

Record of Reading Behaviors

The Lost Tomb 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>William and his uncle watched as the workers dug into the side of the pit. The hot sun was beating down on them, and dust filled the air.</p> <p>“Do you think you will ever find the pharaoh’s tomb?” asked William.</p> <p>“I hope so,” said Uncle Howard, “but this tomb was buried thousands of years ago, and no one knows exactly where. I really thought that this spot was our best chance. If I don’t find it soon, I will lose my job.”</p> <p>For as long as William could remember, Uncle Howard had worked in Egypt, looking for hidden treasure.</p>				
5	<p><u>His</u> boss, George, was very rich. 100 words</p>				

Record of Reading Behaviors analysis sheet

The Lost Tomb 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

(E + SC) + SC = 1 :

Fluency

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

Comprehension

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

- When William and Omar were found in the tunnel why were they so sleepy? (*Literal*)
- Why did William want to help his uncle find the tomb? How did Uncle Howard feel when he saw William and Omar inside the tomb? Why? (*Inferential*)
- This story is loosely based on a real event. What would the author need to have known to write this story? (*Critical*)

Planning

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

Record of Reading Behaviors

Working in the Wild 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>Millions of people visit national parks every year. It is a great way to enjoy nature, take photographs, get exercise, and learn about the history of an area.</p> <p>But sometimes, visitors can cause problems. They sometimes leave litter or try to feed the wild animals. They may trample on the plant life or pollute the lakes and streams.</p>				
5	<p>So, who takes care of national parks? In the United States, you may have seen park rangers in green and gray uniforms and their flat-brimmed “Smokey Bear” hats. It is their job to manage and protect the national parks.</p>				
6	<p>The tallest <u>mountain</u> in North America is in 100 words Denali National Park in Alaska.</p>				

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Working in the Wild Guided reading level N (30)

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Information sources used

Errors – What did the student use?

- Meaning
- Structure
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Self corrections –

What did the student use?

- Meaning
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Errors	%	Level of difficulty
1	99	<i>Easy</i>
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Self-correction ratio

(E + SC) + SC = 1 :

Fluency

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

Comprehension

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

- Why are dog sleds used in Denali National Park? Why does Jeff Hungerford collect data about geysers? (*Literal*)
- What things do all three national parks have in common? Why do we need national parks? (*Inferential*)
- Why might the author have chosen to focus on these three park rangers? Would all park ranger jobs be exciting and interesting? Why do you think this? (*Critical*)

Planning

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

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					

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Amazing Salamanders Guided reading level N (30)

Name: _____

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Information sources used

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- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
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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 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
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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	
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4	<p>Ben, Anna, and Maria lived in Cornville. 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 eyes lit <u>up</u>], 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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Self-correction ratio

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

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.

- 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	
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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

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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.

- 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

Focus	What the student needs to learn next
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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: _____

Date: _____

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? <u>How</u> can <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
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Record of Reading Behaviors

Bring Back the Frogs! 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	
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4	<p>“Hey, Jordan, want to go fishing?” asked my cousin Seb.</p> <p>“Sure!” I said.</p> <p>Seb is my favorite cousin. He’s my age and loves the outdoors, just like I do. We grabbed our fishing gear and set off across the field for our favorite fishing spot. The sun was just beginning to set and it was the best time of day to go fishing.</p> <p>“You’re so lucky to have a stream running through your farm,” I said.</p>				
5	<p>Most summer vacations, I stay with Seb and his two brothers on their farm. We go fishing, explore the stream, look for tadpoles <u>and</u> turtles, and stare at the stars at night.</p> <p style="text-align: right; margin-right: 50px;">100 words</p>				

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(E + SC) + SC = 1 :

Fluency

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Comprehension

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

- What did Jordan notice when he first visited the stream? (*Literal*)
- Why did Jordan suspect the factory was polluting the stream? Why did Seb get angry with Jordan? Why did Jordan think he had betrayed Seb? (*Inferential*)
- What else could Jordan have done when he noticed there were no frogs? Do you think he made the right decision? What would you have done if you were in Jordan's shoes? (*Critical*)

Planning

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

Record of Reading Behaviors

Dragons 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>Beware! Dragons are everywhere!</p> <p>Over time, these fantastic creatures have been written about, painted, and made into statues throughout the world.</p> <p>But, were dragons ever real creatures? And if they were not real, where did the idea of dragons come from? Why did so many people seem to believe in them? And, are all dragons the same?</p>				
5	<p>The oldest dragons were believed to be real creatures, and people told stories about them.</p> <p>In many of these stories, the actions of dragons were used to explain things that happened in nature, such as storms and earthquakes.</p> <p>There are many reasons <u>why</u> people may have believed that dragons were real.</p> <p style="text-align: center;"><small>100 words</small></p>				

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Dragons Guided reading level O (34)

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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 them talk about the book. If appropriate, prompt them by using the questions below.

- What are some of the reasons why people came up with the idea of dragons? What do Chinese people claim about dragons? (*Literal*)
- If dragons aren't real, why did people in different countries come up with such similar ideas about this creature? Why are dragon characters found in so many stories? (*Inferential*)
- Why do you think the author chose to include the two dragon stories that are in the book? What messages did you get from these stories? (*Critical*)

Planning

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

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Riding the Waves Guided reading level O (34)

Name: _____

Date: _____

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- Structure
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What did the student use?

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Self-correction ratio

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

Fluency

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

Comprehension

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

- What 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	
Fluency	
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 feeling pain, to fight diseases, and to create pesticides.</p>				
6	<p>Many spiders, snakes, and scorpions have <u>venom.</u> 100 words</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
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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
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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 for 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, <u>hot</u> and 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
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- Visual cues

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What did the student use?

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Self-correction ratio

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

Fluency

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

Comprehension

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

- 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

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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.

- 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	
Phonics	
Vocabulary	

Record of Reading Behaviors

The Plastic-free Challenge 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>Every night, dinner at my house is the same. I set the table. My younger brother, Hugo, feeds the cat. Dad serves us whatever food he has made. Mom starts asking questions.</p> <p>But this night was different.</p> <p>“I have an announcement to make,” said Mom.</p> <p>This was a bad sign. Usually, when Mom makes an “announcement,” it means bad news for Hugo and me.</p>				
5	<p>Like the time she announced that Sundays would be screen-free days. Or the time she announced that Tuesdays and Thursdays would be sugar-free days!</p> <p>We braced ourselves for today’s announcement.</p> <p>“Did you know that a family <u>like</u> ours –mom, dad, two kids – throws away almost 1,000 pounds of plastic a year?”</p> <p style="text-align: center; margin-left: 100px;"><small>100 words</small></p>				

Record of Reading Behaviors analysis sheet

The Plastic-free Challenge Guided reading level P (38)

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

(E + SC) + SC = 1 :

Fluency

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

Comprehension

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

- Why did the mother want her family to go plastic-free? Who was in favor of it? Who wasn't? (*Literal*)
- Why was the main character against going plastic-free? What happened to make her change her attitude toward it? (*Inferential*)
- What message did you get from this book? Did reading it encourage you to take action on plastic use? If so, what might you do? (*Critical*)

Planning

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

Record of Reading Behaviors

Electric Wind: The Story of William Kamkwamba 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>This is William Kamkwamba.</p> <p>When William was a boy, he changed his family's lives, and the lives of the people in his village. His village did not have electricity, and he worked out a way to make electricity for his village and for his family home.</p> <p>He now brings wind-powered electricity and water pumps to villages in Africa. This work helps people who don't always have enough food or clean water.</p> <p>This is William's story.</p>				
6	<p>When William was a child, he often worked with his dad on his family's farm. They grew a crop called maize, and his family <u>depended</u> on this crop for food.</p>				

Record of Reading Behaviors analysis sheet

Electric Wind: The Story of William Kamkwamba Guided reading level P (38)

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

(E + SC) + SC = 1 :

Fluency

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

Comprehension

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

- Why couldn't William continue going to school? How did William find what he needed to build the windmill? (*Literal*)
- Why did so many people doubt William and call him crazy? Why was William so determined to build his windmill? (*Inferential*)
- Why might the author have chosen to write about William's story? What can we learn from him? (*Critical*)

Planning

Focus	What the child needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
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	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.				
5	The heat of the fire can destroy buildings. It can cause glass to explode and metal to melt. Sparks and flying <u>embers</u> shoot far ahead of the fire and start new fires where they fall. <small>100 words</small>				
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
 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 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	
Comprehension	
Phonics	
Vocabulary	

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	
				Error MSV	SC MSV
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)

Name: _____

Date: _____

Information sources used

Errors – What did the student use?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Self-correction ratio

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

Fluency

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

Comprehension

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

- What was 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
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	

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?

- Meaning
 Structure
 Visual cues

Self-corrections –

What did the student use?

- Meaning
 Structure
 Visual cues

Accuracy rate

Errors	%	Level of difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Self-correction ratio

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

Fluency

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

Comprehension

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

- What was 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

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

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 the 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. At one time, many of the forests on the Earth were old-growth forests, but now in a lot of] places 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: _____

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 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	