

Record of Reading Behaviors

A Cake for Cuddles Guided reading level E (8)

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	Mr. Poppa liked to make cakes . . .				
3	and his cat Cuddles liked to eat cakes.				
4	“I am going to make the best cake ever,” said Mr. Poppa. “And it will be just for you.”				
6	Mr. Poppa made a big circle cake. Then he made a small circle cake. Then he made two triangle cakes.				
7	“You cannot eat these cakes now,” said Mr. Poppa. “They are too hot.”				
8	But when Mr. Poppa was not looking, Cuddles ate one cake.				
9	Then he ate one more cake. And then he ate one more cake!				
10	Mr. Poppa came back.				
11	“Oh, no!” <u>he</u> said. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

A Cake for Cuddles Guided reading level E (8)

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 kind of cake did Mr. Poppa want to make for Cuddles? (*Literal*)
- Why did Mr. Poppa want to make Cuddles a cat cake? (*Inferential*)
- Did Cuddles deserve to have a special cake made for him? 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

Super Dogs Guided reading level E (8)

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 dogs can help us.				
6	This dog is very good at smelling. He sniffs and runs to find people who are lost.				
8	He sniffs and runs. He finds a boy who is lost.				
10	This dog is very good at smelling and digging. He sniffs and digs to find people who are lost.				
11	He digs and digs to get them out.				
14	This dog is very good at swimming. He swims and swims to help the man. He helps get the man out of the water.				
16	Dogs can . . . smell dig run <u>swim</u> 90 words				
Total					

Record of Reading Behaviors analysis sheet

Super Dogs Guided reading level E (8)

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	93	
7	92	
8	91	
9	90	
10 +	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 does the dog get people out of the snow? (*Literal*)
 How did sniffing help the dogs to find people? (*Inferential*)
 Why did the author choose these dogs to write about? (*Critical*)

Planning

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

Record of Reading Behaviors

Don't Eat Me! Guided reading level E (8)

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	It was dinner time in the forest. Crocodile was eating fish.				
3	“Fish! Fish! Fish!” said Crocodile. “I eat fish every day. Today I will not eat fish.”				
4	Crocodile saw Snake. “That snake looks good to eat,” said Crocodile. So Crocodile ran up to Snake.				
6	“You look good to eat,” said Crocodile. “No!” said Snake. “Do not eat me. You will not like me. Eat a bird. I like to eat birds and you will like to eat birds too.”				
8	Crocodile saw Bird in a tree. He ran up to Bird. “Yum!” said Crocodile. “You look good. I am going to eat you!” 100 words				
Total					

Record of Reading Behaviors analysis sheet

Don't Eat Me! Guided reading level E (8)

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 does Frog eat for dinner? (*Literal*)
 Do the other animals really think that Crocodile will like their food? Why do they suggest he tries it? (*Inferential*)
 The other animals all trick Crocodile. Is this fair? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Big Homes, Little Animals Guided reading level E (8)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	Many animals make homes. Some little animals make very big homes.				
6	This is an ant nest. This nest is very big. Lots and lots of ants made this nest.				
8	This is a bird nest. It is very big. Lots and lots of birds made this nest.				
10	This is a spider web. This web is very big. Many spiders made this web.				
12	This is a home for rabbits. It is very big. Many rabbits made this home				
14	This is an insect nest. Lots and lots of insects made this nest. It is very big. It is made from <u>mud</u> . <small>98 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Big Homes, Little Animals Guided reading level E (8)

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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6	94	
7	93	
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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 is an ant's home called? (*Literal*)
 How can such small animals build such big homes? (*Inferential*)
 Why does this book have diagrams as well as photographs? (*Critical*)

Planning

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

Record of Reading Behaviors

Where Are the Grapes? Guided reading level E (8)

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>“Where are our grapes?” said Bird. “I do not know,” said Worm. “They are not here.” Bird and Worm looked and looked.</p>				
3	<p>Then they saw tracks in the mud.</p>				
4	<p>“Look at the tracks in the mud,” said Bird. “Yes,” said Worm. “The animals that made the tracks must have our grapes,” said Bird. “Yes,” said Worm.</p>				
6	<p>“The animals that made the tracks must have lots of legs,” said Bird. “Insects have six legs,” said Worm. “Yes,” said Bird. “An insect has the grapes.”</p>				
8	<p>Bird and Worm looked for insects. “A bee is an insect,” said Worm. “A butterfly is an insect and an ant is an <u>an</u> insect, too.” <small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Where Are the Grapes? Guided reading level E (8)

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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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.

- Where did the tracks lead to? (*Literal*)
- Who ate the grapes? (*Inferential*)
- Why do you think the author chose to write this book on a mystery? (*Critical*)

Planning

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

Record of Reading Behaviors

Squid Guided reading level E (8)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
2	This is a squid. It lives in the sea.				
4	There are lots of squid in the sea. All squid can swim.				
6	Squid can be little or squid can be big. Some squid are red, some squid are green, and some squid are yellow.				
8	Squid eat little plants and little fish.				
10	Big fish eat squid. Squid hide from big fish in plants or rocks. Squid can make their skin look like plants or rocks. Then the big fish cannot see them.				
12	A squid can make black ink. If a big fish comes to eat the squid, the squid can put the <u>black</u> ink into the water. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Squid Guided reading level E (8)

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	
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5	95	<i>Instructional</i>
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7	93	
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9	91	
10	90	
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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.

- Where do squid live? (*Literal*)
 How do squid protect themselves from big fish? (*Inferential*)
 What other things about squid would you like to find out? (*Critical*)

Planning

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

Record of Reading Behaviors

My Tree Guided reading level E (8)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Error MSV	SC MSV
2	<p>“This is my tree,” said the ant.</p> <p>“I need the leaves on this tree to make my nest.”</p>				
4	<p>“The tree has sap too,”</p> <p>said the ant.</p> <p>“I eat sap.</p> <p>This is my tree.”</p>				
6	<p>“No, no, no,” said the caterpillar.</p> <p>“I eat the leaves on this tree.</p> <p>This is my tree.”</p>				
8	<p>“This is not your tree,”</p> <p>said the grub.</p> <p>“It is my tree.</p> <p>I eat the plums on this tree.”</p>				
10	<p>“You can eat the plums if you like,” said the bee.</p> <p>“But I need the flowers on this tree.</p> <p>So this is my tree.”</p>				
12	<p>“It is my tree,” said the ant.</p> <p>“<u>It</u> is my tree,”</p> <p><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

My Tree Guided reading level E (8)

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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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 ant believe that the tree was his? (*Literal*)
 Why did the animals hide when the bird spoke to them? Who does the tree belong to? (*Inferential*)
 How do the illustrations help us to know more about the characters? (*Critical*)

Planning

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

Record of Reading Behaviors

When the Sun Comes Up Guided reading level E (8)

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	When the sun comes up many animals wake up. They have lots of things to do.				
4	When the sun comes up this bird looks for worms.				
5	Then it gets twigs and leaves to make a nest.				
6	This spider spins a web when the sun comes up. It makes the web to catch insects. Then the spider eats the insects.				
8	This duck swims when the sun comes up. It swims on the pond.				
9	It dives under the water to get plants to eat.				
10	This fox hunts when the sun comes up.				
11	It looks for little animals to eat.				
12	This frog sits <u>on</u> a log <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

When the Sun Comes Up Guided reading level E (8)

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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7	93	
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9	91	
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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 does the bird do when the sun comes up? What does the fox do when the sun comes up? (*Literal*)
- Are all animals active when the sun comes up? (*Inferential*)
- Why do you think the author included a bat in this book? (*Critical*)

Planning

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

Record of Reading Behaviors

Where Can We Play? Guided reading level E (8)

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	Tom liked to skate. Anna liked to jump rope. Tan and Zac liked to play catch. They had a good spot to play. They played there all the time.				
4	One day a bulldozer came and dug a big hole. Anna, Tom, Tan, and Zac were very upset. “Now we can’t play here,” they said.				
6	“We need a new spot to play,” they said. “It needs to be a flat spot,” said Anna’s mother. “And it needs to be a safe spot.” “I know a good spot,” said Zac’s father. So off they all went to see the new spot.				
8	<u>Zac’s</u> father had some land 100 words				
Total					

Record of Reading Behaviors analysis sheet

Where Can We Play? Guided reading level E (8)

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.

- Why did the children need to find a new spot?
(Literal)
- Were the children happy with their new spot?
(Inferential)
- Do all children have a spot where they can go and play? Should all children have a spot like this one?
 Why? *(Critical)*

Planning

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

Record of Reading Behaviors

Looking After Your Frogs Guided reading level E (8)

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	Frogs are good pets. If you have frogs you must know how to look after them.				
4	Before you get your frogs you must set up the tank.				
6	Put some sand in the tank. Make a hole in the sand.				
7	Put some water in the tank. The water will make a little pond. Put a plant in the sand. Put a log in the tank for your frogs to sit on.				
8	Put the frogs in the tank. Put the lid on the tank so that your frogs cannot jump out.				
10	Frogs eat crickets. Put some crickets in the tank so <u>the</u> frogs can eat them. 100 words				
Total					

Record of Reading Behaviors analysis sheet

Looking After Your Frogs Guided reading level E (8)

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>
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 do you need to do to look after a frog? (*Literal*)
 Why would you put crickets in the tank? (*Inferential*)
 Why do you think someone might be interested in having a frog as a pet? (*Critical*)

Planning

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

Record of Reading Behaviors

Sally's Beach Rescue Guided reading level F (10)

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	Sally and Grandma went to the beach. “These flags tell us where it is safe to swim,” said Grandma.				
3	“Who is that?” said Sally. “That’s Andy,” said Grandma. “He helps to keep people safe at the beach.”				
4	“Let’s go swimming,” said Sally. “Not yet,” said Grandma. “The waves are too big.”				
5	“You can go swimming when the waves are not so big,” said Andy.				
6	Sally played in the sand. She looked at the waves to see if they were still big. She saw a boy in the water. He was waving at her!				
8	“Look!” said Sally. “Oh, no!” said <u>Grandma</u> . <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Sally's Beach Rescue Guided reading level F (10)

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.

- Where did Sally and her grandma go? (*Literal*)
 Why did Sally go to the beach? (*Inferential*)
 Should the boy have been swimming by himself? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Amazing Caterpillars Guided reading level F (10)

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	Many animals eat caterpillars. Most caterpillars cannot get away from the animals that eat them. But caterpillars have many ways to keep safe.				
4	Many caterpillars hide to keep safe.				
5	This caterpillar looks like a leaf. Most animals cannot see it.				
6	Some caterpillars can sting to keep safe. This caterpillar has spikes that sting. Animals do not like the spikes.				
8	Some caterpillars taste bad. This caterpillar tastes very bad. Animals do not like to eat it.				
10	Some caterpillars make a bad smell to keep safe. This caterpillar makes a bad smell when an animal picks it up.				
12	Some caterpillars do <u>not</u> 100 words				
Total					

Record of Reading Behaviors analysis sheet

Amazing Caterpillars Guided reading level F (10)

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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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 do caterpillars need to protect themselves?
(Literal)
- Do all caterpillars use the same way of staying safe?
(Inferential)
- Would these caterpillar defenses keep them safe all the time? Why or why not? *(Synthesizing)* Ask: What new information did we get from reading the book?
(Critical)

Planning

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

Record of Reading Behaviors

Father Ostrich and the New Chicks Guided reading level F (10)

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	Father Ostrich was sitting on the eggs. “Look after our eggs,” said Mother Ostrich. “I will,” said Father Ostrich. But Father Ostrich didn’t see the legs behind the trees.				
4	Peck! Peck! Peck! The chicks came out of the eggs.				
5	“Look after our chicks,” said Mother Ostrich. “I will,” said Father Ostrich. But Father Ostrich didn’t see the two eyes behind the trees.				
6	The new chicks were wet and cold. They sat in the sun to dry.				
7	“You must look after our chicks,” said Mother Ostrich. “I will,” said Father Ostrich. But Father Ostrich didn’t see the nose behind the <u>trees</u> . <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Father Ostrich and the New Chicks Guided reading level F (10)

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 new baby chicks get dry? (*Literal*)
 Why didn't the father ostrich see the hyena hiding behind the tree? (*Inferential*)
 Do you think that Father Ostrich was a good parent? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

Rides for Everyone Guided reading level F (10)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
2	We like to go to the fun park.				
3	We like to go on rides, but we do not like the same rides.				
4	I like this ride. I sit on a horse. It goes up and down and around and around.				
6	I like this ride. The cars go around and around. I like it when they go bump!				
8	I like this ride. This ride goes up and up and then it stops. I like it when I am at the top.				
10	I like this ride. It goes upside down. It goes very fast, but I like this ride.				
11	I like <u>this</u> ride. 100 words				
Total					

Record of Reading Behaviors analysis sheet

Rides for Everyone Guided reading level F (10)

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.

- Which ride did all the children like? (*Literal*)
 Why do you think the child likes it when the Ferris wheel stops at the top? (*Inferential*)
 Do all children like to go to the fun park? 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

Sally and the Bats Guided reading level F (10)

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	Sally had a plum tree. She picked lots and lots of plums from the plum tree. Sally ate the plums. She cooked the plums and she made jelly with the plums.				
4	Then some bats came to Sally's plum tree. The bats liked the plums and they ate them all. There were no plums for Sally. "The bats will have to go," said Sally.				
6	"I can't put a net on the tree," said Sally. "It would trap the bats and that would be bad for them." "I know what to do," she said. "Bats sleep in the daytime. I will keep them awake all day so they can't go to sleep." <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Sally and the Bats Guided reading level F (10)

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 does Sally do with the plums from her tree?
(Literal)
- What does Sally think of bats?
 What makes you think so? *(Inferential)*
- Do you think that Sally came up with a good solution to her problem? 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

Teach Me How Guided reading level F (10)

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	Some animals need their mothers to teach them things. Their mothers need to teach them how to keep safe and how to get things to eat.				
4	This tiger's mother will teach it how to hunt animals to eat. She will teach her cub how to chase an animal and grab the animal with its teeth.				
5	The cub will chase and grab its mother when it is playing.				
6	This dolphin's mother will teach it how to get fish to eat. She will dig into the sand with her beak to look for fish.				
7	She will swim quickly in the water <u>to</u> chase fish onto the sand. 100 words				
Total					

Record of Reading Behaviors analysis sheet

Teach Me How Guided reading level F (10)

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 does a tiger teach its cubs? Why does the zebra teach its young how to run with other zebras? (*Literal*)
 Why do some animals need to teach their young things? What might happen if the young animals are not taught how to do these things? (*Inferential*)
 What other animals could the author have 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

The Fun Run Guided reading level F (10)

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	The animals at the zoo were not fit. “You must get fit,” said the vet. “There will be a fun run at the end of the week. If you win the fun run you can go to the beach for the day.”				
4	“We must win, Hippo,” said Elly. “It would be fun to go to the beach.”				
5	“We will come first,” said Lion. “We are the best,” said Tiger.				
6	Hippo and Elly ran and jumped rope to get fit. “I need a rest,” said Hippo.				
7	“Just keep going. We are getting fit,” said Elly, as she jumped over a <u>log.</u> 100 words				
Total					

Record of Reading Behaviors analysis sheet

The Fun Run Guided reading level F (10)

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 vet decide to hold a fun run? (*Literal*)
 Why didn't Lion and Tiger do any training? (*Inferential*)
 Can all people win races if they train hard enough? Why do you think so? (*Critical*)

Planning

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

Record of Reading Behaviors

Animals That Need Mud Guided reading level F (10)

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	Many animals need mud. They do many things with mud.				
4	An elephant needs mud. An elephant puts dust on its skin. Then it puts water on the dust. This makes mud. The mud keeps the elephant's skin soft. Mud keeps insects off the elephant's skin too.				
6	A hippopotamus needs mud. A hippopotamus puts mud on its skin. The mud keeps the sun off the skin of the hippopotamus. This stops the hippopotamus from getting too hot.				
8	A mud frog digs a hole in the mud to make a nest. Then it puts its eggs into this nest to keep <u>them</u> safe. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Animals That Need Mud Guided reading level F (10)

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 do mud crabs hide in the mud? (*Literal*)
- How does mud help animals' skin? (*Inferential*)
- What did the author want you to know? (*Critical*)

Planning

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

Record of Reading Behaviors

Looking For Lunch Guided reading level F (10)

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	Bird and Snake went into the forest. “I am hungry,” said Bird. “Me too,” said Snake. “We must get something to eat.”				
4	Bird and Snake looked for insects and spiders to eat. They looked for frogs and worms to eat. “Come out, come out,” Bird said to the animals. “We know you are there,” said Snake. “You can’t hide from us.”				
6	Some of the animals saw Bird and Snake. “Hide!” they all said. Butterfly said, “I will keep still and look like a leaf.” Moth said, “I will keep still, too.” Stick Insect said, “I look just like a stick.” “Shhhh!” said Spider.				
8	The animals at the pond hid too. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Looking For Lunch Guided reading level F (10)

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 were Bird and Snake in the forest?
 Why couldn't Bird and Snake catch any animals?
(Literal)
- Did Bird and Snake help each other? Why did they leave the forest?
(Inferential)
- Did you like the ending? How could it have been different?
(Critical)

Planning

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

Record of Reading Behaviors

Big Ships Need Tugboats Guided reading level F (10)

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	Tugboats help big ships. Tugboats are not very big but they are very strong.				
3	Two or three tugboats work in a team to help big ships.				
4	Tugboats go out to meet big ships in the sea. They help big ships come in from the sea to the dock.				
6	Big ships take a long time to stop. Tugboats are so strong that they can help big ships to stop. A tugboat holds on to a big ship with strong ropes.				
8	Big ships need to stop close to the dock. Tugboats help big ships get close to the dock by bumping <u>them</u> with their soft pads. <small>100 words</small>				
Total					

Record of Reading Behaviors analysis sheet

Big Ships Need Tugboats Guided reading level F (10)

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 big ships come in to the dock? (*Literal*)
 Why don't the big ships need the tugboats when they are out at sea? (*Inferential*)
 How would the author have learned the information she used to write this book? (*Critical*)

Planning

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