

Record of Reading Behaviors

A New Job for Stan Guided reading level I (16)

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	Everyone at the circus had a job. Bobo was the clown. Harry was the strong man. And Lizzie flew high in the air on the trapeze.				
5	And Stan's job was to take the circus posters from town to town on his motorcycle. Stan loved riding his motorcycle and he loved his job. But Stan wanted a job in the big top – just like his friends.				
6	Every day, Stan did stunts on his motorcycle. He rode up ramps and did handstands and flips on his motorcycle. And every day he got a little better.				
	But when Stan showed his motorcycle stunts to the ringmaster, she shook <small>100 words</small> her head.				
Total					

Record of Reading Behaviors analysis sheet

A New Job for Stan Guided reading level I (16)

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 was Stan's original job at the circus? What is his new job? (*Literal*)
 Why was Stan unhappy? Why did he leave the circus? (*Inferential*)
 Do all circuses have a motorcycle act? (*Critical*)

Planning

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

Record of Reading Behaviors

When Lions Hunt Guided reading level I (16)

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>It is hot and dry on the grasslands.</p> <p>The zebras are drinking water at the water hole, but they do not feel safe.</p> <p>Something is wrong.</p> <p>They look around.</p> <p>They cannot see anything.</p>				
6	<p>The zebras cannot see the lions that are hunting. The lions are the same color as the long, dry grass.</p> <p>This is why the zebras cannot see them.</p> <p>But the lions can see the zebras.</p> <p>They have very good eyesight and can see the zebras from a long way off.</p>				
8	<p>The lions try to get close to the zebras. They move very quietly.</p> <p>If the zebras <u>hear</u> them, <small>100 words</small> they will run away.</p> <p>Zebras can run very fast.</p> <p>The lions creep closer and closer.</p> <p>They are stalking the zebras.</p>				
Total					

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When Lions Hunt Guided reading level I (16)

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Errors – What did the student use?

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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
- 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.

- Were the lions successful when they went hunting? Why or why not? (*Literal*)
- Why do lions hunt together? (*Inferential*)
- How might the author have found out information for this book? (*Critical*)

Planning

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

Record of Reading Behaviors

That's Not Funny, Charlie! Guided reading level I (16)

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	Charlie loved to play pranks. Best of all, he loved to play pranks on his family. One day, Charlie and his brother James were playing soccer. Suddenly, Charlie tripped on the ball and fell down.				
5	“Ouch! Ouch!” yelled Charlie. “My foot hurts!” James ran to get help.				
6	Charlie’s mom came running. She gently felt his foot. Then Charlie smiled . . . “Ha, ha! I fooled you!” he said.				
7	“That’s not funny, Charlie,” said his mom. “Don’t say you’ve hurt yourself when you haven’t. One day you will get hurt and no one will believe you.” But Charlie wasn’t listening .				
8	The next <u>day</u> , Charlie and James <small>100 words</small>				
Total					

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That's Not Funny, Charlie! Guided reading level I (16)

Name: _____

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Information sources used

Errors – What did the student use?

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- Visual cues

Self-corrections –

What did the student use?

- Meaning
- Structure
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Errors	%	Level of difficulty
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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 did Charlie break his leg? What happened when his family realized his leg was badly hurt? (*Literal*)
- Why didn't Charlie's family believe him when he said he had hurt his leg? (*Inferential*)
- Would all people get cross at Charlie's pranks? (*Critical*)

Planning

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

Record of Reading Behaviors

Flamingos Guided reading level I (16)

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	Millions of flamingos live on this lake. The lake has food for them to eat. And it is a good place for them to build their nests and raise their chicks.				
5	Most animals could not live on this lake, because there is a lot of salt in the water. But flamingos can live here.				
6	The shape of a flamingo's body helps it to find food. Flamingos find food in water. They use their long legs to walk in the water to look for food. Their long necks help them to reach down into the water to get food.				
7	Flamingos <u>have</u> webbed 100 words feet. This helps them to walk in mud.				
Total					

Record of Reading Behaviors analysis sheet

Flamingos Guided reading level I (16)

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Date: _____

Information sources used

Errors – What did the student use?

- Meaning
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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
 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 sort of water does a flamingo drink? How many eggs does a flamingo lay at a time? (*Literal*)
 Why is it good for flamingos to live in a group? (*Inferential*)
 How would the author have found out the information 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

Angus Cleans Up Guided reading level I (16) (20 pages)

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>Angus was very excited when he became the new zookeeper.</p> <p>“This zoo is smelly,” he said to himself.</p> <p>“I will make this zoo very clean.</p> <p>A clean zoo is a happy zoo.”</p> <p>Angus started to work. He cleaned the elephant’s pen. The elephant was very happy.</p> <p>When he cleaned the monkeys’ pen, the monkeys were very pleased.</p>				
4	<p>Then Angus went into the fox’s pen.</p> <p>The fox’s pen looked clean but there was a very strong smell.</p> <p>“Don’t get upset,” said Angus to the fox.</p> <p>“I will soon get rid of this smell.”</p> <p>And that is exactly what he did.</p>				
6	<p><u>Angus</u> scrubbed and scrubbed and 100 words</p> <p>scrubbed until the fox’s pen smelled fresh and clean.</p>				
Total					

Record of Reading Behaviors analysis sheet

Angus Cleans Up Guided reading level I (16) (20 pages)

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>
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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.

- Which animal pens did Angus clean? (*Literal*)
- Why were the fox, the hyenas, the musk ox, and the skunk angry with Angus? (*Inferential*)
- Would a real zookeeper make the mistakes that Angus made in this story? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Angus Cleans Up Guided reading level I (16) (24 pages)

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>Angus was very excited when he became the new zookeeper.</p> <p>“This zoo is smelly,” he said to himself.</p> <p>“I will make this zoo very clean.</p> <p>A clean zoo is a happy zoo.”</p> <p>Angus started to work. He cleaned the elephant’s pen. The elephant was very happy.</p> <p>When he cleaned the monkeys’ pen, the monkeys were very pleased too.</p>				
6	<p>Then Angus went into the fox’s pen.</p> <p>The fox’s pen looked clean but Angus could smell a very strong smell.</p> <p>“Don’t get upset,” said Angus to the fox.</p> <p>“I will soon get rid of this smell.”</p> <p>And that is exactly what <u>he</u> did. <small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Angus Cleans Up Guided reading level I (16) (24 pages)

Name: _____

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
 Visual cues

Accuracy rate

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
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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.

- Which animal pens did Angus clean? (*Literal*)
 Why were the fox, the hyenas, the musk ox, and the skunk angry with Angus? (*Inferential*)
 Would a real zookeeper make the mistakes that Angus made in this story? Why? (*Critical*)

Planning

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

Sticky and Dangerous Plants Guided reading level I (16) (20 pages)

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	Some plants are dangerous to animals. Some plants have seeds that stick to animals. Some plants have sticky leaves that can trap animals.				
5	Some plants have oils and saps that are poisonous. All these plants are dangerous to animals.				
6	Some grasses have sticky seeds. These sticky seeds have tiny hooks that stick to anything that comes into contact with them. These seeds can stick to an animal's feathers or fur.				
7	If a bird gets lots of sticky seeds on its wings, the wings become too heavy to move and the bird cannot fly. The bird cannot look for food.				
8	<u>A</u> plant called a burdock grows 100 words				
Total					

Record of Reading Behaviors analysis sheet

Sticky and Dangerous Plants Guided reading level I (16) (20 pages)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

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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 can sticky seeds hurt animals? Which plants eat animals? How do they catch the animals they want to eat? (*Literal*)
- Why do some plants have seeds that stick to animals? Why do some plants poison animals that eat them? (*Inferential*)
- Do you think other plants could have been included in this book? How could you find out about other dangerous plants? (*Critical*)

Planning

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

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7	If a bird gets lots of sticky seeds on its wings, the wings become too heavy to move and the bird cannot fly. The bird cannot look for food.				
8	<u>A</u> plant called a burdock grows 100 words				
Total					

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Sticky and Dangerous Plants Guided reading level I (16) (24 pages)

Name: _____

Date: _____

Information sources used

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- Meaning
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Self-corrections –

What did the student use?

- Meaning
 Structure
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- Why do some plants have seeds that stick to animals? Why do some plants poison animals that eat them? (*Inferential*)
- Do you think other plants could have been included in this book? How could you find out about other dangerous plants? (*Critical*)

Planning

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

The Snake Olympics Guided reading level I (16) (20 pages)

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>It was time for the Snake Olympics.</p> <p>There were many events.</p> <p>There would be an event to see which snake could hide the best, and an event to see which snake had the longest fangs.</p> <p>And there would even be an event to find the smartest hunter.</p>				
3	<p>All the snakes were very excited as they waited for the Snake Olympics to begin.</p> <p>They all wanted to win the Snake Olympics.</p>				
4	<p>The first event was to see which snake was the best at hiding.</p> <p>“Snakes, are you ready?” said the first judge. “The event is about to begin.”</p>				
5	<p>“I always <u>win</u> this,” said the green tree snake, as he slipped away to hide.</p> <p style="text-align: center; margin-left: 20px;">100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

The Snake Olympics Guided reading level I (16) (20 pages)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
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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 events did the snakes compete in? (*Literal*)
 Why was the judge of the longest fang competition nervous? (*Inferential*)
 Why did the author choose snakes for this story? (*Critical*)

Planning

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
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5	<p>All the snakes were very excited as they waited for the Snake Olympics to begin.</p> <p>They all wanted to win the Snake Olympics.</p>				
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- What events did the snakes compete in? (*Literal*)
 Why was the judge of the longest fang competition nervous? (*Inferential*)
 Why did the author choose snakes for this story? (*Critical*)

Planning

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

Living Near a Volcano Guided reading level I (16) (20 pages)

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>Mount Etna is a large volcano in Italy.</p> <p>It is an active volcano and it could erupt at any time.</p>				
5	<p>Mount Etna is one of the most active volcanoes in the world. The top of Mount Etna nearly always has smoke, ash, and molten rock called lava coming out of it.</p>				
6	<p>Thousands of people live on or near Mount Etna, even though it is a dangerous place.</p> <p>These people live and work on farms and in villages and towns nearby.</p>				
7	<p>The soil around the mountain is very good for growing crops. It is very fertile.</p> <p>This soil has a <u>lot</u> of ash and minerals <small>100 words</small> that help to make it fertile.</p>				
Total					

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Living Near a Volcano Guided reading level I (16) (20 pages)

Name: _____

Date: _____

Information sources used

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 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
 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 an active volcano? What are scientists checking for on Mount Etna? What do people living near Mount Etna do if they are warned of an upcoming eruption? (*Literal*)
- Why do people live near an active volcano? (*Inferential*)
- What would the author have needed to know to write this book? (*Critical*)

Planning

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5	Mount Etna is one of the most active volcanoes in the world. The top of Mount Etna nearly always has smoke, ash, and molten rock called lava coming out of it.				
6	Thousands of people live on or near Mount Etna, even though it is a dangerous place.				
7	These people live and work on farms and in villages and towns nearby.				
8	People have farms near the volcano because the soil around the volcano is very good for growing crops. The <u>farmers</u> can sell <small>100 words</small> their crops in the towns and villages nearby.				
Total					

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Date: _____

Information sources used

Errors – What did the student use?

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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 an active volcano? What are scientists checking for on Mount Etna? What do people living near Mount Etna do if they are warned of an upcoming eruption? (*Literal*)
- Why do people live near an active volcano? (*Inferential*)
- What would the author have needed to know 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

Nadif's New Life Guided reading level I (16) (20 pages)

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>My name is Nadif.</p> <p>I was born in a part of Africa called Somalia.</p> <p>I lived with my family in a village until I was nine years old.</p>				
3	<p>We lived in a house with a thatched roof. My family grew most of our food in a vegetable garden. We also had lots of farm animals.</p> <p>My brothers and I looked after the farm animals. When we weren't looking after the farm animals, we played soccer. Soccer was our favorite game.</p>				
4	<p>My life changed forever when I was nine years old. Terrible fighting started.</p> <p>The people who were fighting <u>each</u> other had guns and planes with bombs.</p> <p style="text-align: center; margin-left: 100px;">100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Nadif's New Life Guided reading level I (16) (20 pages)

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 happened to make Nadif leave his village? (*Literal*)
 In what ways did Nadif's life change from the beginning of the book to the end? (*Inferential*)
 How would the author have found out about Nadif's story? Do you think this is a story that lots of people should hear about? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Nadif's New Life Guided reading level I (16) (24 pages)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>My name is Nadif.</p> <p>I was born in a part of Africa called Somalia.</p> <p>I lived with my family in a village until I was nine years old.</p>				
5	<p>We lived in a house with a thatched roof. My family grew most of our food in a vegetable garden. We also had lots of farm animals.</p> <p>My brothers and I looked after the farm animals. When we weren't looking after the farm animals, we played soccer. Soccer was our favorite game.</p>				
6	<p>My life changed forever when I was nine years old. Terrible fighting started.</p> <p>The people who were fighting each other had guns and planes with bombs.</p> <p style="text-align: right; margin-right: 50px;"><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Nadif's New Life Guided reading level I (16) (24 pages)

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 happened to make Nadif leave his village? (*Literal*)
 In what ways did Nadif's life change from the beginning of the book to the end? (*Inferential*)
 How would the author have found out about Nadif's story? Do you think this is a story that lots of people should hear about? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Saving Dad Guided reading level I (16) (20 pages)

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>Dad and Abby were riding on their motorcycle, looking for some lost cows on their farm. They were a long way from their house. Their dog, Sam, was running along behind them.</p> <p>Then Abby saw some cows that were stuck down by the river.</p> <p>“Let’s go get them, Sam,” yelled Dad.</p>				
4	<p>“Hop off the bike, Abby,” said Dad.</p> <p>“It will be easier to go down to get the cows by myself.”</p> <p>As Dad turned to go down to the river, he fell off his motorcycle and it landed on top of him.</p> <p>Abby ran down to him.</p> <p>“Are you okay, <u>Dad?</u>” she asked, <small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Saving Dad Guided reading level I (16) (20 pages)

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 accident did Abby's dad have? (*Literal*)
 Why was making noise a good way to let people know where they were? (*Inferential*)
 What would you have done if you were Abby? (*Critical*)

Planning

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

Record of Reading Behaviors

Saving Dad Guided reading level I (16) (24 pages)

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>Dad and Abby were riding on their motorcycle, looking for some lost cows on their farm. They were a long way from their house. Their dog, Sam, was running along behind them.</p> <p>Then Abby saw some cows that were stuck down by the river.</p> <p>“Let’s go get them, Sam,” yelled Dad.</p>				
6	<p>“Hop off the bike, Abby,” said Dad.</p> <p>“It will be easier to go down to get the cows by myself.”</p> <p>As Dad turned to go down to the river, he fell off his motorcycle and it landed on top of him.</p> <p>Abby ran down to him.</p> <p>“Are you <u>okay</u> , Dad?” she asked, 100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Saving Dad Guided reading level I (16) (24 pages)

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 accident did Abby's dad have? (*Literal*)
 Why was making noise a good way to let people know where they were? (*Inferential*)
 What would you have done if you were Abby? (*Critical*)

Planning

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

Record of Reading Behaviors

Super Sam Guided reading level J (18)

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	Sam was a superhero. He had one super power – he could fly. But Sam had a problem – he didn't have a job.				
5	Superheroes had to have a job where they used their super powers. If they didn't, they would lose their super powers. Sam had to find a job fast, so he flew off to look for one.				
6	Sam saw a house on fire. There were flames and lots of smoke. Firefighters were running into the house to save the people who were trapped.				
7	“This looks like a job for Super Sam!” said Sam. And he flew into the <u>house</u> . <small>100 words</small> There was so much smoke that he couldn't see and he couldn't breathe.				
Total					

Record of Reading Behaviors analysis sheet

Super Sam Guided reading level J (18)

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 happened when Super Sam tried to rescue a man in the sea? (*Literal*)
 Why weren't the fire, sea, and mountain rescue workers happy with Super Sam? (*Inferential*)
 Could the character of Super Sam have been a girl? Would this have changed the story? Why or why not? (*Critical*)

Planning

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

Record of Reading Behaviors

Surviving in the Frozen Forest Guided reading level J (18)

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	Some forests are covered in snow and ice for most of the year. These forests are near the North Pole. They are called taiga forests. For a short time during summer, the snow and ice melt, but the forest is still very, very cold.				
5	Not many animals can survive in a taiga forest, because it is so cold and there is not much food. But moose can survive. They can live in the taiga forest all year round, because they can stay warm, find food, and stay safe.				
6	In winter, when it is very cold, moose can stay warm.				
7	<u>Moose</u> have two layers of fur. The <small>100 words</small> bottom layer of fur is woolly and short. The top layer is long and thick. In winter, their fur grows even longer and thicker.				
Total					

Record of Reading Behaviors analysis sheet

Surviving in the Frozen Forest Guided reading level J (18)

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 do moose find food in winter in the taiga forest? (*Literal*)
 Why are moose so good at living in the taiga forest? (*Inferential*)
 Would moose be able to survive in another type of forest? Explain your answer. (*Critical*)

Planning

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

Record of Reading Behaviors

Save the Sea Otters! Guided reading level J (18)

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	Lee looked for sea otters every day. She saw fishing boats and lots of jet skis, but no sea otters.				
5	Lee had done a project on sea otters at school. There hadn't been any sea otters in Maple Bay for 100 years and they were coming back. Lee wanted to be the first to see them.				
6	Then, one day, Lee saw one. It was on the beach. <i>Something is wrong</i> , thought Lee. <i>It should be on the sea, floating on the kelp.</i> Lee ran and told her dad. "Are you sure it's a sea otter?" said Dad. "Yes," said Lee . <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Save the Sea Otters! Guided reading level J (18)

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 did Lee want to ban jet skis from the bay?
(*Literal*)
- Why didn't everyone agree with Lee about banning jet skis? Why did some people get so angry?
(*Inferential*)
- How did Lee solve the problem? Are all problems this easy to solve? (*Critical*)

Planning

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

Record of Reading Behaviors

Desert Elephants Guided reading level J (18)

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	Desert elephants are elephants that live in the desert in one part of Africa. These elephants know where to find food and water – even in the desert. No other group of elephants does this.				
6	Desert elephants are different from other elephants. They have bigger feet than other elephants. And their feet can spread out more than other elephants. This stops them from sinking into the sand as they walk through the desert to find water.				
8	Desert elephants can live on less water than other elephants. Most elephants must find water every day, but desert elephants only need to find <u>water</u> every three or four days. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Desert Elephants Guided reading level J (18)

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 do desert elephants find enough water to survive in the desert? (*Literal*)
- What makes these elephants unique? How are they different to other elephants? (*Inferential*)
- Would other types of elephants survive in a desert? Why or why not? (*Critical*)

Planning

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

Record of Reading Behaviors

My Soccer Journal Guided reading level J (18) (20 pages)

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>Today was my first day at my new school.</p> <p>I had to figure out how to do lots of new things.</p> <p>On the playground, it was hard to make new friends. The games were different and I could not play them well.</p> <p>I wish we could play soccer at school.</p> <p>I know how to play soccer.</p>				
4	<p>I asked my teacher if we could have a soccer team at school. She asked the other boys, but they did not want to play soccer. They liked playing the other games better.</p> <p>The teacher told me that I should try to find <u>people</u> to play soccer with me <small>100 words</small> on the weekends.</p>				
Total					

Record of Reading Behaviors analysis sheet

My Soccer Journal Guided reading level J (18) (20 pages)

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 did the boy organize a weekend soccer team? What things did Mike and the boys do at soccer training? (*Literal*)
 Why did this soccer team end up winning lots of games? (*Inferential*)
 Could this book have been written about a girl? Why? Why not? Would this have changed the story? If so, how? (*Critical*)

Planning

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

Record of Reading Behaviors

My Soccer Journal Guided reading level J (18) (24 pages)

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>Today was my first day at my new school.</p> <p>I had to figure out how to do lots of new things.</p> <p>On the playground, it was hard to make new friends. The games were different and I could not play them well.</p> <p>I wish we could play soccer at school.</p> <p>I know how to play soccer.</p>				
6	<p>I asked my teacher if we could have a soccer team at school. She asked the other boys, but they did not want to play soccer. They liked playing the other games better.</p> <p>The teacher told me that I should try to find <u>people</u> to play soccer with me <small>100 words</small> on the weekends.</p>				
Total					

Record of Reading Behaviors analysis sheet

My Soccer Journal Guided reading level J (18) (24 pages)

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 did the boy organize a weekend soccer team? What things did Mike and the boys do at soccer training? (*Literal*)
- Why did this soccer team end up winning lots of games? (*Inferential*)
- Could this book have been written about a girl? Why? Why not? Would this have changed the story? If so, how? (*Critical*)

Planning

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

Record of Reading Behaviors

The Queen's New Chef Guided reading level J (18) (20 pages)

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>Queen Caroline was holding a contest to find the best chef in the land. The winner would become the queen's new chef.</p> <p>Lots of chefs wanted to win the contest. They were all sure that their cooking was the best.</p> <p>There was excitement in kitchens all over the kingdom.</p>				
4	<p>"I will make a huge stack of pancakes with ice cream and chocolate sauce for the contest," said Chef Dominic.</p> <p>"The queen will love my pancakes."</p> <p>"I will make a magnificent mountain of ice cream with chocolate, nuts, and cherries for the queen," said Chef Charlotte.</p> <p>"I will make the <u>biggest</u> , stickiest <small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

The Queen's New Chef Guided reading level J (18) (20 pages)

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 did the queen hold a contest to find the best chef? (*Literal*)
 Did the queen enjoy the pancakes, the mountain of ice cream, and the cake? Why did she choose Bree to be her new chef? (*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

The Queen's New Chef Guided reading level J (18) (24 pages)

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>Queen Caroline was holding a contest to find the best chef in the land. The winner would become the queen's new chef.</p> <p>Lots of chefs wanted to win the contest. They were all sure that their cooking was the best.</p> <p>There was excitement in kitchens all over the kingdom.</p>				
6	<p>"I will make a huge stack of pancakes with ice cream and chocolate sauce for the contest," said Chef Dominic.</p> <p>"The queen will love my pancakes."</p> <p>"I will make a magnificent mountain of ice cream with chocolate, nuts, and cherries for the queen," said Chef Charlotte.</p> <p>"I will make the <u>biggest</u>, stickiest 100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

The Queen's New Chef Guided reading level J (18) (24 pages)

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 did the queen hold a contest to find the best chef? (*Literal*)
- Did the queen enjoy the pancakes, the mountain of ice cream, and the cake? Why did she choose Bree to be her new chef? (*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

A Deep Sea Adventure Guided reading level J (18) (20 pages)

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>In 1960, Jacques Piccard and Don Walsh traveled to the deepest part of the sea.</p> <p>They built a submarine that had a small pod at the bottom. Jacques and Don were in the small pod as the submarine traveled to the deepest part of the sea.</p> <p>They discovered that there is life in the deepest part of the sea. This is the story of how their adventure may have happened.</p>				
4	<p>Once there were two brave sea divers called Jacques and Don.</p> <p>Every day they worked on their submarine.</p> <p>Every day a fisherman named Charlie would watch them as they <u>worked</u>.</p> <p style="text-align: center;">100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

A Deep Sea Adventure Guided reading level J (18) (20 pages)

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>
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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 did Jacques and Don build? Why did they build it? (*Literal*)
 Why was the trip such a big risk? (*Inferential*)
 In the preface, why does the author say, “This is the story of how their adventure may have happened”? (*Critical*)

Planning

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

Record of Reading Behaviors

A Deep Sea Adventure Guided reading level J (18) (24 pages)

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Date: _____

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6	<p>Once there were two brave sea divers called Jacques and Don.</p> <p>Every day they worked on their submarine.</p> <p>Every day a fisherman named Charlie would watch them as they <u>worked</u>.</p> <p style="text-align: center;">100 words</p>				
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Record of Reading Behaviors analysis sheet

A Deep Sea Adventure Guided reading level J (18) (24 pages)

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

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 Attends to punctuation

Comprehension

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 In the preface, why does the author say, “This is the story of how their adventure may have happened”? (*Critical*)

Planning

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

Record of Reading Behaviors

Cleaning Up Our Wetland Guided reading level J (18) (20 pages)

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>The wetland near our school was a mess. It was full of trash and the water was polluted.</p> <p>Our teacher told us that the wetland used to have lots of birds in it.</p> <p>Many of the birds left the wetland when it became polluted.</p> <p>We decided to clean up our wetland.</p>				
4	<p>First, we had to pull out lots of weeds.</p> <p>We put these weeds into a big bag.</p> <p>We had them taken away so they would not spread their seeds into the wetland.</p> <p>Then we picked up all the trash.</p> <p>We sorted it, put it in big bags, and <u>had</u> it taken away.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Cleaning Up Our Wetland Guided reading level J (18) (20 pages)

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>
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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 children check to see if the water was clean? (*Literal*)
 What did they need to find out before they planted new plants? Why was this important? (*Inferential*)
 Could the children have done this all by themselves? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

Cleaning Up Our Wetland Guided reading level J (18) (24 pages)

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Date: _____

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		E	SC	Information used	
				Error MSV	SC MSV
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6	<p>First, we had to pull out lots of weeds.</p> <p>We put these weeds into a big bag.</p> <p>We had them taken away so they would not spread their seeds into the wetland.</p> <p>Then we picked up all the trash.</p> <p>We sorted it, put it in big bags, and <u>had</u> it taken away.</p> <p style="text-align: center;"><small>100 words</small></p>				
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Record of Reading Behaviors analysis sheet

Cleaning Up Our Wetland Guided reading level J (18) (24 pages)

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
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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 children check to see if the water was clean? (*Literal*)
 What did they need to find out before they planted new plants? Why was this important? (*Inferential*)
 Could the children have done this all by themselves? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

Ice Swimmers Guided reading level J (18) (20 pages)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>In the summer, many people like to swim in the sea or in swimming pools.</p> <p>When winter comes, most people swim in heated indoor pools. But some people like to swim in lakes and seas that are frozen.</p> <p>These people are called ice swimmers.</p>				
6	<p>Ice swimmers cut holes in the ice that covers lakes or the sea to make ice pools.</p> <p>Ice swimmers swim in these pools.</p> <p>The water in ice pools is usually a little warmer than freezing, but the air can be much colder.</p> <p>Some ice pools are quite small – just the right size for people to <u>jump</u> into.</p> <p style="text-align: center;">100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Ice Swimmers Guided reading level J (18) (20 pages)

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

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Errors	%	Level of difficulty
1	99	<i>Easy</i>
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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 are ice swimmers? In what sort of places do they swim? What do ice swimmers do after they get out of the water? (*Literal*)
 Why would someone choose to go ice swimming? (*Inferential*)
 Would everyone enjoy trying ice swimming? Would you like to try it? Explain your answer. (*Critical*)

Planning

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

Record of Reading Behaviors

Ice Swimmers Guided reading level J (18) (24 pages)

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Record of Reading Behaviors analysis sheet

Ice Swimmers Guided reading level J (18) (24 pages)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
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Accuracy rate

Errors	%	Level of difficulty
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Fluency

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 Attends to punctuation

Comprehension

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 Why would someone choose to go ice swimming? (*Inferential*)
 Would everyone enjoy trying ice swimming? Would you like to try it? Explain your answer. (*Critical*)

Planning

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

Record of Reading Behaviors

Robots Run Wild Guided reading level J (18) (20 pages)

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>Jodie had a farm. On her farm she grew lots and lots of vegetables.</p> <p>It was hard work growing vegetables, but Jodie did not mind because she had invented lots of robots to help her with all the farm jobs.</p> <p>These robots did all the things that Jodie did not want to do.</p> <p>They worked all day and did not stop until sunset.</p>				
4	<p>Jodie had four robots.</p> <p>Slugbot was a robot that could catch the slugs that ate Jodie's vegetables.</p> <p>Slugbot found the slugs and then picked them up and dropped them into a tank.</p>				
6	<p>Dogbot ran and barked <u>at</u> the cows.</p> <p style="text-align: center;">100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Robots Run Wild Guided reading level J (18) (20 pages)

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>
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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.

- What does SlugBot do? How do robots help doctors? (*Literal*)
 Why were robots invented? Will new robots be invented in the future? Why? Why not? (*Inferential*)
 Do you think the invention of more and more robots is a good thing? Why? Would everyone agree with you? (*Critical*)

Planning

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

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Record of Reading Behaviors analysis sheet

Robots Run Wild Guided reading level J (18) (24 pages)

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Self-corrections –

What did the student use?

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