

Record of Reading Behaviors

Swim Like a Fish Guided reading level Q (40)

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>For as long as Jake could remember, he had been best friends with his next-door neighbor, Mason. Mason was a year older than Jake and they had grown up together, almost like brothers. They were always together: kicking the soccer ball, playing hide-and-seek in Mason's yard, playing around in Jake's pool, or just hanging out.</p>				
5	<p>One day Mason came next door and asked Jake if he wanted to join his hiking club.</p> <p>"I think you'll really like it, Jake."</p> <p>"What do you do there?" Jake looked up with interest.</p> <p>"Well, we meet once a week," Mason explained excitedly. "We learn all about the outdoors and we play games and run in relay races. We go camping and hiking and do all sorts of cool stuff. My dad is one of the leaders and the other kids are really friendly."</p> <p>The best memories Jake had of his <u>friendship</u> with Mason were the times they went camping together with Mason's dad.</p> <p style="text-align: center;"><small>150 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Swim Like a Fish Guided reading level Q (40)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
- Structure
- Visual cues

Self-corrections –

What did the student use?

- Meaning
- Structure
- Visual cues

Accuracy rate

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

Self-correction ratio

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

Fluency

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

Comprehension

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

- Why are Jake and Mason friends? (*Literal*)
- How did the pressure Jake felt about swimming make him act? (*Inferential*)
- What message did you get from this story? (*Critical*)

Planning

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

Record of Reading Behaviors

HeroRATs Guided reading level Q (40)

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 cool of the morning, a giant rat is at work in the grounds of an abandoned hospital. He is with his trainer. The rat energetically sniffs his way through the grass. Suddenly he stops, puts his nose to the ground, and scratches at the dirt.</p> <p>This rat has found one of the dangerous landmines buried under the ground during a recent war. These landmines have prevented the local people from using the hospital. The trainer uses a clicker to make a click sound. When the rat hears this sound, he runs to the trainer and receives his reward for finding the landmine – a piece of banana.</p>				
5	<p>Mac is known as a HeroRAT, because he works hard to help people be safe and to have better lives.</p> <p>The landmines that Mac finds are carefully excavated and safely destroyed. Soon the hospital building will be safe for people again.</p> <p>How did rats like Mac come <u>to</u> be heroes? 150 words</p>				
Total					

Record of Reading Behaviors analysis sheet

HeroRATs Guided reading level Q (40)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

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

Self-correction ratio

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

Fluency

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

Comprehension

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

- Why are African giant-pouched rats best suited for detecting landmines? (*Literal*)
 Why are rats the perfect animals for finding buried landmines? (*Inferential*)
 Did the author cover all of the information you wanted to know about how rats help people? What else could have been included in this book? (*Critical*)

Planning

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

Record of Reading Behaviors

First-time Visitors Guided reading level R (40)

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
3	<p>Two men had been climbing the mountain for more than a day. It was freezing cold and now it looked like they could go no further. A nearly vertical icy cliff stood between the men and their dream of being the first people to reach the summit of the highest mountain on Earth.</p> <p>One of the men inched himself up the cliff. If he fell, there were no ropes to save him. At last, he reached the top of the icy cliff. He threw a rope down to the other man. Together, they climbed up to the top of the mountain. They were the first people to get there.</p> <p>Why were these men doing this? Why were they willing to take such risks? The answer is simple. They wanted to be the first to visit the highest place on Earth.</p>				
4	<p>It was the same for the first people to <u>reach</u> the South Pole. They trekked through snow, ice, and blizzards for months.</p> <p style="text-align: center; margin-left: 100px;"><small>150 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

First-time Visitors Guided reading level R (40)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

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

Self-correction ratio

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

Fluency

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

Comprehension

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

- Where is Mount Everest? (*Literal*)
 What drives a person to be the first to reach a difficult location or complete a dangerous mission? (*Inferential*)
 Did you like the destinations the author chose to include in this book? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Polio: A Frightening Disease Guided reading level R (40)

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>When six-year-old Helen visited her sick cousin Adrian, no one knew that he had a disease called polio. He later became very sick and was never able to walk again.</p> <p>After the visit, Helen began to feel unwell. She had a headache, pain in her arms and legs, and a stiff neck. She began to feel worse and could no longer walk without falling over. One of her arms and both her legs were completely paralyzed. Helen was rushed to hospital in an ambulance.</p>				
5	<p>It was the 1940s and children all around the world were getting polio. It was highly contagious.</p> <p>The family's worst fears were realized when Helen was diagnosed with polio. Helen remained at the hospital, while her family was placed in quarantine. For three weeks, the family was not allowed to leave their home and no one could visit them. None of Helen's family could visit <u>her</u>.</p> <p style="text-align: center;">150 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Polio: A Frightening Disease Guided reading level R (40)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

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

Self-correction ratio

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

Fluency

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

Comprehension

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

- Why are most places in the world polio-free? (*Literal*)
 Is it important to know about a disease like polio? Why? (*Inferential*)
 What visual images did the author use? Were they helpful? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

A New Geyser Erupts Guided reading level S (40)

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 was early in the morning when Ranger Kate suddenly sat up in bed. What was that strange noise? It sounded like a train.</p> <p>“What? It can’t be a train,” Kate said. “But what is it?”</p> <p>She jumped out of bed and ran outside. Through the trees she could see steam rising into the air.</p> <p><i>Whoosh!</i></p> <p>“It’s the Cloud Buster Geyser. I have to go and see it!”</p> <p>This was Peach Sands National Park’s tallest geyser and no one had seen it erupt for years. The national park included a huge volcanic area that had hundreds of geysers and bubbling mud pools.</p>				
5	<p>Kate dressed quickly, then grabbed her walkie-talkie and attached it to her belt. Just as she was about to leave the cabin, she turned back and grabbed her flare gun, some flares, and a flashlight. She was trying to remember her training – be prepared for any emergency. <u>She</u> switched on the flashlight. Good – it was working.</p> <p style="text-align: center; margin-left: 100px;">150 words</p>				
Total					

Record of Reading Behaviors analysis sheet

A New Geyser Erupts Guided reading level S (40)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

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

Self-correction ratio

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

Fluency

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

Comprehension

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

- Why did Kate go to the boardwalk near the hill trail? (*Literal*)
 What lesson did Kate learn from the night her friend Dayna got hurt? Why did she try to block this memory? (*Inferential*)
 Did the use of a flashback make the book better? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Surviving the Earthquake Guided reading level S (40)

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	Sammy drove the football hard downfield, dodging his opponents. The moment he saw an opening, he kicked. The ball shot right past the goalie. Goal! Sammy fist-pumped high in the air. His team had won! All his teammates ran over and slapped him on the back. “Nice job, Sammy,” called Pierre, who was on the other team. “But we’ll get even with you tomorrow.”				
5	Sammy wiped the sweat from his forehead and looked down the hill, toward the ocean and the city of Port-au-Prince. Even with the sea breeze, his damp T-shirt clung to his chest, and he was parched. He tucked the ball under his arm and waved goodbye to his teammates, Marcel and Jose. As he turned toward home, Manno bounded up to him, barking and wagging his tail. Sammy knelt and gave the big dog a hug. He remembered when the dog had first come to <u>live</u> with his family as a skinny, frightened puppy. <small>150 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Surviving the Earthquake Guided reading level S (40)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

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

Self-correction ratio

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

Fluency

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

Comprehension

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

- Why was Daniel in Port-au-Prince? (*Literal*)
 Why did Daniel and Sammy have a strong connection? (*Inferential*)
 Do you think basing a story on actual events makes it better? Why? (*Critical*)

Planning

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