Cat and Mouse Guided reading level C (3)

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

Name: Date:

		Co	ount	and self-co	
Page	Text		SC	Information used	
		E	SC	Error MSV	SC MSV
2	"I can catch Mouse," said Cat.				
4	"Cat will not catch me!"				
	said Mouse.		1		
6	"Come and paint with me,"				
	said Cat.				
7	"No, I am too little				
	to paint with you,"				
	said Mouse.				
8	"Come and dance with me,"				
	said Cat.				
9	"No, no, I am too little				
	to dance with you,"				
	said Mouse.				
10	"Come and ride with me,"				
	said Cat.				
11	"No, no, no, I am too little				
	to ride with you,"				
	said Mouse.				
12	"Come and cook with me,"				
	said Cat.				
13	"No, I am too little				
	to cook with you, but"				
15	"I will run with you,"				
10	said Mouse.				
16	Mouse ran and ran and ran.				
	Tota	1	1		

Analysis of errors

Cat and Mouse Guided reading level C (3)

Name:			Date:				
Information sources used			Fluency				
Errors -	- What did	the student use?	Reads smoothl	y at an appropriate rate			
Me	aning		Uses appropria	• • • • • • • • • • • • • • • • • • • •			
Str	ucture		Reads expressi	vely			
Vis	sual cues		Attends to pun	ctuation			
	rrections – id the stude	nt use?	Comprehension				
	:		After the student h	as finished reading, have him/her			
	aning		talk about the book	x. If appropriate, prompt the student			
	ucture sual cues		by using the question	ons below.			
V 15	duil cues		What things die	d the cat want the mouse to do with			
Accura	acy rate		him? (Literal)				
		Level of	l `	at try to get the mouse down from the			
Errors	%	difficulty	top of the door				
1	99	Easy	Do you like the	e story's ending? How else could it			
2	98	Lusy	have ended? (C	Critical)			
3	97						
4	96		Planning				
	95	 Instructional	Focus	What the student needs to learn			
5		Instructional		next			
6 7	94 93		Problem-solving				
8	92		strategies				
9	91		Fluency				
10	90		Comprehension				
11 +	89 or less	Hard	Comprehension				
			Phonics				
Self-co	orrection r	atio					
E + SC	$\hat{S} = 1:$		Vocabulary				
SC	,			1			

The Fruit Store Guided reading level C (3)

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

Name:	Date:	

		Co	unt	and self-co	
Page	Text	Е	SC	Informat Error MSV	ion used SC MSV
2	Look at the apples.		1		
3	The apples go in the truck.		i 1 1 1		
4	The apples in this truck go to the store.				
6	Look at the bananas.		i 1 1 1		
7	The bananas go in the truck.		 		
8	The bananas in this truck go to the store.				
10	Look at the oranges.		1		
11	The oranges go in the truck.		 		
12	The oranges in this truck go to the store.				
14	Look at the apples. Look at the bananas. Look at the oranges. 69 words				
	Total				

Analysis of errors

The Fruit Store Guided reading level C (3)

Name:	Date:	

Information sources used

Errors –	What	did	the	student	use?

Self-corrections -

What did the student use?

	Meanir	19
--	--------	----

Accuracy rate

_		Level of
Errors	%	difficulty
1	99	Easy
2	97	
3	96	
4	95	Instructional
5	94	
6	92	
7	91	
8	90	
9 +	88 or less	Hard

Self-correction ratio

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

Fluency

	Reads	smoothly	at	an	appropriate	rate
1						

OSES	appropri	ale	pmas
ъ .	1		

	Reads	expressively
--	-------	--------------

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 a	apples	get to	the	store?	(Literal)
--	-----	------	--------	--------	-----	--------	-----------

Why are fruits taken to the store in a truck?
(Information)

		-			
	Are all	fruits	taken to	a store? ((Critical

Planning

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

In the Forest Guided reading level C (3)

Name:			Date:			
			Cou	ınt	Analysis and self-co	of errors orrections
Page	Text		Е	SC	Informat Error MSV	ion used SC MSV
2	This is a forest.					
4	There are a lot of plants in this forest.					
6	There are insects in this This insect eats the plan					
8	There are frogs in this forest too. This frog eats the insects	S.				
10	Snakes are in this forest This snake eats the frogs					
12	There are birds in this for This bird eats the snakes					
14	Birds eat snakes.	Snakes eat frogs.				
15	Frogs eat insects.	Insects eat plants.				
16	birds snakes frogs					
	insects plants. 78 words					
		Total				

In the Forest Guided reading level C (3)

Name:		Date:				
Traine.			Dutc.			
Inform	nation sou	rces used	Fluency			
Errors	– What did	the student use?	Reads smoothl	y at an appropriate rate		
MeaningStructureVisual cues			Uses appropriate phrasingReads expressivelyAttends to punctuation			
	rrections –		Comprehension			
What did the student use? Meaning Structure Visual cues		After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below. What animals live in this forest? What does the insect				
Accura	acy rate		eat? What doe	s the frog/snake/bird eat? (Literal)		
Errors 1 2	% 99 97	Level of difficulty Easy	snakes in the forests had been seen what did the a	 What would happen to the bird if there were no snakes in the forest? (<i>Inferential</i>) Do all forests have these plants and animals in them? What did the author need to know to write 		
3	96		this book? (Critical)			
4	94	Instructional	Planning			
5 6	93 91		Focus	What the student needs to learn next		
7 8 +	90 88 or less	Hard	Problem-solving strategies			
Self-co	orrection r	ratio	Fluency			
$\frac{E + SC}{SC} = 1:$		Comprehension				
		Phonics				
			Vocabulary			

The Car Race Guided reading level C (3)

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

Name: Date:

		Co	unt	Analysis of errors and self-corrections	
Page	Text	Е	SC	Informat Error MSV	ion used SC MSV
2	1, 2, 3 Go!		1		
4	The red car jumped over the log. The green car jumped over the log.				
6	The orange car did not jump over the log.				
8	The green car jumped over the mud. The red car jumped over the mud.				
10	The orange car did not jump over the mud.				
12	The red car jumped over the water. The green car jumped over the water.				
14	The orange car did not jump over the water.				
16	"I win!" said the orange car.				
	Total		 		

The Car Race Guided reading level C (3)

Name:			Date:				
Inform	nation sou	rces used	Fluency				
Errors – What did the student use? Meaning Structure Visual cues			Uses appropria Reads expressi	 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 			
Self-corrections – What did the student use? Meaning Structure Visual cues Accuracy rate		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 many cars were in the race? Which car won? (Literal)					
Errors	%	Level of difficulty Easy	Why did the orange car win? (Inferential) Would there really be a car race like this one? Why? (Critical)				
2 3	97 96		Planning Focus	What the student made to learn next			
4 5 6	95 94 92	Instructional	Problem-solving strategies	What the student needs to learn next			
7 8	91 90		Fluency				
9 +	89 or less	Hard	Comprehension Phonics				
Self-co $E + SC$	orrection r $\overline{C} = 1:$	atio	Vocabulary				

Rabbit and Fox Guided reading level C (3)

		Count		Analysis of errors and self-corrections		
Page	Text	Е	SC	Information used Error MSV SC MSV		
2	This is Rabbit.		 			
3	This is Fox.		 			
4	Rabbit can hop. Rabbit hops here.					
5	Rabbit hops there.		 			
6	Rabbit can jump. He jumps here.					
7	He jumps there.					
8	Fox can jump. Fox jumps here.					
9	Fox jumps there.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
10	Fox can run. He runs here.					
11	He runs there.		 			
12	Then Fox sees Rabbit and Rabbit sees Fox.					
13	Rabbit runs and runs and runs.					
14	Fox runs and runs and runs.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
15	Then Rabbit jumps. Fox jumps too.					
16	Snap! 69 words					
	T	otal	 			

Rabbit and Fox Guided reading level C (3)

Name:			Date:			
Inforn	nation sou	rces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues			Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation			
Self-corrections – What did the student use? Meaning Structure Visual cues Accuracy rate			talk about the book by using the question In what ways de	After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below. In what ways did the rabbit move? How did the fox move? (<i>Literal</i>)		
Errors	% 99	Level of difficulty	(Inferential) Do you like the	(Inferential) Do you like the author's ending? Explain. (Critical)		
1 2 3	99 97 96	Easy	Planning	I		
4 5 6	95 94 92	Instructional	Focus Problem-solving strategies	What the student needs to learn next		

Fluency

Phonics

Vocabulary

Comprehension

Self-correction ratio

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

7

8

9 +

C 10

91

90

88 or less

Hard

Turtle is Stuck Guided reading level C (4)

Name:	Date:	
		Analysis of errors
	Count	and self-corrections

Page	Text				
5			i I	Informati	on used
		Е	SC	Error MSV	SC MSV
2	"I like to dig," said Turtle.		1		
	"I will dig a big nest.		1		
	I will dig down, down, down."		 		
4	"Oh no!"		 		
	said Turtle.		1		
	"I cannot get out.		! ! !		
	Help me! Help me!"		 		
6	"I can help you,"		 		
	said Monkey.		1 1 1 1		
	"I will get you out		1		
	of the nest."		i i i		
	"What can you do?" said Turtle.				
8	"I have legs," said Monkey.		 		
	"I will jump		1		
	into the nest ith my legs."		 		
10	"I have hands,"		 		
	said Monkey.		1		
	"I will get you out		1 1 1 1		
	of the nest with my hands."		1 1 1 1		
12	"Oh no!" said Monkey.		1		
	"I cannot get out.		1		
	Help me! Help me!"		1 1 1 1		
14	"I can help," said Turtle.				
	"I will get you out of the nest with my foot."				
	Total		1		

Turtle is Stuck Guided reading level C (4)

Name:			Date:			
Information sources used		Fluency				
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
Self-corrections – What did the student use? Meaning Structure Visual cues		Comprehension After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.				
Accuracy rate Level of difficulty		 How did Turtle get out of the nest? (<i>Literal</i>) Why was it good that Turtle and Monkey had different body parts? (<i>Inferential</i>) Do you think that Turtle was a good choice of 				
1 2 3 4	99 98 97 96	Easy	Planning Focus What the student needs to learn next			
5 6 7 8	95 94 93 92	Instructional	Problem-solving strategies Fluency Comprehension			
9 10 11 +	91 90 89 or less	Hard	Phonics Vocabulary			
$\frac{\text{Self-co}}{\text{SC}}$	Orrection r	atio				

At Grandpa's Farm Guided reading level C (4)

Name:	Date:	
		Analysis of errors

		Count		and self-corrections	
Page	Text	F		Informat	
		E	SC	Error MSV	SC MSV
2	My grandpa has a big farm.		 		
	There are lots of jobs to do				
	on the farm.		1 1 1 1		
4	I like to help Grandpa		 		
	with the jobs.		 		
6	Grandpa has cows on his farm.		 		
	I like to help Grandpa		 		
	with the cows.		1 		
8	Grandpa milks the cows.				
o	I like to help Grandpa		 		
	milk the cows.		 		
10	Grandpa puts the milk		 		
	in a big vat.				
	The vat makes the milk cold.		1 		
	I like to help Grandpa do this.		 		
12	The milk truck comes		 		
	to get the milk.				
	Grandpa puts the milk		1 		
	in the truck.		1 1 1 1		
14	Grandpa lets me get		1 1 1 1 1		
	some milk for the cat.		1 		
	The cat likes the milk.				
	Total		 		

At Grandpa's Farm Guided reading level C (4)

Name:			Date:			
Inform	nation sou	rces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
Self-corrections – What did the student use? Meaning Structure Visual cues		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 things did the boy do on his visit to his grandpa's farm? (Literal) What sort of farm is this? What does it produce?				
Accuracy rate Level of						
Errors 1 2	% 99 98	difficulty Easy	(Inferential) Are all farms like this one? Explain. (Critical) Planning			
3 4 5	97 96 95	Instructional	Focus	What the student needs to learn next		
6 7	94 93	msnucuonai	Problem-solving strategies Fluency			
8 9 10	92 91 90		Comprehension			
11 +	89 or less	Hard	Phonics			
Self-correction ratio $\frac{E + SC}{SC} = 1:$		Vocabulary				

The Big Box Guided reading level C (3)

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

Name:	Date:
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Analysis of errors

		Count		and self-corrections		
Page	Text	1			ion used	
		Е	SC	Error MSV	SC MSV	
2	"This box is for you," said Dad.		 			
3	There was a map in the box.		1 			
	The map said:		1 1 1 1 1			
	Look for a red box.		 			
4	Tess and Jill went to look for					
	the red box.		 			
	There was a map		, 			
	in the red box.		1 1 1 1 1			
5	The map said:		 			
	Go down the steps and		1 1 1 1			
	look for a blue box.		, 			
6	Tess and Jill went		! ! ! !			
	down the steps.		; ; ; ; ;			
	They saw the blue box,		1 1 1 1			
	and in the blue box		! ! ! !			
	there was a map.		1 1 1 1 1			
8	The map said:		1			
	Go across the log		; 			
	and look for		1 1 1 1			
	a green box.		! ! ! !			
10	Tess and Jill jumped		 			
	over the log.		1 1 1 1 1			
11	They saw the green box.		1			
	There was a map in the box.		1 1 1 1 1			
	100 words		1 			
	Total		1 1 1 1 1			

The Big Box Guided reading level C (3)

Name:			Date:			
Inforn	nation sou	rces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
Self-corrections – What did the student use? Meaning Structure Visual cues		Comprehension After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.				
Accura	Accuracy rate		What was in the What was in the	te last box? (Literal)		
Errors 1 2 3 4	% 99 98 97 96	Level of difficulty Easy	 What did the girls have to do to find each box? Do you think the girls enjoyed finding each clue? (Inferential) What other surprise could have been in the last box? How would this have changed the story? (Critical) 			
5 6 7 8 9	95 94 93 92 91 90	Instructional	Planning Focus Problem-solving strategies Fluency	What the student needs to learn next		
11 +	89 or less	Hard	Comprehension			
Self-correction ratio		Phonics				
$\frac{E + SC}{SC} = 1:$		Vocabulary				

Lost in the Fog Guided reading level C (4)

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

Name:	Date:
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Analysis of errors

Page	_				and self-corrections	
	Text				Informat	ion used
			Е	SC	Error MSV	SC MSV
2	I was at the beach					
	with my dad			 		
	and my dog Mac.			 		
4	Then the fog came in.					
	The fog hid the trees.			 		
	The fog hid the boats.					
	And it hid my dad.					
6	The fog was cold and wet.					
	"Dad!" I said.			 		
	"Where are you?					
	I can't see you."					
8	"Dad," I said.					
	"DAD! DAD!"					
	I ran here and I ran there.			 		
	But I did not see my dad.					
10	"I am here," said Dad.					
	"I am here at the big tree."					
	But I did not see my dad.					
12	I looked at Mac.					
	"Go and get Dad," I said.					
	Mac went to $\frac{ \text{look} }{100 \text{ words}}$ for Dad.					
		Total				

Lost in the Fog	Guided reading level C (4)
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Name:			Date:			
Inforn	nation sou	rces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
Self-corrections – What did the student use? Meaning Structure Visual cues		Comprehension After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.				
Accuracy rate		Why did the boy get lost? How did he find his dad? (Literal)				
Errors	%	Level of difficulty	How did the boy feel when he was lost? Did he have a good time at the beach? Explain. (<i>Inferential</i>) Would the story change if the main character			
1 2	99 98	Easy	was a girl? Why	,		
3 4	97 96		Planning Focus	What the student needs to learn		
5 6	95 94	Instructional	Problem-solving	next		
7 8	93 92		strategies Fluency			
9 10	91 90		Comprehension			
11 +	89 or less	Hard	Phonics			
Self-correction ratio $\frac{E + SC}{SC} = 1:$		Vocabulary				

Looking for Animals Guided reading level C (4)

Name:	Date:

		Count		Analysis and self-co	
Page	Text	Е	SC	Informat Error MSV	ion used SC MSV
2	There is a green frog on the green plant. Can you see it?				
4	There is a yellow spider on the yellow flower. Can you see it?				
6	There is a green snake on the green plant. Can you see it?				
8	There is an orange butterfly on the orange flower. Can you see it?				
10	There is a yellow fish on the yellow sand. Can you see it?				
12	There is a green insect on the green tree. Can you see it?				
14	There is a red ladybug on the red and green flowers. Can you see it?				
	Total		1		

Looking for Animals Guided reading level C (4)

Name:			Date:		
Information sources used			Fluency		
Errors – What did the student use? Meaning Structure Visual cues		Uses appropria Reads expressi	 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 		
Self-corrections – What did the student use? Meaning Structure Visual cues		Comprehension After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below. Where is the yellow fish? What color is the snake?			
Errors 1 2 3	% 99 98 97	Level of difficulty Easy	(Literal) Why are some surroundings?	animals the same color as their	
4 5 6 7 8 9	96 95 94 93 92 91 90	Instructional	Focus Problem-solving strategies Fluency Comprehension	What the student needs to learn next	
11 + Self-co	89 or less	Hard Patio	Phonics Vocabulary		

SC

Where Is My Nest? Guided reading level D (6)

Name:	Date:	
		Analysis of errors
	Count	and self-corrections

				4114 5411 45114415115	
Page	Text		Information used		
				Error	SC
		Е	SC	MSV	MSV
2	Ant was lost.		1 1 1 1		
	"Where is my nest?" he said.		! !		
	Ant went to look for his nest.		1 1 1 1		1
4	Ant saw a nest.		1 1 1 1 1		
	"Is this my nest?" said Ant.		 		
	He looked in the nest.		! ! !		
6	"We make a nest with silk,"		1 1 1 1		
	said the green ants.		i ! !		
	"I do not make silk," said Ant.		1		
	"This is not my nest."		1		
8	Then Ant saw a big nest.		 		
	He looked in the nest.				
	"We dig to make a nest,"		; 		
	said the black ants.		1 1 1 1		
	"I do not dig," said Ant.		! ! !		
	"This is not my nest."		! ! !		
10	Ant saw a nest.		1 1 1 1 1 1		
	"Is this my nest?" he said.		: ! !		
12	"We cut plants to make a nest,"				
	Total		1		

Where Is My Nest? Guided reading level D (6)

Name:			Date:		
Inforn	nation sou	rces used	Fluency		
Errors – What did the student use? Meaning Structure Visual cues		Uses appropria Reads expressi	Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation		
What d	rrections – lid the stude caning ucture sual cues	nt use?	talk about the book by using the questi What sorts of the	has finished reading, have him/her k. If appropriate, prompt the student ons below. hests did Ant see? How did Ant know	
Errors 1 2 3 4	% 99 98 97 96	Level of difficulty Easy	when he had found the right nest? (Literal) Do ants live alone? Do all ants have nests? Are all ants' nests the same? Explain. (Inferential) Could the main character have been a different animal? How might this have changed the story? (Critical)		
5 6 7 8 9 10	95 94 93 92 91 90	Instructional	Planning Focus Problem-solving strategies Fluency	What the student needs to learn next	
11 + Self-co E + SO	89 or less orrection r	Hard Patio	Comprehension Phonics Vocabulary		
SC	- 1 .		, consulary		

Little Monkey's Dance Guided reading level D (6)

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

Name: Date: Analysis of errors

Count and self-corrections

			unt	and self-corrections		
Page	Text		 	Informat	ion used	
		E	SC	Error MSV	SC MSV	
2	Little Monkey was sad.		i 1 1			
	The big monkeys did not play					
	with Little Monkey.					
3	Little Monkey sat down.					
	He sat down on some ants.					
4	The ants went on		 			
	Little Monkey.					
	They went on his nose.					
	They went on his face.		i ! !			
	They went on his legs.		1			
6	"Help!" said Little Monkey.					
	"Get off me!"		1			
	But the ants did not get off.		1			
8	Little Monkey jumped.		i 			
9	Little Monkey hopped.					
	But the ants did not get off.					
10	Little Monkey		 			
	jumped and hopped					
	and hopped and jumped.					
	"Get off! Get off!" he said.		; ; ; ;			
	And the ants got off.		! ! !			
12	"Look at Little Monkey dance,"		1 1 1 1			
	said the big monkeys.					
	Tot	al				

Little Monkey's Dance Guided reading level D (6)

Name:			Date:			
Inform	nation sou	rces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
What d Me Stru Vis	rections – id the stude aning acture ual cues acy rate	Level of difficulty Easy	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 Little Monkey get the ants off his body? (Literal) Was Little Monkey really doing a dance? Why did the big monkeys think he was dancing? (Inferential) Can you give an example of how the big monkeys might be like older children? (Critical)			
3 4	97 96		Planning			
5 6 7 8	95 94 93 92 91	Instructional	Focus Problem-solving strategies Fluency	What the student needs to learn next		
$\frac{10}{11 +}$	90 90 89 or less	Hard	Comprehension Phonics			
	orrection r		Vocabulary			

Where is My Mother? Guided reading level D (6)

Name:	Date:	
		Analysis of errors
	Count	and self-corrections

		Count		and sen-corrections		
Page	Text			Information used		
		Е	SC	Error MSV	SC MSV	
2	I looked and looked for my mom.		 			
3	"Can you see my mom?" I said to Isabel. "She has green pants."					
4	"I can see some green pants," said Isabel. "Is that your mom?" "No, my mom has a red jacket," I said.					
6	"I can see a red jacket," said Isabel. "Is that your mom?"					
7	"No, my mom has pink shoes," I said.					
8	"I can see some pink shoes," said Isabel. "Is that your mom?" "No, my mom has a blue skirt," I said.					
9	"I can see a blue skirt," said Isabel. "Is that your mom?"					
11	"No, my mom has yellow socks," I said.		 			
	Total		1			

Where is My Mother? Guided reading level D (6)

Name:			Date:		
Inforn	Information sources used		Fluency		
Errors – What did the student use? Meaning Structure Visual cues Self-corrections – What did the student use? Meaning Structure Visual cues		 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.			
Accurs Errors 1 2	% 99 98	Level of difficulty Easy	Why was the be	d the boy have done to find his	
3	97 96		Focus	What the student needs to learn next	
5 6 7	95 94 93	Instructional	Problem-solving strategies Fluency		
8 9	92 91		Comprehension		
$\frac{10}{11 + }$	90 89 or less	Hard	Phonics Vocabulary		
Self-co	orrection r	ratio			

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

Lots of Legs Guided reading level D (6)

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

Name: Date:

		Со	unt	Analysis of errors and self-corrections	
Page	Text	Е	SC	Informat Error MSV	
2	I am blue.				
	I have ten legs.		1 1		
3	What am I?				
4	I am a blue crab.				
	I can swim.				
5	I have eight legs.				
	I am yellow and black.				
	I can make a web.				
	What am I?				
6	I am a yellow and black spider.				
	This is my web.				
7	I am black.				
	I have six legs.				
	I can dig.				
	What am I?				
8	I am a black ant.		 		
	I can dig to make a nest.				
9	I have four legs.				
	I am green.				
	I can jump.				
	What am I?				
10	I am a green frog.		 		
	I can jump with my legs.				
11	I am green and black.				
	To	otal	 		

Lots of Legs	Guided reading level D ((6))
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Name:			Date:				
Inform	nation sou	rces used	Fluency				
Errors – What did the student use? Meaning Structure Visual cues		Uses appropria Reads express	 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
What d	elf-corrections – What did the student use? Meaning Structure Visual cues		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 many legs does a blue crab have? What does the				
Accura	acy rate	Level of difficulty	ant in this book use its legs for? (<i>Literal</i>) What sorts of things do animals use their legs for? Why do animals have different numbers of legs?				
1 2 3	99 98 97	Easy		imals could the author have used book? (Critical)			
5 6	96 95 94	Instructional	Planning Focus	What the student needs to learn next			
7 8 9	93 92 91		Problem-solving strategies Fluency				
10 11 +	90 89 or less	Hard	Comprehension				
	orrection r	ratio	Phonics				
$\frac{E + SC}{SC}$	= 1:		Vocabulary				

A Monkey in the Camp Guided reading level D (6)

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

Name: Date:

		Count		and self-corrections	
Page	Text			Information used	
		E	SC	Error MSV	SC MSV
2	The big blue bus		1 1 1 1		
	came into camp.				
	The kids got out of the bus.				
	Max met the kids.		! ! !		
3	Monkey sat in a tree				
	and looked at the kids.				
4	"Come and play		 		
	with us, Monkey,"		 		
	said the kids.		! ! !		
6	They all went to the pool.		 		
O	Monkey slid down the slide		1		
	and did a flip.				
7			1		
7	All the kids slid down				
	the slide and did flips too.		1		
8	Monkey went on the ropes.				
	He jumped from		i I I I		
	rope to rope.		1		
9	So the kids jumped from				
	rope to rope too.		i 1 1 1		
	It was fun.		1		
10	Then the kids went to eat.				
	The kids had pizza to eat.		! ! !		
11	Monkey had pizza to eat too.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	Total		1		

Analysis of errors

A Monkey in the Camp Guided reading level D (6)

Name:			Date:			
Inforn	nation sou	rces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
What d	rrections – id the stude aning ucture sual cues	nt use?	Comprehension After the student has finished reading, have him/her talk about the book. If appropriate, prompt the stud by using the questions below. What activities did the kids and Monkey			
Accura Errors	acy rate	Level of difficulty	do at the camp? (<i>Literal</i>) Why did Monkey have to leave the camp? (<i>Inferential</i>)			
1 2	99 98	Easy	Was a monkey a good choice of character for this book? Why? (<i>Critical</i>)			
3 4	97 96		Planning Focus	What the student needs to learn		
5678	95 94 93 92	Instructional	Problem-solving strategies Fluency	next		
9 10 11 +	91 90 89 or less		Comprehension			
	orrection r		Phonics Vocabulary			

On the Move Guided reading level D (6)

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

Name: Date:

		Count		Analysis of errors and self-corrections		
Page	Text			Information used		
		E	SC	Error MSV	SC MSV	
2	Where can boats go?		 			
	Where can planes go?		1 1 1 1			
	Where can trucks go?		 			
4	All boats can go in the water.		1 1 1 1 1			
	They can go		1 1 1 1			
	under bridges.		1 1 1 1			
	Some boats can go		 			
	across bridges.		! ! ! !			
	Can boats go out of the water?		 			
6	Yes.		1 1 1 1			
	This boat can go					
	out of the water.		1 1 1 1			
	It can go out of the water		1 1 1 1			
	and onto the beach.		! ! !			
8	Trucks can go		1 1 1 1			
	in the mud.					
	Can trucks go in the water too?		 			
10	Yes.		1 1 1 1			
	This truck can go		! ! ! !			
	in the water.		1 1 1 1			
	It can go from the beach		 			
	into the water.		 			
12	Some planes can land		 			
	on the water.		1 			
	Some planes can land		 			
	on the beach.		 			
	100 words		 			
	Total		 			

On the Move Guided reading level D (6)

Name:			Date:			
Inforn	nation sou	rces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 				
Self-corrections – What did the student use?		Comprehension				
Str	aning ucture sual cues		talk about the book by using the question—	tas finished reading, have him/her k. If appropriate, prompt the student ons below. boats go? Where can all trucks go?		
Accura	Accuracy rate			s need to be able to land? (Literal)		
Errors	%	Level of difficulty	 Why do some boats need to be able to go on land? Why do some trucks need to be able to go on water? Why do planes need to be able to land in different places? (<i>Inferential</i>) Did some of the information in this book surprise you? Explain. (<i>Critical</i>) 			
1 2 3 4	99 98 97 96	Easy				
5	95	Instructional	Planning			
6 7	94 93		Focus	What the student needs to learn next		
8 9	92 91		Problem-solving strategies			
10	90		Fluency			
11 + 89 or less <i>Hard</i>		Comprehension				
	orrection r	atio	Phonics			
$\frac{E + SC}{SC} = 1:$		Vocabulary				

A Good Trap Guided reading level D (6)

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

Name: Date:

vanie.		Co	unt	Analysis of errors and self-corrections	
Page	Text	Е	SC	Informat Error MSV	ion used SC MSV
2	"I can see lots of insects				
	in that tree," said Spider.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	"I will make a big web		 		
	to trap the insects."				
4	"Look at my big web," said Spider.		1		
	"I will trap lots of insects to eat."		1		
6	Red Insect jumped		1		
	onto the web.				
	Plink! Plink! Plink		1		
	went his legs on the web.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	"Help me! Help me!"				
	he said.		1		
8	"I am going to eat you up,"				
	said Spider.		 		
	"No! No! No!"		1		
	said Red Insect.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	"I am too little.				
	You can eat Green Insect.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	He is a big insect."				
10	Green Insect jumped		1		
	onto the web.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	Plunk! Plunk		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	went his legs on the web.				
	ר	Гotal			

A Good Trap Guided reading level D (6)

Name:			Date:			
Inforn	nation sou	rces used	Fluency			
Me Struck Vis Self-con What d	- What did aning ucture sual cues rections – id the stude aning ucture sual cues	the student use?				
Accura	acy rate	Level of difficulty	 Who was the biggest insect? (<i>Literal</i>) Why did the Red Insect say, "I am too little. You eat Green Insect. He is a big insect." (<i>Inferential</i>) How is this story like <i>The Three Billy Goats Gruff</i>? 			
1 2 3 4	99 98 97 96	Easy	How is it differ Planning Focus	What the student needs to learn		
5 6 7 8 9	95 94 93 92 91 90	Instructional	Problem-solving strategies Fluency Comprehension	next		
11 + Self-co	89 or less	Hard Patio	Phonics Vocabulary			
$\frac{E + SC}{SC}$	= 1:					

Turtles Guided reading level D (6)

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

Name: Date:

		Count		and self-corrections	
Page	Text	F 60		Informat	
	This is a turtle.	E	SC	Error MSV	SC MSV
2					
	It has four legs.				
4	This turtle can go in water.				
	It can swim under the water.				
6	This turtle catches		i 1 1		
	fish and frogs to eat.		!		
7	It swims in the water		 		
/	to catch them.				
8	This turtle catches				
	insects to eat too.		 		
9	It sits on a log				
	to catch them.		 		
10	Turtles come out of the water		1 1 1		
	to rest and to make a nest.				
	This turtle				
	digs to make		 		
12	a nest.		 		
	The eggs go		 		
	in the nest.		! ! !		
	Little turtles come out				
14					
	of the eggs.				
	They go from the nest				
	to the water. 92 words				
	Total				
	10tai				

Analysis of errors

Turtles Guided reading level D (6)

Name:			Date:		
Inforn	nation sou	rces used	Fluency		
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 			
Self-corrections – What did the student use? Meaning Structure Visual cues Accuracy rate Level of difficulty		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 turtles make their nests? (<i>Literal</i>)			
		Why do turtles live near water? (<i>Inferential</i>)What other things could the author have told us about turtles? (<i>Critical</i>)			
1 2	99 98	Easy	Planning		
3	97		Focus	What the student needs to learn next	
4	95	Instructional	Problem-solving strategies		
5 6	94 93		Fluency		
7 8	92 91		Comprehension		
9 10 +	90 89 or less	Hard	Phonics		
	orrection r		Vocabulary		

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

What Am I? Guided reading level D (6)

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

Name: Date:

			Сот	ınt	Analysis of errors and self-corrections Information used Error MSV SC MSV		
Page	Text		E SC				
2	I have four legs like this dog.			1 1 1 1 1			
	But I am not a dog.			1			
	What am I?			! ! !			
4	I have four legs.			1 1 1 1 1			
	I can jump like this rabbit.			! ! !			
	But I am not a rabbit.			1 1 1 1			
	What am I?						
6	I have four legs.			1 1 1 1 1			
	I can jump.			1 1 1 1			
	I can swim like this duck.			! ! !			
	But I am not a duck.			1			
	What am I?			 - - -			
8	I have four legs.			 			
	I can jump.			! ! !			
	I can swim.			1 1 1 1			
	I can eat insects			! ! ! !			
	like this spider.			1 1 1 1 1			
	But I am not a spider.			! ! !			
	What am I?						
10	I have four legs.			: ! ! !			
	I can jump.			1 1 1 1 1			
	I can swim.			1 1 1 1			
	I can eat insects.			1 1 1 1 1			
	I am green like this bird.			1 1 1 1 1 1			
		Total		! !			

What Am I? Guided reading level D (6)

Name: Date:					
Information so	urces used	Fluency			
Errors – What did the student use? Meaning Structure Visual cues		 Reads smoothly at an appropriate rate Uses appropriate phrasing Reads expressively Attends to punctuation 			
Self-corrections – What did the stud Meaning Structure Visual cues Accuracy rate	ent use?	Comprehension After the student has finished reading, have him/h talk about the book. If appropriate, prompt the study using the questions below. What is the mystery animal? (<i>Literal</i>) How is the frog like the zebra? How is it differ			
Errors % 1 99 2 98 3 97 4 96	Level of difficulty Easy	(Inferential) Is a puzzle book a good way to give information about frogs? Why? (Critical) Planning Focus What the student needs to learn			
5 95 6 94 7 93 8 92 9 91 10 90	Instructional	Problem-solving strategies Fluency Comprehension	next		
		Phonics Vocabulary			

What do Bats Eat? Guided reading level D (6)

Name:		Date:			
		Count		Analysis of errors and self-corrections	
Page	Text	E	SC	Informat Error MSV	ion used SC MSV
2	Look at the bats. What do they eat?				
4	This bat eats bananas. It eats apples too.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
6	This bat eats insects. It eats lots of insects.				
8	This bat eats frogs. It can eat insects too.		; ; ; ; ; ; ; ; ; ;		
10	This bat eats fish. It eats big fish and little fish.				
12	This bat eats rats. It eats frogs and insects. It eats little bats too.				
	Total				

What do Bats Eat? Guided reading level D (6)

Name:			Date:			
Information sources used			Fluency			
Errors – What did the student use? Meaning Structure Visual cues Self-corrections – What did the student use? Meaning Structure Visual cues			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.			
Accuracy rate Level of Errors % difficulty		 What do bats eat? (<i>Literal</i>) Do all bats eat fruit? (<i>Inferential</i>) What other things would you like to know about bats? (<i>Critical</i>) 				
1 2	98 96	Easy	Planning	ı		
3 5 6	95 91 90	Instructional	Focus Problem-solving strategies	What the student needs to learn next		
7 +	88 or less	Hard	Fluency			
Self-correction ratio			Comprehension			
$\frac{E + SC}{SC} = 1:$			Phonics			
			Vocabulary			