

Record of Reading Behaviors

Amazing Salamanders Guided reading level N (30)

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	Salamanders are amazing animals. They look like lizards but they are not lizards. They have lived on Earth since the time of the dinosaurs and they still look the same as they did back then.				
5	There are many different types of salamanders. Some are smaller than your little finger and some are bigger than a person. Some live in caves, some in trees, and some in water. Salamanders have developed clever ways to survive. These include how they find food, how they keep safe, and how they breed.				
6	Salamanders are amphibians, like frogs and toads. Most begin their life <u>in</u> water, <small>100 words</small> then grow into air-breathing adults.				
Total					

Record of Reading Behaviors analysis sheet

Amazing Salamanders Guided reading level N (30)

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 salamander look like? Describe the typical life cycle of a salamander. (*Literal*)
- Why have salamanders remained unchanged since the time of the dinosaurs? Why do salamanders have such different colors and patterns on their skins? (*Inferential*)
- Why has this book been called *Amazing Salamanders*? Do you agree with the title? Why/Why not? (*Critical*)

Planning

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

Record of Reading Behaviors

The Great Corn Invention Guided reading level N (30)

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>Ben, Anna, and Maria lived in Cornville.</p> <p>The three children had their own club – The Inventors Club – and they met each week to work on their inventions. Ben’s dad let them use his old, cluttered shed as their clubhouse.</p> <p>“We really need a proper clubhouse,” Maria sighed at the weekly meeting, squashed between boxes and gardening tools in the corner of the shed.</p>				
5	<p>“Yeah, we need more space to build our inventions,” said Anna.</p> <p>“Well, the Cornville Corn Festival is next month,” Ben said. “And there’s prize money to be won for the best inventions!”</p> <p>The children’s <u>eyes</u> lit up, and they all looked at each other and smiled.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

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The Great Corn Invention Guided reading level N (30)

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Information sources used

Errors – What did the student use?

- Meaning
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 Visual cues

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What did the student use?

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Errors	%	Level of difficulty
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Self-correction ratio

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

Fluency

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

Comprehension

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

- Why did the children want to win the invention competition? Why didn't Anna's invention work? (*Literal*)
- Why were the children banned from corn invention competitions? How did they get money to build their clubhouse? (*Inferential*)
- Would real corn festivals be like this one? How might they be different? Are all mayors like this one? (*Critical*)

Planning

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

Wolf Secret Guided reading level N (30)

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>Victor came rushing in the door after school.</p> <p>“Is it time to feed the wolf cubs already?” asked his mother.</p> <p>“It is,” said Victor, as he rushed to the fridge to grab the pieces of elk meat that the wolves ate.</p> <p>“Don’t forget to stay well clear of the wolves when you feed them,” said his mother.</p> <p>“We don’t want them to pick up your scent and get used to your smells.”</p> <p>“I know,” said Victor.</p>				
5	<p>“The cubs are nearly old enough to go back to the forest where they need to survive by themselves,” said his mom. “If <u>these</u> <small>100 words</small> wolves are to fend for themselves they must not see humans as friends.</p>				
Total					

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Wolf Secret Guided reading level N (30)

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Fluency

- Reads smoothly at an appropriate rate
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 Attends to punctuation

Comprehension

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

- Where were the wolves released? How did Victor feel about the wolves being released? (*Literal*)
 Why didn't the wolves attack Victor? Why might the title of the book be *Wolf Secret*? (*Inferential*)
 Would all children like to live near a Wolf Refuge Center? Could this be a true story? Why/Why not? (*Critical*)

Planning

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Record of Reading Behaviors

Food Rescue Guided reading level N (30)

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

Name: _____

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Page	Text	Count		Analysis of errors and self-corrections	
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4	Many people do not have enough food to eat. But other people have so much food that they don't get to use it all and they throw some of it away. People can be very fussy about the food they buy and won't buy food that doesn't look perfect. This food is often thrown away, too.				
5	Every day, an enormous amount of edible food is wasted. A lot of food that is thrown away is buried in landfills and this is bad for our environment. What can be done about this problem? In what ways can we reduce waste? <small>100 words</small>				
Total					

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Food Rescue Guided reading level N (30)

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Fluency

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 Attends to punctuation

Comprehension

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

- What happens to food that is thrown away? What does the organization called FareShare do with the food they collect? (*Literal*)
 What does Marcus Godinho believe about wasted food? Why do you think the name FareShare was given to Marcus' organization? (*Inferential*)
 What do you think the author's opinion is on wasting food? What is your opinion? (*Critical*)

Planning

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

Record of Reading Behaviors

Riding the Waves Guided reading level O (34)

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>Surfing is an activity that almost anyone can learn to do. Riding the waves is exciting and exhilarating. But it's hard work and it takes a lot of skill to use the powerful force of the ocean for a great ride on a wave.</p> <p>Surfing can be dangerous. When a surfer gets dumped by a wave, the force of the water pushes the surfer down under the water, and it is difficult to swim to the surface. Even professional surfers can end up killed or seriously injured by bad judgment or bad luck.</p> <p>Having the right knowledge and experience <u>helps</u> surfers to survive.</p> <p>100 words</p>				
Total					

Record of Reading Behaviors analysis sheet

Riding the Waves Guided reading level O (34)

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Date: _____

Information sources used

Errors – What did the student use?

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

Fluency

- Reads smoothly at an appropriate rate
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- Attends to punctuation

Comprehension

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

- What is tube-riding? What is a rip current? (*Literal*)
- Why do you need to watch out for others in the surf? Why can surfing be dangerous? (*Inferential*)
- Would you surf in a place that was known to be dangerous? (*Critical*)

Planning

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

Record of Reading Behaviors

Deadly Venom: Killer or Cure? Guided reading level O (34)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>Many animals produce poison and venom, which they use to protect themselves or to kill other animals for food. Poison and venom are not only deadly and dangerous to other animals, but also to people. But now scientists believe that the venom and poison these animals produce can help people. Scientists have investigated poison and venom from a range of animals and they have discovered some amazing ways to use it. Some venoms and poisons are used to help save lives, to stop people from feeling pain, to fight diseases, and to create pesticides.</p>				
6	<p>Many spiders, snakes, and scorpions <u>have</u> <small>100 words</small> venom.</p>				
Total					

Record of Reading Behaviors analysis sheet

Deadly Venom: Killer or Cure? Guided reading level O (34)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
- Structure
- Visual cues

Self-corrections –

What did the student use?

- Meaning
- Structure
- Visual cues

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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 word describes both venom and poison? What is special about the golden poison arrow frog's skin? (*Literal*)
- How does the death stalker scorpion get its venom into its victim? What happens when the venom gets into the skin? (*Inferential*)
- Do you think that there is an antivenom for every type of creature? Do you think scientists will discover more uses for venom and poison? (*Critical*)

Planning

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

Record of Reading Behaviors

Ming Saves the Day Guided reading level O (34)

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>“Ming, do you remember when it used to rain?” asked Ming’s mother thoughtfully, as she made breakfast.</p> <p>They both looked out the window at the scorched, dry land. It was early, but already so hot that Ming’s clothes stuck to her.</p> <p>“Of course I do, Mom!” said Ming cheerfully.</p> <p>“And I bet it will rain again soon.”</p> <p>Ming’s mother just shook her head and sighed.</p> <p>“I hope you’re right,” she said. “We’ve never had a drought last this long before.”</p>				
5	<p>In the village where Ming lived, it hadn’t rained for a long, long time. The sun beat down, hot <u>and</u> hard, all day long.</p> <p style="text-align: center;"><small>100 words</small></p>				
Total					

Record of Reading Behaviors analysis sheet

Ming Saves the Day Guided reading level O (34)

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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Self-correction ratio

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

Fluency

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

Comprehension

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

- Why were the people in Ming's village getting sick? What did Ming do to help fix the problem? (*Literal*)
 What sort of personality did Ming have? Why didn't the adults in the story share Ming's positive attitude? (*Inferential*)
 Do you think what happened in this story could really happen? Why/Why not? What did you learn by reading this book? (*Critical*)

Planning

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

Record of Reading Behaviors

Thunder Cave Guided reading level O (34)

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>“Where are you off to today?” Rick asked my dad as he wrapped up the bait we’d just bought.</p> <p>“I thought we’d go down to Thunder Cave,” said Dad. “I hear the fish are really biting there.”</p>				
5	<p>We’d been to Thunder Cave before, but never to fish. It was an amazing place. Usually we went in the winter when the sea was stormy and the waves crashed into the cave, making a loud rumbling noise – just like thunder. That was how the cave got its name.</p> <p>Right next to Thunder Cave was a rocky platform that jutted out into the sea.</p> <p style="text-align: right;">100 words.</p>				
Total					

Record of Reading Behaviors analysis sheet

Thunder Cave Guided reading level O (34)

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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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.

- Who are the main characters in the book? How did they get down to *Thunder Cave*? (*Literal*)
 Why was there driftwood up on the rocks? Where did all of the kelp come from? (*Inferential*)
 Do you think that fishing from rocks is dangerous? Why/Why not? Would you do it? (*Critical*)

Planning

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

Record of Reading Behaviors

Wildfires Guided reading level P (38)

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

Name: _____

Date: _____

Page	Text	Count		Analysis of errors and self-corrections	
		E	SC	Information used	
				Error MSV	SC MSV
4	<p>A wildfire is a powerful force. It can burn rapidly in the countryside or the wilderness. And it can quickly get out of control. Flames as tall as a four-story building reach high into the sky. Strong winds fan the flames and the fire reaches incredible speeds. The fire moves much faster than a person can run. It races through forests and roars up hills, burning everything in its path. It jumps over ditches, roads, and rivers.</p>				
5	<p>The heat of the fire can destroy buildings. It can cause glass to explode and metal to melt. Sparks and flying embers shoot <u>far</u> ahead of the fire and start new fires where they fall.</p> <p style="text-align: right; font-size: small;">100 words.</p>				
Total					

Record of Reading Behaviors analysis sheet

Wildfires Guided reading level P (38)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
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 Visual cues

Self-corrections –

What did the student use?

- Meaning
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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.

- What is a wild fire? What do people do to protect themselves from wildfires? (*Literal*)
 Why is the job that smoke jumpers do dangerous? How can people best be ready for the fire season? (*Inferential*)
 Are wildfires a problem for all people? Why do you think this? Did the author give enough information about how to stay safe from wildfires? If not, what other information could be given? (*Critical*)

Planning

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

The Wild Caves Guided reading level P (38)

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	
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4	Hassan and Ferah were fetching buckets of water when suddenly they heard a terrific rumble. A huge cloud of dust was coming out of the cave where they lived. “Oh, no!” yelled Ferah. “Cave-in!” “Dad’s in there,” yelled her brother, Hassan, as he started to run toward the cave.				
5	This was one of the dangers of living underground – sometimes there were cave-ins. Hassan and Ferah’s dad had been digging out a new storage room for their family. Excavating was always a dangerous job. Hassan and Ferah were trying to decide what to do when out of the clouds of <u>dust</u> <small>100 words.</small> walked their dad, coughing and shaking dust out of his hair.				
Total					

Record of Reading Behaviors analysis sheet

The Wild Caves Guided reading level P (38)

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Date: _____

Information sources used

Errors – What did the student use?

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What did the student use?

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Self-correction ratio

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Fluency

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Comprehension

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

- What was Dad doing when the first cave-in happened? Why did Garni go into the wild cave? (*Literal*)
- Were Garni's special stones really valuable? Why did Ferah and Hassan follow Garni into the cave? (*Inferential*)
- In this book the author has the children saving all the villagers. Could this happen in real life? Why/Why not? (*Critical*)

Planning

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

Professor Valdor and the Giant Laser Guided reading level P (38)

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>Secret agents Roxby and Crispo had been called to a meeting with Inspector Morris at headquarters.</p> <p>“We have a new mission for you,” said the inspector. He pointed to a photo of the Arctic ice on his computer screen. Right in the middle, where there should have been thick white ice, there was a gaping hole with a red glow coming out of it.</p>				
5	<p>“How did that hole get there?” asked Crispo.</p> <p>“That ice is more than 50 feet thick.”</p> <p>“We don’t know. We sent a submarine under the ice to find out, but they lost contact. This is <u>the</u> last we heard from the USS Shadow,” <small>100 words.</small></p> <p>said Inspector Morris, pressing a button.</p>				
Total					

Record of Reading Behaviors analysis sheet

Professor Valdor and the Giant Laser Guided reading level P (38)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

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Self-correction ratio

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Fluency

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 Attends to punctuation

Comprehension

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

- What was Professor Valdor doing with the giant laser? What did she want the secret agency to give her? (*Literal*)
 Why had Valdor begun to melt the Arctic ice? Why was it Roxby and Crispo's "most dangerous mission?" (*Inferential*)
 Could such a story really take place? Why do you think that? What things about this story tell you that it is an adventure story? (*Critical*)

Planning

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Record of Reading Behaviors

We Must Protect Old-Growth Forests Guided reading level P (38)

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>An old-growth forest is a forest that has been growing in the same place for thousands of years. Many different types of trees and plants grow in old-growth forests. These plants are different sizes and ages. In old-growth forests, a lot of trees are very, very old and they can be enormous. These forests have been growing for thousands of years without people cutting down the trees or building roads, houses, and other buildings in them.</p> <p>At one time, many of the forests on the Earth were old-growth forests, but now in a lot of <u>places</u> in the world, fewer than <small>100 words.</small> 10 percent of old-growth forests are left.</p>				
Total					

Record of Reading Behaviors analysis sheet

We Must Protect Old-Growth Forests Guided reading level P (38)

Name: _____

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Information sources used

Errors – What did the student use?

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What did the student use?

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Self-correction ratio

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Fluency

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 Uses appropriate phrasing
 Reads expressively
 Attends to punctuation

Comprehension

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

- What is an old-growth forest? Why should we protect them? (*Literal*)
 What will be the outcome if old-growth forests continue to be cut down? Can ordinary people help to protect old-growth forests? How? (*Inferential*)
 What is the author trying to do in this book? Why has she written the book as an argument? Are the points she raises convincing? (*Critical*)

Planning

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