

Record of Reading Behaviors

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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|---|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | "I can catch Mouse," said Cat. | | | | |
| 4 | "Cat will not catch me!" said Mouse. | | | | |
| 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," said Mouse. | | | | |
| 16 | Mouse ran and ran and ran. 100 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

Cat and Mouse Guided reading level C (3)

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

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

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 things did the cat want the mouse to do with him? (*Literal*)
- ☐ How did the cat try to get the mouse down from the top of the door? (*Inferential*)
- ☐ Do you like the story's ending? How else could it have ended? (*Critical*)

Planning

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

Record of Reading Behaviors

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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | Look at the apples. | | | | |
| 3 | The apples go in the truck. | | | | |
| 4 | The apples in this truck go to the store. | | | | |
| 6 | Look at the bananas. | | | | |
| 7 | The bananas go in the truck. | | | | |
| 8 | The bananas in this truck go to the store. | | | | |
| 10 | Look at the oranges. | | | | |
| 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 <u>oranges.</u> 69 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

The Fruit Store Guided reading level C (3)

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 | 97 | |
| 3 | 96 | |
| 4 | 95 | <i>Instructional</i> |
| 5 | 94 | |
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| 7 | 91 | |
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Self-correction ratio

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

Fluency

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

Comprehension

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

- ☐ How do apples get to the store? (*Literal*)
- ☐ Why are fruits taken to the store in a truck? (*Inferential*)
- ☐ Are all fruits taken to a store? (*Critical*)

Planning

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

Record of Reading Behaviors

In the Forest Guided reading level C (3)

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 | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | This is a forest. | | | | |
| 4 | There are a lot of plants in this forest. | | | | |
| 6 | There are insects in this forest. This insect eats the plants in the forest. | | | | |
| 8 | There are frogs in this forest too. This frog eats the insects. | | | | |
| 10 | Snakes are in this forest too. This snake eats the frogs. | | | | |
| 12 | There are birds in this forest. 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 | | | | | |

Record of Reading Behaviors analysis sheet

In the Forest Guided reading level C (3)

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 | 97 | |
| 3 | 96 | |
| 4 | 94 | <i>Instructional</i> |
| 5 | 93 | |
| 6 | 91 | |
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Self-correction ratio

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

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 animals live in this forest? What does the insect eat? What does the frog/snake/bird eat? (*Literal*)
- ☐ What would happen to the bird if there were no snakes in the forest? (*Inferential*)
- ☐ Do all forests have these plants and animals in them? What did the author need to know to write this book? (*Critical*)

Planning

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

Record of Reading Behaviors

The 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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | 1, 2, 3 ... Go! | | | | |
| 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. 79 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

The Car Race Guided reading level C (3)

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 | 97 | |
| 3 | 96 | |
| 4 | 95 | <i>Instructional</i> |
| 5 | 94 | |
| 6 | 92 | |
| 7 | 91 | |
| 8 | 90 | |
| 9 + | 89 or less | <i>Hard</i> |

Self-correction ratio

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

Fluency

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

Comprehension

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

- ☐ How many cars were in the race? Which car won? (*Literal*)
- ☐ Why did the orange car win? (*Inferential*)
- ☐ Would there really be a car race like this one? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Rabbit and Fox Guided reading level C (3)

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

Name:

Date:

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | This is 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. | | | | |
| 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. | | | | |
| 15 | Then Rabbit jumps. Fox jumps too. | | | | |
| 16 | <u>Snap!</u> 69 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

Rabbit and Fox Guided reading level C (3)

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 | Easy |
| 2 | 97 | |
| 3 | 96 | |
| 4 | 95 | Instructional |
| 5 | 94 | |
| 6 | 92 | |
| 7 | 91 | |
| 8 | 90 | |
| 9 + | 88 or less | Hard |

Self-correction ratio

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

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.

- ☐ In what ways did the rabbit move?
How did the fox move? (*Literal*)
- ☐ Why did the rabbit run? Why did the fox run?
(*Inferential*)
- ☐ Do you like the author's ending? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

Turtle is Stuck Guided reading level C (4)

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 | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | “I like to dig,” said Turtle. “I will dig a big nest. I will dig down, down, down.” | | | | |
| 4 | “Oh no!” said Turtle. “I cannot get out. Help me! Help me!” | | | | |
| 6 | “I can help you,” said Monkey. “I will get you out of the nest.” “What can you do?” said Turtle. | | | | |
| 8 | “I have legs,” said Monkey. “I will jump into the nest ith my legs.” | | | | |
| 10 | “I have hands,” said Monkey. “I will get you out of the nest with my hands.” | | | | |
| 12 | “Oh no!” said Monkey. “I cannot get out. Help me! Help me!” | | | | |
| 14 | “I can help,” said Turtle. “I will <u>get</u> you out of the nest with my foot.” <small>100 words</small> | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

Turtle is Stuck Guided reading level C (4)

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

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

Fluency

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

Comprehension

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

- ☐ How did Turtle get out of the nest? (*Literal*)
- ☐ Why was it good that Turtle and Monkey had different body parts? (*Inferential*)
- ☐ Do you think that Turtle was a good choice of character for this story? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

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

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

Name: _____

Date: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | My grandpa has a big farm. There are lots of jobs to do on the farm. | | | | |
| 4 | I like to help Grandpa with the jobs. | | | | |
| 6 | Grandpa has cows on his farm. I like to help Grandpa with the cows. | | | | |
| 8 | Grandpa milks the cows. I like to help Grandpa milk the cows. | | | | |
| 10 | Grandpa puts the milk in a big vat. The vat makes the milk cold. I like to help Grandpa do this. | | | | |
| 12 | The milk truck comes to get the milk. Grandpa puts the milk in the truck. | | | | |
| 14 | Grandpa lets me get some milk for the cat. The cat likes the <u>milk.</u> 100 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

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

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

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

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 things did the boy do on his visit to his grandpa's farm? (*Literal*)
☐ What sort of farm is this? What does it produce? (*Inferential*)
☐ Are all farms like this one? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | "This box is for you," said Dad. | | | | |
| 3 | There was a map in the box. The map said: Look for a red box. | | | | |
| 4 | Tess and Jill went to look for the red box. There was a map in the red box. | | | | |
| 5 | The map said: Go down the steps and look for a blue box. | | | | |
| 6 | Tess and Jill went down the steps. They saw the blue box, and in the blue box there was a map. | | | | |
| 8 | The map said: Go across the log and look for a green box. | | | | |
| 10 | Tess and Jill jumped over the log. | | | | |
| 11 | They saw the green box. <u>There</u> was a map in the box. 100 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

The Big Box Guided reading level C (3)

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

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

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 in the first box?
What was in the last box? (*Literal*)
- ☐ 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*)

Planning

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

Record of Reading Behaviors

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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|--------------|---|-------|----|---|--------|
| | | E | 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 <u>look</u> for Dad. 100 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

Lost in the Fog Guided reading level C (4)

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

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

Fluency

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

Comprehension

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

- ☐ Why did the boy get lost? How did he find his dad? (*Literal*)
- ☐ How did the boy feel when he was lost? Did he have a good time at the beach? Explain. (*Inferential*)
- ☐ Would the story change if the main character was a girl? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

Looking for Animals Guided reading level C (4)

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

Name: _____

Date: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|--------------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | There is a 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 <u>it?</u> 93 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

Looking for Animals Guided reading level C (4)

Name:

Date:

Information sources used

Errors – What did the student use?

- ☐ Meaning
- ☐ Structure
- ☐ Visual cues

Self-corrections –

What did the student use?

- ☐ Meaning
- ☐ Structure
- ☐ Visual cues

Accuracy rate

| Errors | % | Level of difficulty |
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| 11 + | 89 or less | <i>Hard</i> |

Self-correction ratio

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

Fluency

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

Comprehension

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

- ☐ Where is the yellow fish? What color is the snake? (*Literal*)
- ☐ Why are some animals the same color as their surroundings? (*Inferential*)
- ☐ Are all insects the same color as the plants they go on? (*Critical*)

Planning

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

Record of Reading Behaviors

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

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

Name: _____

Date: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|---|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | Ant was lost. “Where is my nest?” he said. Ant went to look for his nest. | | | | |
| 4 | Ant saw a nest. “Is this my nest?” said Ant. He looked in the nest. | | | | |
| 6 | “We make a nest with silk,” said the green ants. “I do not make silk,” said Ant. “This is not my nest.” | | | | |
| 8 | Then Ant saw a big nest. He looked in the nest. “We dig to make a nest,” said the black ants. “I do not dig,” said Ant. “This is not my nest.” | | | | |
| 10 | Ant saw a nest. “Is this my nest?” he said. | | | | |
| 12 | “We cut plants to <u>make</u> a nest,” <small>100 words</small> | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

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

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

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

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 sorts of nests did Ant see? How did Ant know 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*)

Planning

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

Record of Reading Behaviors

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

| Page | Text | E | SC | Information used | |
|-------|---|---|----|------------------|--------|
| | | | | Error MSV | SC MSV |
| 2 | Little Monkey was sad. 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. They went on his legs. | | | | |
| 6 | "Help!" said Little Monkey. "Get off me!" But the ants did not get off. | | | | |
| 8 | Little Monkey jumped. | | | | |
| 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," said the big <u>monkeys.</u> 100 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

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

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

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

Fluency

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

Comprehension

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

- ☐ How did 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*)

Planning

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

Record of Reading Behaviors

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

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

Name: _____

Date: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|--------------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | I 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 <u>socks,</u> ” I said. <small>100 words</small> | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

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

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

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

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 clothes was the boy's mother wearing? (*Literal*)
- ☐ Why was the boy's mother wearing so many different colored clothes? (*Inferential*)
- ☐ What else could the boy have done to find his mother? (*Critical*)

Planning

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

Record of Reading Behaviors

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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|---|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | I am blue. I have ten legs. | | | | |
| 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 <u>black.</u> <small>100 words</small> | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

Lots of Legs Guided reading level D (6)

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

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

Fluency

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

Comprehension

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

- ☐ How many legs does a blue crab have? What does the ant in this book use its legs for? (*Literal*)
☐ What sorts of things do animals use their legs for? Why do animals have different numbers of legs? (*Inferential*)
☐ What other animals could the author have used in this puzzle book? (*Critical*)

Planning

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

Record of Reading Behaviors

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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|--------------|--|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | The big blue bus 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. Monkey slid down the slide and did a flip. | | | | |
| 7 | All the kids slid down the slide and did flips too. | | | | |
| 8 | Monkey went on the ropes. He jumped from rope to rope. | | | | |
| 9 | So the kids jumped from rope to rope too. It was fun. | | | | |
| 10 | Then the kids went to eat. The kids had pizza to eat. | | | | |
| 11 | Monkey <u>had</u> pizza to eat too. <small>100 words</small> | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

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

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

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

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 activities did the kids and Monkey do at the camp? (*Literal*)
☐ Why did Monkey have to leave the camp? (*Inferential*)
☐ Was a monkey a good choice of character for this book? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

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: _____

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

Record of Reading Behaviors analysis sheet

On the Move Guided reading level D (6)

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

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

Fluency

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

Comprehension

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

- ☐ Where can all boats go? Where can all trucks go?
 What do planes need to be able to land? (*Literal*)
☐ 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? (*Inferential*)
☐ Did some of the information in this book surprise you? Explain. (*Critical*)

Planning

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

Record of Reading Behaviors

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:

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|---|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | “I can see lots of insects in that tree,” said Spider. “I will make a big web to trap the insects.” | | | | |
| 4 | “Look at my big web,” said Spider. “I will trap lots of insects to eat.” | | | | |
| 6 | Red Insect jumped onto the web. Plink! Plink! Plink went his legs on the web. “Help me! Help me!” he said. | | | | |
| 8 | “I am going to eat you up,” said Spider. “No! No! No!” said Red Insect. “I am too little. You can eat Green Insect. He is a big insect.” | | | | |
| 10 | Green Insect jumped onto the web. Plunk! Plunk! Plunk went his legs on <u>the</u> web. 100 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

A Good Trap Guided reading level D (6)

Name:

Date:

Information sources used

Errors – What did the student use?

- ☐ Meaning
☐ Structure
☐ Visual cues

Self-corrections –

What did the student use?

- ☐ Meaning
☐ Structure
☐ Visual cues

Accuracy rate

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

Self-correction ratio

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

Fluency

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

Comprehension

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

- ☐ Who was the biggest insect? (*Literal*)
☐ Why did the Red Insect say, “I am too little. You can eat Green Insect. He is a big insect.” (*Inferential*)
☐ How is this story like *The Three Billy Goats Gruff*?
How is it different? (*Critical*)

Planning

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

Record of Reading Behaviors

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: _____

| Page | Text | Count | | Analysis of errors and self-corrections | |
|--------------|---|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | This is a turtle. It has four legs. | | | | |
| 4 | This turtle can go in water. It can swim under the water. | | | | |
| 6 | This turtle catches 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 to rest and to make a nest. | | | | |
| 12 | This turtle digs to make a nest. The eggs go in the nest. | | | | |
| 14 | Little turtles come out of the eggs. They go from the nest to the <u>water.</u> <small>92 words</small> | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

Turtles Guided reading level D (6)

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 | 95 | <i>Instructional</i> |
| 5 | 94 | |
| 6 | 93 | |
| 7 | 92 | |
| 8 | 91 | |
| 9 | 90 | |
| 10 + | 89 or less | <i>Hard</i> |

Self-correction ratio

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

Fluency

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

Comprehension

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

- ☐ How do turtles make their nests? (*Literal*)
☐ Why do turtles live near water? (*Inferential*)
☐ What other things could the author have told us about turtles? (*Critical*)

Planning

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

Record of Reading Behaviors

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:

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|---|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | I have four legs like this dog. But I am not a dog. What am I? | | | | |
| 4 | I have four legs. I can jump like this rabbit. But I am not a rabbit. What am I? | | | | |
| 6 | I have four legs. I can jump. I can swim like this duck. But I am not a duck. What am I? | | | | |
| 8 | I have four legs. I can jump. I can swim. I can eat insects like this spider. But I am not a spider. What am I? | | | | |
| 10 | I have four legs. I can jump. I can swim. I can eat insects. I am <u>green</u> like this bird. 100 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

What Am I? Guided reading level D (6)

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

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

Fluency

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

Comprehension

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

- ☐ What is the mystery animal? (*Literal*)
☐ How is the frog like the zebra? How is it different? (*Inferential*)
☐ Is a puzzle book a good way to give information about frogs? Why? (*Critical*)

Planning

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

Record of Reading Behaviors

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

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

Name:

Date:

| Page | Text | Count | | Analysis of errors and self-corrections | |
|-------|---|-------|----|---|--------|
| | | E | SC | Information used | |
| | | | | Error MSV | SC MSV |
| 2 | Look at the bats. What do they eat? | | | | |
| 4 | This bat eats bananas. It eats apples too. | | | | |
| 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. 59 words | | | | |
| Total | | | | | |

Record of Reading Behaviors analysis sheet

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

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 | 98 | <i>Easy</i> |
| 2 | 96 | |
| 3 | 95 | <i>Instructional</i> |
| 5 | 91 | |
| 6 | 90 | |
| 7 + | 88 or less | <i>Hard</i> |

Self-correction ratio

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

Fluency

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

Comprehension

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

- ☐ What do bats eat? (*Literal*)
- ☐ Do all bats eat fruit? (*Inferential*)
- ☐ What other things would you like to know about bats? (*Critical*)

Planning

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