

# Record of Reading Behaviors

## *Insect Hunt* Guided reading level G (12)

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	Insects live all around us. You can find insects that live on plants. You can find insects that live in ponds.				
4	To find insects that live on plants, you will need a big plastic bag and a sheet of paper.				
5	Put the plastic bag around a branch on a tree. Shake the branch.				
6	Take the bag off the branch. Tip the insects onto the sheet of paper.				
7	Look at the insects. Do not pick up the insects. Some insects can bite. Let the insects go.				
8	These are some of the insects that can live on plants. They get food <u>from</u> the plants. <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Insect Hunt* Guided reading level G (12)

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 you catch insects that live in trees? (*Literal*)
- Why do you need to put the insects back once you have looked at them? (*Inferential*)
- What things did you learn from this book? What other things about catching insects would you like to know? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *Too Cold For Frog* Guided reading level G (12)

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	“Let’s get out of this pond,” said Frog. “Why?” said Fish.				
3	“The water is too cold,” said Frog. “It is very cold,” said Fish. “But I cannot get out of the pond.” “I can!” said Frog.				
4	Frog left Fish and swam to the top of the pond. The water was very, very cold. There was some ice on the top of the pond. Frog jumped out of the pond.				
6	Frog hopped into the forest He hopped and hopped and hopped. It got colder and colder.				
7	“This forest is too cold,” said Frog. “I must go back to my pond.”				
8	<u>But</u>   when Frog got back to the pond, 100 words				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Too Cold For Frog* Guided reading level G (12)

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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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 Frog want to get out of the pond? (*Literal*)
- Why was the water in the pond so cold? (*Inferential*)
- What do you think people should do when life gets difficult? Should they find a way to cope or try to get away from the situation? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *The King's Breakfast* Guided reading level G (12)

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>“King Otto is coming to eat with us next Saturday morning,” said Grandpa.</p> <p>“Oh, my!” said Grandma.</p> <p>“What will we give him to eat?”</p> <p>“I will make him my eggs with cheese,” said Grandpa.</p> <p>“I bet he will like that.”</p>				
4	<p>“Well, I know he will like my sausages,” said Dad.</p> <p>“King Otto will like my freshly baked bread the best,” said Molly.</p> <p>“I will cook him my yummy rice and spice dish,” said Mom.</p>				
5	<p>“I like toast with jelly,” said Josh.</p> <p>“I will make toast with jelly for King Otto.”</p>				
6	<p>“Toast!” said Dad, Mom, Molly, and Grandpa. “Not toast!”</p> <p>“King Otto is a king.”</p> <p>100 words</p>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *The King's Breakfast* Guided reading level G (12)

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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### 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 Dad make for King Otto's breakfast? (*Literal*)
- What did the family think of Josh's idea to make toast for the king's breakfast? Why? (*Inferential*)
- Do all kings like grand food? Would this story have been different if a queen came to visit instead of a king? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *The Skating Club* Guided reading level G (12)

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	We are in a skating club. We play games and do tricks on our skates. It is lots of fun.				
4	We need to stay safe when we skate. We have helmets and we have pads for our wrists, knees, and elbows.				
6	Before we go skating, we check our skates. We clean the wheels and check that they can spin. We test the brake pads.				
9	Some of us play hockey on our skates. When we are skating we hit the puck to each other with our hockey sticks. We have to keep standing when someone bumps us or hits our <u>hockey</u> sticks. <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *The Skating Club* Guided reading level G (12)

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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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.

- How do the children in the book take care of their skates? What types of things do these children do at their club? (*Literal*)
- Why do these children go to a skating club? (*Inferential*)
- Do you need to be good at skating to join this skating club? Would all skating clubs be like this one? Explain. (*Critical*)

### Planning

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



# Record of Reading Behaviors

## *Maddy and the Prince* Guided reading level G (12)

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	A king, a queen, and a prince lived in a very big palace. Every day Maddy went to the palace. She looked after the horses.				
3	One day, when the Prince was riding in the forest, he fell off his horse. The horse ran away and went back to the palace. The Prince was left in the forest.				
4	The King and the Queen were very upset. "The Prince is lost," they said. All the knights from the palace got on their horses and rode off to look for the Prince. They looked here and they looked there. One by one <u>they</u> came back 100 words				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Maddy and the Prince* Guided reading level G (12)

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>
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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 was the Prince lost?  
Why did he have to sleep in a tent? (*Literal*)
- Why did the Prince say, “I do not hike”? Why did he change his mind? (*Inferential*)
- Would all princes be like this one and say that they do not hike? Explain. (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *Summer Vacation* Guided reading level G (12)

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	On the first day back at school, our teacher asked us what was the best thing we did over summer.				
4	“I went camping,” said Mia. “I liked having a campfire because we cooked on the fire.”				
5	“But I didn’t like sleeping in the tent because it rained every night.”				
6	“I went camping too,” said Luke. “I liked sleeping in the tent because I could see all the stars in the sky.”				
7	“But I didn’t like fishing because I didn’t catch any fish.”				
8	“I went fishing at a lake,” said Jay. “I liked fishing because I got a fish.”				
9	But <u>we</u> had to walk 100 words				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Summer Vacation* Guided reading level G (12)

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 boy like camping? (*Literal*)
- Why did the teacher say that the best thing for her was being back at school? (*Inferential*)
- Do all people get to take vacations like the children in the book? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *The Ray Who Wanted to Fly* Guided reading level G (12)

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	A long time ago, all manta rays lived on the bottom of the sea. They swam along the sand looking for things to eat.				
4	One day, a manta ray saw a bird flying in the sky. She wanted to fly too. The manta ray did not want to be on the bottom of the sea.				
6	The manta ray looked up at the bird. She saw that the bird flapped its wings up and down.				
7	The manta ray had long, flat fins. They were just like wings. She could flap her fins up and down, just like a bird's wings.				
8	<u>The</u>   manta ray gave a little flap 100 words				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *The Ray Who Wanted to Fly* Guided reading level G (12)

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

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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 did the manta ray see in the sky? (*Literal*)
- Why didn't the manta ray fly through the water when she tried to the first time? (*Inferential*)
- Is this a true story? How do you know? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *Clever Tails* Guided reading level G (12)

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	Lots of animals have tails. Some animals use their tails to help them get food. They use their tails in lots of different ways.				
4	Crocodiles can use their tails to catch animals to eat. Crocodiles lie very still in the mud under the water. When an animal comes to the water to drink, the crocodile swings its tail and knocks the animal over. Then the crocodile grabs the animal with its teeth.				
6	Whales have strong tails with fins. Some whales use their tails to catch fish. These whales slap the fish with their tail fins. This stuns the fish so <u>the</u> fish can't swim away. <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Clever Tails* Guided reading level G (12)

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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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.

- How does the whale use its tail to get food? What does the jaguar eat? How does it use its tail to help it catch fish? (*Literal*)
- How do the shape, size, and appearance of an animal's tail tell you about how the animal uses it? (*Inferential*)
- Do all animals with tails use their tails to help them get food? For what other reasons might an animal have a tail? (*Critical*)

### Planning

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



# Record of Reading Behaviors

## *Growing Watermelons* Guided reading level G (12)

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	Rosa liked to grow plants. One day she got some new seeds in the mail. There were seeds for watermelons and pumpkins, peas and beans, and eggplants.				
3	“I will plant these seeds right now,” Rosa said. She opened up the packets. But then Rosa tripped over and the seeds got all mixed up. “Oh, no!” said Rosa. “Now I don’t know which is which.”				
4	Rosa planted the seeds anyway. She watered her seeds and they began to grow. Soon there were plants creeping and climbing everywhere.				
5	One day Grandpa came to visit. “What are you growing?” he asked. “Peas <u>and</u> beans, eggplants, <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Growing Watermelons* Guided reading level G (12)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Information sources used

Errors – What did the student use?

- Meaning  
 Structure  
 Visual cues

Self-corrections –

What did the student use?

- Meaning  
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 Visual cues

### Accuracy rate

Errors	%	Level of difficulty
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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.

- Why didn't Rosa know which seeds were which?  
 What did Rosa's grandpa want to eat? (*Literal*)  
 Why couldn't Grandpa find a watermelon on his first visit? (*Inferential*)  
 Would you enjoy growing plants like Rosa did? Why? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *Making Friends* Guided reading level G (12)

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
2	I am Kim and this is my friend Sophie. Sophie and I go to the same dance school. One time I got sick and missed three weeks of dancing.				
3	When I went back I did not know the new dances. “How will I catch up?” I asked Sophie. “I will teach you,” she said.				
4	The next day I went to Sophie’s house and we went to the park. Sophie spent a lot of time showing me the steps to the new dances. We had lots of fun.				
5	That is how Sophie and I became friends.				
6	My name is Alex. <u>I</u> met <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Making Friends* Guided reading level G (12)

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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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 Kim and Sophie meet? Why was Emma feeling sad at school? How did Liz help her?  
*(Literal)*
- What are some of the ways that people can become friends? *(Inferential)*
- All of the recounts in this book are positive stories about friends. Do all friendship stories end happily?  
*(Critical)*

### Planning

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

# Record of Reading Behaviors

## *Fantastic Bridges* Guided reading level H (14)

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	All bridges go over land or water. Some bridges are very high. Some bridges can open up. Many bridges are fantastic!				
7	This bridge is fantastic. It is very high and very long. The top of the bridge is a long way from the land below.				
8	Most bridges are for cars or trains, but this bridge is for boats. It is filled with water and boats go across it and under it.				
10	This bridge rolls up. It rolls up to let boats go through.				
11	It rolls down so people can go over it.				
12	Most bridges go over water. This bridge goes over water, 100 words				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Fantastic Bridges* Guided reading level H (14)

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>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

### Self-correction ratio

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

### Fluency

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

### Comprehension

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

- What is the living bridge made from? (*Literal*)  
 Why are there many different types of bridges? (*Inferential*)  
 Is *Fantastic Bridges* a good title for this book? Why? Are all bridges fantastic? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *Baby Squirrel Rescue* Guided reading level H (14)

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	Kim looked out the window. The big, old tree in front of her house had come down.				
4	Kim went outside and looked at the big, old tree. She saw some baby squirrels in a nest.				
5	“Where’s your mother?” said Kim. She looked and looked, but she could not find the mother squirrel.				
6	“I will help you,” said Kim. She put the baby squirrels in a box. She took them to the animal hospital.				
7	At the hospital a vet looked at the baby squirrels. “Screech! Screech! Screech!” they cried. The vet fed the squirrels some milk.				
8	Kim went to see <u>the</u> baby squirrels every day. <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Baby Squirrel Rescue* Guided reading level H (14)

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 Kim take the baby squirrels? (*Literal*)
- What would have happened to the squirrels if Kim hadn't rescued them? (*Inferential*)
- Could this have been a true story? 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

## *I'm Hungry* Guided reading level H (14)

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	All the little animals by the pond were hungry. “I’m hungry,” said the little frog. “Sit here and wait for an insect to come by. Then you can grab it quickly and eat it,” said his mother.				
3	“Yuck!” said the little frog. “I don’t like eating insects.”				
4	“I’m hungry,” said the little fish. “Catch an insect,” said the little fish’s mother. “Knock it into the water and eat it.”				
5	“Why would I eat an insect?” said the little fish. “Insects are yuck!”				
6	“I’m hungry,” said the little bird. “You can swoop down and catch an insect to eat,” said <u>its</u> mother. <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *I'm Hungry* Guided reading level H (14)

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 animal was the first to try to eat an insect?  
*(Literal)*
- Why didn't the animals want to eat insects?  
 Why did they change their minds? *(Inferential)*
- What message do you get from this book? *(Critical)*

### Planning

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

# Record of Reading Behaviors

## *Animals in Caves* Guided reading level H (14)

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>Many animals use caves.</p> <p>Some animals go into caves to find food.</p> <p>Some animals go into caves to find shelter.</p> <p>Some animals live in caves all the time.</p>				
4	<p>As you go into a cave there is less and less light.</p> <p>There is no light at all deep in the cave.</p>				
5	<p>Many of the animals that live deep in caves can't see very well.</p>				
6	<p>Packrats use caves. They go into caves to find food.</p> <p>Packrats can't see very well in caves. When they go into a cave they make a smelly trail.</p> <p>They use this trail to help them find <u>their</u> way out.</p> <p style="text-align: center;"><small>100 words</small></p>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Animals in Caves* Guided reading level H (14)

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 the packrat use the cave for? Can cave fish see? How do they know if something is in the water? (*Literal*)  
 It is hard to see in a cave. What are some of the ways that animals in caves make up for not being able to see very well? (*Inferential*)  
 What other animals could have been 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 Great Paddleboat Race* Guided reading level H (14)

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>Captain Bill was the captain of a big red paddleboat.</p> <p>It was the biggest paddleboat in the bay.</p> <p>“My boat is the biggest and the best,” said Captain Bill.</p>				
3	<p>Pete was a captain of a paddleboat too.</p> <p>But his paddleboat was not as big as Captain Bill’s.</p> <p>“Your paddleboat is the biggest, but is it the best?”</p> <p>said Captain Pete.</p>				
4	<p>“Let’s race to Thunder Rock to see which paddleboat is the best,” said Captain Bill.</p> <p>“If you win I’ll clean your paddleboat for a year.</p> <p>If I win you will have to clean my paddleboat for a year.”</p> <p>“Okay,” <u>said</u> Captain Pete.</p> <p style="text-align: center;"><small>100 words</small></p>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *The Great Paddleboat Race* Guided reading level H (14)

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 Captain Bill think his boat was the best?  
Which boat won the race? (*Literal*)
- Why did Captain Bill lose the race? (*Inferential*)
- What messages 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

## *Hurricane Scrapbook* Guided reading level H (14)

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	There is a hurricane coming. When it comes, the wind will be strong. There will be lots and lots of rain. We have to get ready.				
4	I put my bike in the shed so the wind will not blow it away. Hurricanes can blow windows in, so Dad made our windows safe.				
5	Mom got lots of food from the store.				
6	The hurricane is getting bigger. It will be here tonight. We filled lots of buckets with water so we will have clean water to drink.				
8	The hurricane came last night. I did not like it at all. the wind <u>was</u>   very strong. <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Hurricane Scrapbook* Guided reading level H (14)

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 father cover the windows? (*Literal*)  
 Why was it safer under the table during the hurricane? (*Inferential*)  
 Does this book give you enough information to be safe in a hurricane? What other information would you need? (*Critical*)

### Planning

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



# Record of Reading Behaviors

## *The Great Pumpkin-Growing Contest* Guided reading level H (14)

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	Once there were three brothers who loved pumpkins.				
3	The King loved pumpkins too. One day, the King said, “I will give a bag of gold to whoever can grow the biggest pumpkin.”				
4	“We can grow pumpkins,” said the biggest brother. “Yes,” said the middle brother. “We can win the bag of gold.”				
5	“It is lots of work to grow pumpkins,” said the smallest brother. “But we will try!” So they got some pumpkin seeds.				
6	“We must plant the seeds,” said the smallest brother. “Not now,” said the biggest brother. “We have too much to do,” said the middle brother.				
7	So   the smallest brother 100 words				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *The Great Pumpkin-Growing Contest* Guided reading level H (14)

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.

- Who won the pumpkin-growing contest? (*Literal*)
- Why didn't the smallest brother let the other brothers help him spend the gold? (*Inferential*)
- Why did the author choose the smallest brother to be the one to do all the work? How would the story be different if one of the other brothers had done all the work? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *Sea Otters and the Kelp Forest* Guided reading level H (14)

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	Sea otters are animals that live in kelp forests in the sea. Kelp is the biggest seaweed in the sea. Kelp forests are places where lots of kelp grows. Sea otters find food in the kelp forest and raise their pups there. Sea otters hunt the animals that eat the kelp.				
4	Sea otters are very good swimmers. They have long, sleek bodies that are a good shape for swimming.				
5	Sea otters swim by moving their tails and back legs up and down. Their back feet are webbed. This helps them to swim quickly.				
6	Sea otters dive deep into the <u>kelp</u> forest to hunt for food. <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *Sea Otters and the Kelp Forest* Guided reading level H (14)

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 do sea otters live? What do they eat?  
How do they get their food? (*Literal*)
- Why is the kelp forest important to the sea otters?  
Why are sea otters important to the kelp forest?  
(*Inferential*)
- What would the author have needed to know in order to write this book? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *The Wise Bird* Guided reading level H (14)

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	A wise bird lived in a big tree on a green plain. One day the wise bird saw some elephants spraying water. "Use the water wisely," said the wise bird. "It will not rain for a long time. Soon there will be no more water."				
3	"We have plenty of water," said the elephants, and they went on spraying it.				
4	The next day the wise bird saw a hippopotamus splashing in the water. "Use the water while you can," said the wise bird. "Soon there will be no more water for you to splash in." "We have plenty of water," said the hippopotamus, 100 words				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *The Wise Bird* Guided reading level H (14)

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 were the animals wasting water? What did the bird warn them about? (*Literal*)  
 How did the wise bird know the rain was coming? (*Inferential*)  
 What message or messages do you get from reading this story? What did you learn? (*Critical*)

### Planning

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

# Record of Reading Behaviors

## *No More Trash* Guided reading level H (14)

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 trash cans in our lunch room at school had too much trash in them.				
3	“There are a lot of things we can do to have less trash,” said Kim. “Let’s think about it.”				
4	“I bring my lunch to school,” said Kim. “But I do not have to wrap my lunch. I can bring it in a lunch box.”				
5	The next day some of us had lunch boxes. “Look at my lunch,” said Todd. “I didn’t have to wrap it. There’s no trash!”				
6	“There is much less trash in the trash can in our lunch room,” said Jack. “But <u>it</u> is smelly.” <small>100 words</small>				
<b>Total</b>					

# Record of Reading Behaviors analysis sheet

## *No More Trash* Guided reading level H (14)

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 children decide to do something about their trash? What did they do? (*Literal*)  
 Were these children successful? How do you know? (*Inferential*)  
 Can all classes do what these children did? Why? (*Critical*)

### Planning

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