

Record of Reading Behaviors

Alex Stands Tall Guided reading level K (20)

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>“What’s this?” said Alex, as she flipped through her grandpa’s old scrapbook.</p> <p>“It’s a photo from my basketball days,” said Grandpa.</p> <p>“Wow, you were good,” said Alex. “I want to play basketball for the Sharks at school, but Nina says I’m too short. She’s the best player on the team.”</p>				
5	<p>“Don’t listen to her,” said Grandpa.</p> <p>“Speedy Smith was the best player on my team and he was the shortest player.”</p>				
6	<p>Later that week, Alex tried out for the Sharks.</p> <p>Mr. Hall blew his whistle. “Let’s get started,” he said. “Show us your stuff, Nina.”</p> <p>Nina took off, dribbling <u>up</u> the court. 100 words</p> <p>“Well done, Nina,” said Mr. Hall. “Next!”</p>				
Total					

Record of Reading Behaviors analysis sheet

Alex Stands Tall Guided reading level K (20)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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 Mr. Hall tell Alex after the tryouts? (*Literal*)
 Do you have to be tall to be a good basketball player? Explain your answer. (*Inferential*)
 What does the phrase “Alex Stands Tall” mean? Do you think this is a good title for the book? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Animal Show-offs Guided reading level K (20)

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>Sometimes, animals show off. They use loud sounds or make themselves look big and strong. Some animals show off by decorating the places where they live.</p> <p>Animals show off for different reasons. Some animals show off to protect the places where they live. Other animals show off to find a mate, and some show off to scare away other animals.</p>				
6	<p>Sometimes animals want to keep other animals out of their territory. They show off in many different ways so other animals stay out of their territory.</p> <p>A lion's roar is one of the loudest sounds on Earth. When a <u>lion</u> roars, it is <small>100 words</small></p> <p>letting other animals know to stay away from its territory. A lion roars to show that it is fierce and strong.</p>				
Total					

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Animal Show-offs Guided reading level K (20)

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Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

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 Structure
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Errors	%	Level of difficulty
1	99	<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.

- How do lions protect their territory? (*Literal*)
 How does showing off help animals to survive? (*Inferential*)
 What have you learned from this book? What other information 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

Surviving the Flood Guided reading level K (20)

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>A flood happens when there is too much rain in the one place at the one time.</p> <p>There are different types of floods.</p> <p>Some floods happen quickly. These floods happen when there is sudden, very heavy rain. The water level in rivers and behind dams rises quickly and the water flows over their banks.</p> <p>Some floods happen slowly. These floods happen when there is a lot of rain over many days or weeks. The water in rivers and dams rises and overflows. The water can spread into towns and cities. Sometimes, it takes days or even weeks for the <u>slow-moving</u> floodwaters to reach towns.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

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Surviving the Flood Guided reading level K (20)

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What did the student use?

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Self-correction ratio

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

Fluency

- Reads smoothly at an appropriate rate
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 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 family have to use candles and flashlights? (*Literal*)
 Why did the family have time to move their belongings and get to higher ground? (*Inferential*)
 What extra information do the photos add to this book? (*Critical*)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
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Record of Reading Behaviors

The Crocodile and the Plover Guided reading level K (20)

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>Many years ago, there was a mother crocodile. She watched her nest, day and night, keeping her eggs safe from animals that wanted to eat them.</p> <p>One hot day, she went to the river. While she was gone, a lizard crept toward the nest.</p>				
5	<p>Suddenly, the crocodile burst out of the water. She chased the lizard. Her strong jaws were open wide and her sharp teeth were gleaming. Snap!</p> <p>The lucky lizard escaped. The crocodile's eggs were safe in their nest . . . all except for one!</p>				
6	<p>This one egg rolled all the way to the edge of <u>the</u> river. The egg lay on the edge of the <small>100 words</small> river all by itself.</p>				
Total					

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The Crocodile and the Plover Guided reading level K (20)

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Fluency

- Reads smoothly at an appropriate rate
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- 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 crocodile and the plover have to say goodbye at the end of Chapter 2? (*Literal*)
- Why didn't the crocodile eat the plover? (*Inferential*)
- Did the author's note help you to understand why this story was written? If so, how did it do this? (*Critical*)

Planning

Focus	What the student needs to learn next
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Record of Reading Behaviors

Amazing Gardens Guided reading level K (20)

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>A garden is a place where people grow plants.</p> <p>People grow all sorts of plants in their gardens.</p> <p>They grow grasses and shrubs, fruit trees, flowers, and herbs.</p> <p>People have created some amazing gardens.</p>				
6	<p>There is an amazing floating garden in Mexico.</p> <p>This garden was built on a lake by the Aztec people over 500 years ago.</p> <p>The Aztecs dug up weeds and mud, and used them to make garden beds that floated on the lake.</p> <p>Then they planted vegetables in the floating garden beds.</p>				
8	<p>Maze gardens are puzzle gardens.</p> <p>Maze gardens have tall hedges that you cannot see over or through.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

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Amazing Gardens Guided reading level K (20)

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Errors – What did the student use?

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Fluency

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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 is a maze? What is a butterfly garden? Why are plants grown on the sides of buildings? (*Literal*)
 Why do many people enjoy gardening? What benefits do gardens give us? (*Inferential*)
 What might the author have needed to know in order to write this book? How might the author have found out about different types of gardens? (*Critical*)

Planning

Focus	What the student needs to learn next
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Vocabulary	

Record of Reading Behaviors

A Bear Called Trouble Guided reading level K (20)

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	“Whoopee!” yelled Dad. “We’ve been invited to Grandpa’s birthday – and it’s a costume party. I love costume parties.”				
5	“That’s wonderful,” said Mom. “I’ll go as a mermaid. What will you all go as?” “I’ll go as a seal,” said Hannah. “I will dress as a polar explorer,” said David. “What will you dress up as, Dad?”				
6	“It’s a secret,” said Dad. “You will have to wait and see!” “Can you give us a clue?” asked David. “I’ll need a warm costume,” said Dad. “It’s cold all the time where Grandpa lives, even in the summer.”				
7	“That’s because Grandpa lives <u>near</u> the North Pole,” said Mom. <small>100 words</small>				
Total					

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A Bear Called Trouble Guided reading level K (20)

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Information sources used

Errors – What did the student use?

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Self-correction ratio

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Fluency

- Reads smoothly at an appropriate rate
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 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 costumes did the family members wear to the costume party? What happened to Dad on the way to the party? What did Dad do at the party? (*Literal*)
- Why did the park rangers shoot Dad with a tranquilizer dart when they thought he was a real polar bear? Was Trouble a good name for the bear? Why? (*Inferential*)
- What factual information would the author have needed to know to write this story? (*Critical*)

Planning

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

Record of Reading Behaviors

The Smart Little Crab Guided reading level K (20)

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	On the rocky shore next to the sea, there was a tide pool. In the tide pool lived many plants and animals.				
5	It was a good place to live because the tide pool was clean and healthy. All the animals lived happily with each other in their tide pool. That was, until the sea star got bored.				
6	“I’m bored with our tide pool,” said the sea star. “It’s always the same. The tide comes in. The tide goes out. Day after day. Our tide pool is boring and I’m bored, too!”				
7	The animals looked around and started nodding. “I <u>have</u> an idea,” said the sea star. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

The Smart Little Crab Guided reading level K (20)

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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.

- Why did the sea star want to change the tide pool? How did the animals know that their tide pool was dying? (*Literal*)
- Why didn't the little crab agree with what the animals were doing? (*Inferential*)
- Have you ever felt like one of the animals in the book? What made you feel this way? (*Critical*)

Planning

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

Record of Reading Behaviors

Driver Ants Guided reading level K (20)

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>Driver ants are the largest ants in the world. They are also called killer ants.</p> <p>Driver ants kill all living things that they find as they march across the forest floor and through the grasslands looking for food.</p> <p>They kill more animals than any other animal in their habitat.</p> <p>Millions of driver ants go hunting together.</p> <p>They terrify all animals. Animals run to escape when they hear driver ants coming.</p>				
6	<p>Driver ants live together in colonies in huge nests underground. Driver ants have the largest colonies of any ants. Up to 20 million driver ants or more can live <u>in</u> 100 words one colony.</p>				
Total					

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Driver Ants Guided reading level K (20)

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What did the student use?

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Self-correction ratio

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Fluency

- Reads smoothly at an appropriate rate
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 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 types of ants are in a driver ant colony? What job does each type of ant do in their colony? What is swarming? What is a living bridge? (*Literal*)
 Why are swarming driver ants so terrifying to other animals in the jungle? (*Inferential*)
 How might the author have found the information she needed to write this book? (*Critical*)

Planning

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

Record of Reading Behaviors

A Tale of Two Squirrels Guided reading level L (24)

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>Narrator: Once there was a squirrel named Sid who lived in a tall tree. In the tree next door lived another squirrel. Her name was Pippa.</p> <p>Sid: What a beautiful day! I think I'll play all day. Who wants to play with me?</p> <p>Pippa: I'll play with you. The sun's shining and there's lots of food to eat. Let's play together.</p>				
6	<p>Narrator: Sid and Pippa had other friends who lived nearby.</p> <p>Pika: I like to play on sunny days. I can roll down the hill through the grass.</p> <p>Beaver: I like to play in the water on a hot <u>day.</u> 100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

A Tale of Two Squirrels Guided reading level L (24)

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	97	
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5	95	<i>Instructional</i>
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7	93	
8	92	
9	91	
10	90	
11 +	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 were the animals all doing during Act 1: Summer fun? Why wouldn't Pippa play with Sid during Act 2? (*Literal*)
- Why didn't Sid have enough food for the winter? Why did Pippa share with Sid? How do you know that Sid learned a lesson? (*Inferential*)
- Would this story be different if it was written as a narrative, rather than as a play? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Anwar, The Very Bright Meerkat Guided reading level L (24)

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>Once, a mob of meerkats lived in the desert in Africa.</p> <p>One day, four new pups were born. Three of the pups looked just like all the other meerkats, but one pup looked different. His name was Anwar and his fur was bright red with golden stripes.</p>				
5	<p>Nia, the oldest and wisest meerkat in the mob, held Anwar in her arms.</p> <p>“You are different,” she said, “but you will find your place.”</p>				
6	<p>Anwar and the pups grew quickly. They spent their days playing with each other and exploring.</p> <p>The days and weeks passed. Soon, the pups were ready to <u>help</u> the mob hunt for food.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Anwar, The Very Bright Meerkat Guided reading level L (24)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
- Structure
- Visual cues

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What did the student use?

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Self-correction ratio

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Fluency

- Reads smoothly at an appropriate rate
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- 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 Zula tell Anwar that he could no longer go hunting with the mob? (*Literal*)
- How was being a different color difficult for Anwar? How did it help him in the end? (*Inferential*)
- What message did you get from this story? (*Critical*)

Planning

Focus	What the student needs to learn next
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Fluency	
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Vocabulary	

Record of Reading Behaviors

Protect the Oceans: Act Locally Guided reading level L (24)

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>Did you know that if you drop a piece of trash in a street it could end up in the ocean? How does this happen?</p> <p>Trash dropped in the street is often washed along gutters and into stormwater drains. These drains empty into rivers or the sea. The trash pollutes the oceans.</p> <p>Many people around the world are working to stop this from happening.</p>				
6	<p>When trash ends up in the ocean, it gets moved around by winds and currents. Huge amounts of trash end up in the same place in the middle of the ocean. It becomes a garbage patch.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Protect the Oceans: Act Locally Guided reading level L (24)

Name: _____

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Information sources used

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Self-correction ratio

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

Fluency

- Reads smoothly at an appropriate rate
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 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 is the “Great Pacific garbage patch?” (*Literal*)
 Why do people not pick up their trash? (*Inferential*)
 Does everyone want to help look after the environment? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

My Faraway Home Guided reading level L (24)

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 people around the world live in towns and cities where there are lots of other people. Most of the things that they need are close by – stores, schools, and hospitals.				
5	But some people live in places that are a long way from towns and cities. Living in these places can be difficult because there are no schools, hospitals, or stores close by. But people who live in these places have ways of getting the things that they need.				
6	My name is Gus. I live on a cattle station in Australia. Our cattle station is a long way from <u>everything,</u> <small>100 words</small> including school.				
Total					

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My Faraway Home Guided reading level L (24)

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Errors – What did the student use?

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- 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 are supplies delivered to Carla's village? (*Literal*)
- What do the four children have in common?
How are they different? (*Inferential*)
- How could the author have found out about these places? (*Critical*)

Planning

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

Record of Reading Behaviors

The Sleeping Prince Guided reading level L (24)

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 prince was in the garden when it happened. Suddenly he cried, "Ouch! Ouch! Ouch!"</p> <p>The prince ran to the king.</p> <p>"Something has bitten me!" he said.</p> <p>With that, he fell into a deep sleep.</p>				
5	<p>"Wake up!" said the king. "Wake up! What has bitten you?"</p> <p>But the prince did not wake up.</p>				
6	<p>Days passed, and still the prince slept. The king called all the wise men and all the wise women together.</p> <p>"You must help the prince to wake up," he said. "He has been asleep too long and he is getting weaker and weaker."</p>				
6	<p>But the wise <u>men</u> and women could not <small>100 words</small></p> <p>wake the prince.</p>				
Total					

Record of Reading Behaviors analysis sheet

The Sleeping Prince Guided reading level L (24)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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 three things did Mira collect to help the prince? (*Literal*)
 Why did the wise men and women laugh at Mira's idea? (*Inferential*)
 Why might the author have chosen Mira to be an old woman?
 How might the story have been different if she was a younger woman? (*Critical*)

Planning

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

Record of Reading Behaviors

I Am an Inventor Guided reading level L (24)

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>This is Don Morgan.</p> <p>Don is a teacher and a scientist, and he is also an inventor.</p> <p>He has invented an amazing new bicycle helmet.</p> <p>This story is about how Don became an inventor and the steps he followed to get there.</p>				
6	<p>Twenty years ago, Don worked on a research project at a university. He was researching what happened to bicycle helmets when riders crashed.</p> <p>Don set up experiments in his laboratory to test more than 100 different types of helmets.</p>				
7	<p>Don also visited crash sites to see what happened to helmets when people crashed.</p> <p>It was part of his job to take the helmets</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

I Am an Inventor Guided reading level L (24)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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.

- When did Don first start experimenting with bike helmets? What did he find out? (*Literal*)
- Did Don think of the idea for his safer helmet right away? Was it easy for Don to complete his invention? Why did it take him a long time to finish this invention? (*Inferential*)
- What sort of questions would the author have needed to ask Don in order to write this book? (*Critical*)

Planning

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

Record of Reading Behaviors

The Right Tools for the Job Guided reading level L (24)

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	All animals need food to survive. Getting food is not always easy, but animals have the body parts they need to get food and to eat it. They use these body parts as tools.				
6	Many animals eat plants. Some eat leaves, others eat fruit and seeds. Some animals eat the wood and bark from plants. But some plants can be hard to eat and hard to reach. The animals that eat them have the right body parts to help them.				
7	Beavers eat the bark from trees. They also eat grass and leaves. They have long, sharp front teeth that <u>help</u> them gnaw through the hard bark <small>100 words</small> on small trees.				
Total					

Record of Reading Behaviors analysis sheet

The Right Tools for the Job Guided reading level L (24)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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 helps the giraffe eat the food it needs? Spiders and anteaters don't have teeth. How do they eat their food? (*Literal*)
- Why do animals have body parts that are different shapes and sizes? How does the way an animal looks give you clues about what that animal might eat? (*Inferential*)
- What would the author have needed to know in order to write this book? (*Critical*)

Planning

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

Record of Reading Behaviors

The Balloon Adventure Guided reading level L (24)

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	None of the animals at the farm liked Flash the racehorse. He was always boasting about how famous he was and how many races he had won.				
5	“Look at all my medals,” said Flash, as he pranced around the farm. The other farm animals tried to ignore Flash, but they were annoyed by his boasting.				
6	One morning, the rooster was very excited. “The King and Queen are coming today!” he crowed. “They must be coming to see me,” said Flash proudly.				
7	“No, they are coming to see a huge balloon fly in the sky for the first time ever,” <u>said</u> the sheep. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

The Balloon Adventure Guided reading level L (24)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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.

- Why did the King and Queen come to the farm?
How did the animals get the balloon to land? Why were the sheep, duck, and rooster famous all over the world? (*Literal*)
- Why were the sheep, the duck, and the rooster chosen to go in the balloon instead of Flash?
(*Inferential*)
- How did the author get the idea for this book?
What parts of this story might be true? What parts are made up? (*Critical*)

Planning

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

Record of Reading Behaviors

Atka's Ice Adventure Guided reading level M (28)

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	Atka was half asleep. It was nighttime, but the sun was still high in the sky. Her little sister, Nukka, was fast asleep beside her.				
6	Atka could hear Father and Grandfather talking. “Our friend Ootek had a lucky escape,” said Father. “What happened?” asked Grandfather. “He was fishing out on the sea ice. The ice broke away from the land and drifted out to sea,” said Father. “But luckily he drifted back when the tide changed. And that’s when he saw polar bear cubs.” Polar bear cubs! Now Atka was wide awake. She wanted to see polar bear cubs <u>more</u> <small>100 words</small> than anything, but the only place you could see them was out on the sea ice.				
Total					

Record of Reading Behaviors analysis sheet

Atka's Ice Adventure Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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.

- How did Atka follow Nukka? How did she know where to go? (*Literal*)
 Why did Atka think that her father and grandfather would be angry with her? Would you have been angry with her? (*Inferential*)
 Would the story have been different if Atka's character was a boy? If so, how? (*Critical*)

Planning

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

Record of Reading Behaviors

Hummingbirds Guided reading level M (28)

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	Hummingbirds are the smallest birds in the world. Like most birds, they can fly, but they are the only birds that can fly in any direction. As well as flying forward, they can fly backward and even upside down. Also, hummingbirds are the only birds that can stay in the one place in the air. This is called hovering.				
5	Hovering is very important for hummingbirds because it is how they get food to stay alive.				
6	Hummingbirds have small, light bodies and strong, fast-moving wings to help them fly. They have long, thin bills and long tongues to help them <u>get</u> food. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Hummingbirds Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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.

- How did the hummingbird get its name? (*Literal*)
 Why are hummingbirds remarkable animals? (*Inferential*)
 What do you think is the author's opinion of hummingbirds?
 What makes you think that? (*Critical*)

Planning

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

Record of Reading Behaviors

The Great Railroad Race Guided reading level M (28)

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	Once, the only way people could travel across the USA was by riding a horse or in a wagon pulled by horses.				
5	<p>People had to travel across deserts and over mountains. They could be attacked and killed by wild animals, and there were no towns to stop at and get food.</p> <p>It was a long journey that took about six months and it was very unsafe.</p>				
6	<p>Then, about 150 years ago, a railroad track was built to connect the western part of the USA to the eastern part.</p> <p>Two teams worked on the railroad. One started on the west <u>coast,</u> and the other <small>100 words</small> started in the east. The two teams raced each other to lay the most railroad track.</p>				
Total					

Record of Reading Behaviors analysis sheet

The Great Railroad Race Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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.

- Why was it so difficult for the team from the west at first? (*Literal*)
 Why is this railroad considered one of America's biggest achievements? (*Inferential*)
 Would all of the workers have been brave? (*Critical*)

Planning

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

Record of Reading Behaviors

The Smallest Smudger Guided reading level M (28)

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>“Psst! Thomas, wake up.”</p> <p>Thomas’s eyes flew open. It was the middle of the night, but someone was shaking him.</p> <p>“It’s the first really cold night of winter,” said Papa. “And there will be a frost. The oranges on the trees are in danger of freezing.”</p>				
5	<p>“I’m going to help Papa,” said Thomas’s older brother, Mario. “They don’t have enough workers to light the smudge pots in the orange groves.”</p> <p>“We need your help, too, Thomas,” said Papa. “But if you want to help, you must hurry.”</p>				
6	<p>Thomas scrambled out of bed. Quickly he pulled on his clothes over <u>his</u> pajamas and rubbed the sleep out of his eyes.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

The Smallest Smudger Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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.

- Why was Thomas woken up in the middle of the night? (*Literal*)
 Why did Thomas sneak off to the truck? (*Inferential*)
 Could this story be a true story? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

The Mystery Trip Guided reading level M (28)

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>Greta and Griffin Grizzlegrot could never agree on anything.</p> <p>“Today is too cold,” said Griffin Grizzlegrot.</p> <p>“No, it’s not,” said Greta. “The air feels great. It’s fresh.”</p> <p>“Speaking of ‘fresh’, this fruit salad is not very fresh!” she said.</p> <p>“Yes, it is!” said Griffin. “It’s perfect. It’s the best fruit salad I’ve ever eaten.”</p>				
6	<p>The Grizzlegrots could not stop arguing. They argued all night and all day.</p> <p>“The sun is too hot,” said Greta.</p> <p>“Too hot? Ridiculous!” said Griffin.</p> <p>“The weather is perfect. I love sunshine. I hate cold, dark nights.”</p> <p>“I don’t,” said Greta. “I love dark nights because I] can look at the moon.</p> <p style="text-align: center;">100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

The Mystery Trip Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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 Grizzlegrots have to do to be allowed to go to the moon? (*Literal*)
 Why would the winner of the contest need to pass a fitness test? Why would it be important to be fit if you were going to travel to the moon? (*Inferential*)
 Why did the Grizzlegrots disagree on everything? Do all brothers and sisters disagree like the Grizzlegrots? (*Critical*)

Planning

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

Record of Reading Behaviors

Built By Hand Guided reading level M (28)

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	Long ago, before the machines of today were invented, people built everything using simple tools. They used tools such as hammers and materials such as mud and stone to build things.				
5	Many of the things that were built were huge. It took many, many people to build them. Some of these buildings have survived for thousands of years. Some are the greatest buildings that have ever been made.				
6	Pyramids were built thousands of years ago. People built them by stacking millions of stones in a pyramid shape. Some of these pyramids are very big.				
7	The Pyramid of Khafra (<i>kar-fra</i>) is as tall as a 47-story building. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Built By Hand Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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 is a pyramid? How big is the biggest pyramid ever built? How much did the biggest stone weigh? What is the name of the longest wall ever built? (*Literal*)
- Why are these structures so amazing? Why did they take so long to build? Why were so many people needed to build them? (*Inferential*)
- What sort of information would the author have needed to know in order to write this book? (*Critical*)

Planning

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

Record of Reading Behaviors

Space Camp Guided reading level M (28)

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	“Wow!” said Calvin, as he charged into the room. “You’ve already got your space suit on. Where do I get mine?”				
5	“It’s in your closet,” said Mark. “I’ll put it on while you read about what we’re going to do at space camp,” said Calvin. “Well,” said Mark, “today at dinner we get to eat space food.” “Great,” said Calvin. “I can’t wait to try space food. I wonder what it tastes like.” “And then each day we get to do the same things astronauts do,” said Mark.				
6	“Look at this,” said Calvin, looking over Mark’s shoulder. “Tomorrow we get to do a special activity.” <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Space Camp Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	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.

- Why didn't Mark do the underwater challenge? How did this make him feel? Why did Calvin go back to the pool? (*Literal*)
 What did the underwater challenge have to do with space? (*Inferential*)
 Have you ever felt the way Mark did in this story? What made you feel this way? (*Critical*)

Planning

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

Record of Reading Behaviors

Marathon Journal Guided reading level M (28)

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	<p>I saw my friend Annie at the park today.</p> <p>She is a Junior Marathon runner.</p> <p>A marathon is a really long race.</p> <p>Annie said it's exactly 26.2 miles.</p> <p>I asked her how she runs 26 miles without getting tired. That is such a long way!</p>				
3	<p>Annie said she doesn't run the 26 miles in one race. She's been running nearly every day for eight weeks, and she's already run 25.2 miles. She just needs to run the last mile. Annie said that's what a Junior Marathon is – running between half a mile and a mile nearly every <u>day</u> for eight weeks</p> <p style="text-align: center;">100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Marathon Journal Guided reading level M (28)

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	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Self-correction ratio

(E + SC) + SC = 1 :

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 girl want to achieve? Did she do this? What sort of things did she do to train for her run? What tips did you pick up about running? (*Literal*)
- Did the girl have moments where she thought the junior marathon was too hard for her? How did she feel when she completed the marathon? (*Inferential*)
- Why do you think this book was written as a journal? Do you think this was a good way to learn about running a marathon? Why or why not? What other information would you have liked to know? (*Critical*)

Planning

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