue with my grandpa.				
10	I like to write with my grandpa.				
12	I like to count with my grandpa.				
14	I like to read with my <u>grandpa.</u> <small>49 words</small>				
Total					

Record of Reading Behaviors analysis sheet

At Grandpa's House Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	92	
5	90	
6 +	88 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 them talk about the book. If appropriate, prompt them by using the questions below.

- What things does the girl like to do with her grandpa? (*Literal*)
- Why does the girl like doing these things with her grandpa? (*Inferential*)
- Do all children like to do things with their grandpa? (*Critical*)

Planning

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

Record of Reading Behaviors

Cakes For Sale Guided reading level B (2)

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	Error MSV	SC MSV
2	Look at me. I like to draw.				
4	Look at me. I like to cut.				
6	Look at me. I like to write.				
8	Look at me. I like to glue.				
10	Look at me. I like to build.				
12	Look at me. I like to read.				
14	Look at me. I like to <u>count</u> . 49 words				
Total					

Record of Reading Behaviors analysis sheet

Cakes For Sale Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	92	
5	90	
6 +	88 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 them talk about the book. If appropriate, prompt them by using the questions below.

- What things did the children like to do? (*Literal*)
- What did they build their cake stall with? (*Inferential*)
- Would you like to help make a cake stall like this one? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

The Dress-up Box Guided reading level B (2)

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	Error MSV	SC MSV
2	Look at me. Look at my pants.				
4	Look at me. Look at my skirt.				
6	Look at me. Look at my jacket.				
8	Look at me. Look at my t-shirt.				
10	Look at me. Look at my shoes.				
12	Look at me. Look at my socks.				
14	Look at me. Look at my <u>hat.</u> <small>49 words</small>				
Total					

Record of Reading Behaviors analysis sheet

The Dress-up Box Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	92	
5	90	
6 +	88 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 them talk about the book. If appropriate, prompt them by using the questions below.

- What clothes did the boy put on? (*Literal*)
- What did the boy dress up as? (*Inferential*)
- What would you like to dress up as? (*Critical*)

Planning

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

Record of Reading Behaviors

Going Shopping Guided reading level B (2)

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	Error MSV	SC MSV
2	Come and look at my pants.				
4	Come and look at my skirt.				
6	Come and look at my t-shirt.				
8	Come and look at my socks.				
10	Come and look at my jacket.				
12	Come and look at my shoes.				
14	Come and look at my <u>hat.</u> <small>42 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Going Shopping Guided reading level B (2)

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	98	<i>Easy</i>
2	95	
3	94	<i>Instructional</i>
4	90	
5 +	88 or less	<i>Hard</i>

Self-correction ratio

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

Fluency

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

Comprehension

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

- What kind of shoes did the girl try on? (*Literal*)
 How does the girl feel about going shopping for clothes? (*Inferential*)
 Do all children get to go shopping for lots of clothes at once? (*Critical*)

Planning

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

Record of Reading Behaviors

Looking at You Guided reading level B (2)

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
2	Here is the cow.				
3	The cow can see the horse.				
4	Here is the horse.				
5	The horse can see the rooster.				
6	Here is the rooster.				
7	The rooster can see the pig.				
8	Here is the pig.				
9	The pig can see the sheep.				
10	Here is the sheep.				
11	The sheep can see the duck.				
12	Here is the duck.				
13	The duck can see the goat.				
14	Here is the goat.				
15	The goat can see the <u>cow.</u> 70 words				
Total					

Record of Reading Behaviors analysis sheet

Looking at You Guided reading level B (2)

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	97	
3	96	
4	94	<i>Instructional</i>
5	93	
6	91	
7	90	
8 +	89 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.

- What did the cow see? What animal was the goat looking at? (*Literal*)
 What animals live on this farm? How do you know they all live on the same farm? (*Inferential*)
 What other animals could have been included? (*Critical*)

Planning

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

Record of Reading Behaviors

Animals on the Farm Guided reading level B (2)

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
2	I can see a cow.				
3	Can you see a cow?				
4	I can see a horse.				
5	Can you see a horse?				
6	I can see a rooster.				
7	Can you see a rooster?				
8	I can see a pig.				
9	Can you see a pig?				
10	I can see a sheep.				
11	Can you see a sheep?				
12	I can see a duck.				
13	Can you see a duck?				
14	I can see a goat.				
15	Can you see a <u>goat?</u> 70 words				
Total					

Record of Reading Behaviors analysis sheet

Animals on the Farm Guided reading level B (2)

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	97	
3	96	
4	94	<i>Instructional</i>
5	93	
6	91	
7	90	
8 +	89 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.

- What animals were on the farm? (*Literal*)
 Why is this book called *Animals on the Farm*?
 What makes an animal a farm animal? (*Inferential*)
 Do you think all farms have these animals on them?
 Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

What Did You Do? Guided reading level B (2)

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
2	I went on a slide at the pool.				
4	I went on a train at the zoo.				
6	I went on a horse at the farm.				
8	I went on a swing at the park.				
9	I went on a boat at the beach.				
10	I went on a car at the store.				
12	I went on a bus at school. <small>56 words</small>				
Total					

Record of Reading Behaviors analysis sheet

What Did You Do? Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	93	
5	91	
6 +	89 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.

- Where did the child go with his/her grandpa?
(Literal)
- Why did the children in the book always go with another person?
(Inferential)
- Do all children get to go to places with their family?
(Critical)

Planning

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

Record of Reading Behaviors

Going Places Guided reading level B (2)

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
2	I went to the pool. I went with my sister.				
4	I went to the zoo. I went with my father.				
6	I went to the farm. I went with my mother.				
8	I went to the store. I went with my grandpa.				
10	I went to the park. I went with my brother.				
12	I went to school. I went with my grandma.				
14	I went to the <u>beach.</u> <small>64 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Going Places Guided reading level B (2)

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	98	<i>Easy</i>
2	97	
3	95	
4	94	<i>Instructional</i>
5	92	
6	91	
7 +	89 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.

- Where did the child go with his/her grandpa?
(*Literal*)
- Why did the children in the book always go with another person? (*Inferential*)
- Do all children get to go to places with their family?
(*Critical*)

Planning

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

Record of Reading Behaviors

At the Store Guided reading level B (2)

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
2	We got some bread at the store.				
4	We got some water at the store.				
6	We got some grapes at the store.				
8	We got some flowers at the store.				
10	At the store we got some cheese.				
12	At the store we got some sausages.				
12	At the store we got some <u>pizza.</u> 49 words				
Total					

Record of Reading Behaviors analysis sheet

At the Store Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	92	
5	90	
6 +	88 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.

- What things did the boy and his dad buy? (*Literal*)
 Did the boy enjoy the shopping trip? What makes you think this? (*Inferential*)
 What other things could the boy and his dad have bought at the store? (*Critical*)

Planning

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

Record of Reading Behaviors

Things I Like Guided reading level B (2)

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	Error MSV	SC MSV
2	I like bread. We got some bread.				
4	I like water. We got some water.				
6	I like grapes. We got some grapes.				
8	I like cheese. We got some cheese.				
10	We got some sausages. I like sausages.				
12	We got some pizza. I like pizza.				
15	We got some flowers. I like <u>flowers.</u> 49 words				
Total					

Record of Reading Behaviors analysis sheet

Things I Like Guided reading level B (2)

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	98	<i>Easy</i>
2	96	
3	94	<i>Instructional</i>
4	92	
5	90	
6 +	88 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.

- What things did the boy get?
What did he do with them? (*Literal*)
- What do you think the boy and his friend will do next? (*Inferential*)
- If you wrote a book like this one, would you have the same food? Why? Why not? (*Critical*)

Planning

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

Record of Reading Behaviors

Look at Me Play Guided reading level B (2)

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
2	Look at me. I like to play on the swing.				
4	Look at me. I like to play on the tree.				
6	Look at me. I like to play on the slide.				
8	Look at me. I like to play on the bars.				
10	Look at me. I like to play on the bridge.				
12	Look at me. I like to play on the ropes.				
14	Look at <u>me.</u> 63 words				
Total					

Record of Reading Behaviors analysis sheet

Look at Me Play Guided reading level B (2)

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	98	<i>Easy</i>
2	97	
3	95	
4	94	<i>Instructional</i>
5	92	
6	90	
7 +	89 or less	<i>Hard</i>

Self-correction ratio

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

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.

- What things did the girl like playing on at the playground? (*Literal*)
 Why does this girl like going to the playground? (*Inferential*)
 Do all children like going to playgrounds? Explain. Are all playgrounds like this one? (*Critical*)

Planning

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

Record of Reading Behaviors

The Playground Guided reading level B (2)

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
2	We play on the swing. We like to play.				
4	We play on the tree. We like to play.				
6	We play on the slide. We like to play.				
8	We play on the bars. We like to play.				
10	We play on the bridge. We like to play.				
12	We play on the ropes. We like to play.				
14	We like to <u>play.</u> 58 words				
Total					

Record of Reading Behaviors analysis sheet

The Playground Guided reading level B (2)

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	98	<i>Easy</i>
2	97	
3	95	
4	93	<i>Instructional</i>
5	91	
6	90	
7 +	88 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.

- What things do the children in this book do at the playground? (*Literal*)
 Are the children having fun? Why do you think this? (*Inferential*)
 Do all children like to play at the playground with their friends? Do you only have fun at a playground if you are with friends? (*Critical*)

Planning

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

Record of Reading Behaviors

My Family and Me Guided reading level B (2)

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
2	My father can kick. I like to kick with my father.				
4	My brother can skate. I like to skate with my brother.				
5	My grandma can cook. I like to cook with my grandma.				
7	I like to ride with my sister.				
8	I like to paint with my mother.				
10	I like to catch a fish with my grandpa.				
12	I like to <u>dance.</u> 60 words				
Total					

Record of Reading Behaviors analysis sheet

My Family and Me Guided reading level B (2)

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	98	<i>Easy</i>
2	97	
3	95	
4	93	<i>Instructional</i>
5	92	
6	90	
7 +	88 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.

- What did the boy like to ride? Do you like to ride horses? (*Literal*)
 Why might the girl like to cook? (*Inferential*)
 Do all children get to do the things the children in the book are doing? (*Critical*)

Planning

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

Record of Reading Behaviors

Can You Do This? Guided reading level B (2)

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	Error MSV	SC MSV
2	Can you kick like me? I can kick.				
4	Can you skate like me? I can skate.				
6	Can you cook like me? I can cook.				
8	Can you ride like me? I can ride.				
10	I can paint. Can you paint like me?				
12	I can catch. Can you catch like me?				
14	Can you dance like me? I can <u>dance.</u> 56 words				
Total					

Record of Reading Behaviors analysis sheet

Can You Do This? Guided reading level B (2)

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
	98	<i>Easy</i>
2	97	
3	95	
4	93	<i>Instructional</i>
5	91	
6 +	89 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 does the girl like to ride with? (*Literal*)
- Can you think of some words to describe the girl's family? (*Inferential*)
- Are all families like the one in the book? (*Critical*)

Planning

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

Record of Reading Behaviors

Come and Look Guided reading level B (2)

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
2	Come and look at this caterpillar.				
3	It is green.				
4	Come and look at this butterfly.				
5	It is blue.				
6	Come and look at this ladybug.				
7	It is orange.				
8	This ant is black. Come and look at it.				
10	This worm is pink. Come and look at it.				
12	This spider is red. Come and look at it.				
14	This bee is yellow and black. Come and look at it. it. <small>65 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Come and Look Guided reading level B (2)

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	97	
3	96	
4	94	<i>Instructional</i>
5	93	
6	91	
7	90	
8 +	89 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.

- What colors are the fish in the book? (*Literal*)
- Are all fish the same color? (*Inferential*)
- Why has the author written a book about the color of fish? What do you think the author wants us to know? (*Critical*)

Planning

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

Record of Reading Behaviors

Fish Guided reading level B (2)

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
2	Come and look. Can you see the green fish?				
4	Come and look. Can you see the blue fish?				
6	Come and look. Can you see the orange fish?				
8	Come and look. Can you see the black fish?				
10	Can you see the pink fish? Come and look.				
12	Can you see the red fish? Come and look.				
14	Can you see the yellow fish? Come and <u>look</u> <small>63 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Fish Guided reading level B (2)

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	98	<i>Easy</i>
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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.

- What colors are the fish in the book? (*Literal*)
- Are all fish the same color? (*Inferential*)
- Why has the author written a book about the color of fish? What do you think the author wants us to know? (*Critical*)

Planning

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