



BENCHMARK

Records of
Reading Behaviour

Levels 24–30





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Benchmark Records of Reading Behaviour
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INTRODUCTION

MONITORING AND EVALUATION

Many teachers of beginning readers like to confirm their informal observations on a regular basis. For this reason, we have provided you with a set of Springboard Benchmark Cards, Records of Reading Behaviour, and a High-Frequency Word Checklist.

We suggest that you use the Benchmark Cards and the Records of Reading Behaviour:

- within the first two to three weeks of the year to establish a baseline.
- at the conclusion of the levels. We suggest that you check the progress of average readers and those students having difficulty with the reading process at the end of every level. It is not necessary to check every level with readers making accelerated progress. You may want to do this once a month or at the end of every third level, or be guided by school policy.
- at other times if you think that a student is ready to progress to more challenging reading material. Students do not have to read every book in every level.
- when there is a significant, unexplained change in a student's reading behaviour.
- before reporting to parents.
- at the end of the school year.

Keep these Benchmark Card records in the student's individual assessment portfolio. You can use them to make comparisons with the previous record to find out whether the student has:

- read fluently.
- demonstrated understanding of the content.
- applied the strategies.
- demonstrated progress in the acquisition of skills.

You can also use the Benchmark Cards and Records of Reading Behaviour in conjunction with formal and informal writing checks and any incidental observations you make. These tools will help you design your instructional programme and form ad hoc groups for particular instruction.

You may also wish to use the Benchmark Cards to check on:

- students' knowledge of different text types.
- students' ability to write from a given prompt – a Benchmark Card.
- students' ability to retell a story in written form.
- students' ability to write answers to comprehension questions.
- students' ability to understand information in graphic form such as charts and graphs.

The Benchmark Cards

There are two Benchmark Cards at each level – one fact and one fiction. The fiction cards have illustrations and the factual cards have photographs to support the text. Each card contains only one picture/photograph, as we believe that for the purposes of assessment the students should have the reading strategies to read text only at these levels.

The Benchmark Cards at each level contain high-frequency words and skills that are taught at that level. For this reason, they are better suited to use after the students have been instructed at that level. The exit card for each level provides evidence as to whether a student is ready to proceed to the next level. There is no need to pretest at the beginning of each level. Two cards are provided at each level to give you choice.

The Records of Reading Behaviour

The Records of Reading Behaviour in this book are designed especially to help you:

- monitor the ongoing reading progress of the students in your class.
- find out which particular skills and strategies your students are using at any given time.
- determine comprehension levels.
- focus on specific needs of individual students.
- group together students with similar needs for reading instruction.
- choose books at an appropriate Springboard level for your students to read.
- standardise levels of performance across the different classes.

There is a separate record for each Springboard Benchmark Card. Each record contains all the information you need to gain a comprehensive picture of each student's reading ability. The left-hand page of each record contains areas for noting accuracy, cue and strategy use, fluency, and comprehension. The right-hand page contains a copy of the text for you to mark as the student reads aloud to you from the Benchmark Card.

Taking the Record

The Benchmark Cards are designed so that the student reads the entire card. The word count is upto 150 across the seven levels.

- 1 Sit the student beside you and explain that you want him or her to read the card independently. The only help you will give is to tell an unknown word if he or she gets really stuck. Stress that you would like the student to attempt everything.
- 2 Read the title and the introduction to the student.
- 3 Give the student the book and use the back of the Record form to mark the student's reading behaviour.
- 4 Read the introduction from the form if the student has not seen the text.
- 5 While the student reads the text, use the suggested notations to record all the reading behaviours the student exhibits.

When a student stops during reading, it is important that you allow enough time for him or her to work on a problem before you supply the word. It is also important that you do not wait so long that the student loses the meaning of the text while trying to solve the unknown word. Make a neutral comment such as "You try it," to help keep the process going. If necessary, tell the student the word.

Record of Reading Behaviour



| | | | |
|---|--|--------------------|-----------|
| Name: | Age: | Date: | |
| Title: | Level: | Word Count: | |
| Introduction: | | | |
| Decoding Check: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics): Word similarity: Letter cluster: Initial letter: | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--------------|---|----|----------|-----------|
| | | | | |
| TOTAL | | | | |

| | | |
|---------------------------|--|---|
| Correct reading | check the word | ✓ ✓ ✓ ✓ ✓ you can see little tyres |
| Miscue | write what the child says above the word in the text | ✓ ✓ ✓ <i>some</i> ✓ you can see little tyres |
| Insertion | insert the word the child says above the text using ^ | ✓ ✓ ✓ <i>the</i> ✓ ✓ you can see [^] little tyres |
| Omission | put a line over the word omitted | ✓ ✓ ✓ - ✓ you can see little tyres |
| Repeats a word | write R after the word repeated | ✓ ✓ ✓ ✓ R ✓ you can see little tyres |
| Repeats a number of words | write R and signify the phrase by an arrow over the words repeated |  you can see little tyres |
| Self-correct | write SC after the miscue | ✓ ✓ ✓ <i>some</i> /sc ✓ you can see little tyres |
| No response | put a line over the word | ✓ ✓ ✓ ✓ - you can see little tyres |
| Appeals for help | write A above the word on which the child appealed | ✓ ✓ ✓ ✓ A you can see little tyres |
| Teacher tells | write T above the word that you supplied | ✓ ✓ ✓ ✓ T you can see little tyres |

Scoring the Record

Substitutions, insertions, omissions, and teacher-told responses score as errors. Repetitions are not scored as errors. Corrected responses are scored as self-corrections.

There is no penalty for attempts that result in a correct response:

w w went
went

Multiple, unsuccessful attempts at a word score as one error only:

will we when
went

If there are alternative ways of scoring, credit the student with the fewest errors.

The lowest score for any page is zero.

If a student omits a line or lines, each word omitted is counted as an error.

If the student omits a page, deduct the number of words on the page from the total word count.

If the student repeatedly makes an error with a proper noun (the name of a specific person or a place), count this as an error the first time only. All other incorrect responses count as errors each time:

Paul if repeated five times counts as one error, whereas

Peter

looks if repeated five times counts as five errors.

looked

Pronunciation differences are not counted as reading errors unless accompanied by incorrect locating responses.

Decoding Check – Calculating Accuracy

| |
|---------------------------------|
| Cue Use: |
| Error rate: $\frac{RW}{E} = 1:$ |
| Accuracy (%): |
| Self-correction rate: |
| $\frac{(E+SC)}{SC} = 1:$ |

1 On the Record of Reading Behaviour form, note the number of errors made on each line in the column marked 'E'.

| | E | SC | E msv | SC msv |
|------------|---|----|----------|-----------|
| farm. | | | | |
| the sheep. | | | | |

2 Total the number of errors made and divide this into the number of words that the student has read. This will give you the error rate. For example, if the student read 100 words and made 10 errors, the error rate would be 1 in 10:

$$\frac{100}{10} = 1:10$$

For each Springboard Benchmark Card, the number of running words is entered in the heading and in the decoding check box.

Word Count: 100

3 Convert this to an accuracy percentage using the following table:

| Error Rate | Accuracy % |
|------------|------------|
| 1:200 | 99.5 |
| 1:100 | 99 |
| 1:50 | 98 |
| 1:35 | 97 |
| 1:25 | 96 |
| 1:20 | 95 |
| 1:17 | 94 |
| 1:14 | 93 |
| 1:12.5 | 92 |
| 1:11.75 | 91 |
| 1:10 | 90 |
| 1:9 | 89 |
| 1:8 | 87.5 |
| 1:7 | 85.7 |
| 1:6 | 83 |
| 1:5 | 80 |
| 1:4 | 75 |
| 1:3 | 66 |
| 1:2 | 50 |

For example:

$$\frac{100}{10} = 1:10 = 90\% \text{ accuracy}$$

4 Fill in the accuracy percentage on the Record of Reading Behaviour form.

Calculating the Self-Correction Rate

| |
|--|
| <p>Cue Use:</p> <p>Error rate: $\frac{RW}{E} \quad \text{_____} = 1:$</p> <p>Accuracy (%):</p> <p>Self-correction rate:</p> <p>$\frac{(E+SC)}{SC} = 1:$</p> |
|--|

- 1 Note the number of self-corrections in each line, in the column marked 'SC' on the Record of Reading Behaviour form, and total them.

| | E | SC | E msv | SC msv |
|------------|---|----|----------|-----------|
| farm. | | | | |
| the sheep. | | | | |

- 2 Add the number of uncorrected errors to the number of self-corrections, and divide this number by the number of self-corrections. For example, if the student makes 10 errors and 5 self-corrections:

$$\frac{(10 + 5)}{5} = \frac{15}{5} = 1:3$$

For every 15 errors made, 5 are corrected, which gives a self-correction rate of 1:3. Or, put another way, the student corrects 1 of every 3 errors made. A self-correction rate of 1:3 to 1:5 is considered good, and tells you that the student is not only noticing discrepancies, but is also able to correct them while reading.

Checking on Cues

| Cue Use: | E | SC |
|------------------------------|---|----|
| Meaning (Semantics): | | |
| Language Structure (Syntax): | | |
| Visual (Graphophonics) | | |
| Word similarity: | | |
| Letter cluster: | | |
| Initial letter: | | |

- 1 For each error, read the sentence up to the point of error and consider what is leading the student to make this mistake. Try to determine whether the student is using cues from the meaning (semantics), the structure of the language (syntax), the visual information contained in the print (graphophonics), or a combination of these.
- 2 In column 'E' (errors), note m (meaning), s (syntax) or v (visual information) for the cue or cues you think the student is using. Do this for each error.

| | E | SC | E msv | SC msv |
|------------|---|----|----------|-----------|
| farm. | | | | |
| the sheep. | | | | |

- 3 Where the student is using visual information, that is, cues from the print, note whether the error is similar to the correct word at the whole-word level, letter-cluster level or initial-letter level.
- 4 For each self-correction, consider firstly what is leading the student to make this error. Note this in the 'E' column using m, s, or v as you would for an uncorrected error. Then consider what is leading the student to correct this error. Note the cue/cues you decide on in the 'SC' (self-correction) column.

5 Tally the cues used to find out which cue(s) the student is using predominantly. The aim is for the student to use all cue sources together in order to decode accurately. Note the predominant cues used for errors and self-corrections in the 'Cue Use' box.

| | | |
|--|----------|-----------|
| Cue Use: Meaning (Semantics): Language Structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| | | |

Checking on Strategies

| | |
|----------------------|--------------------------|
| Strategy Use: | |
| Searching | <input type="checkbox"/> |
| Monitoring | <input type="checkbox"/> |
| Self-correcting | <input type="checkbox"/> |

The following tables show at a glance the strategies and behaviours you will be looking for as you take and analyse the Records of Reading Behaviour.

Levels 24–30 (Fluent) Strategies and Behaviours

| STRATEGY | BEHAVIOUR |
|-----------------|---|
| Monitoring | Children use both large and small chunks of meaning, language structure, and graphophonic information in an integrated way to foster ongoing monitoring of reading comprehension to cope with unpredictable text. |
| Searching | Children may reread or read on in order to check their reading, maintaining meaning over longer and more complex structures. They may make inferences from text and illustration. |
| Self-correction | Children correct most of the errors they make. They are able to make links from known to unknown information to help decode unknown words, quickly, confidently, and independently. |

Checking on Fluency

Fluency:

Fluent reading

Non-fluent reading

Using punctuation

Note whether the student is reading the text fluently or in a laboured, stilted fashion. Check also to see whether the student attends to punctuation during reading.

For example, does he or she pause at commas, raise pitch of voice for questions, or drop pitch of voice at the end of a sentence? Note this on the Record.

If you know that the child is an excellent decoder, you may choose to dispense with the oral reading and ask the child to read the Benchmark Card alone, following your introduction. You may then proceed to the comprehension check as outlined below.

Checking on Comprehension

When the student finishes reading the Benchmark Card, you should check on comprehension. Ask the student to retell or use the questions on the Record of Reading Behaviour. Whether you use the retelling or the questions will depend on the purpose for completing the Record.

Questions

Each text has three different types of questions: an explicit question, an implicit question, and a question that explores some feature of language.

Explicit questions relate directly to the text. Answers to these questions can be found on the Benchmark Card. They give you an insight into the student's recall of what he or she has just read.

Implicit questions require the student to combine prior knowledge and the knowledge gained from reading to arrive at an inferential level of understanding.

Exploring language questions ask the student to respond at the word level by giving word or phrase meanings, synonyms, antonyms, prefixes, suffixes, etc.

Grading Understanding

Comprehension:

Comprehensive understanding • • • • • general understanding • • • • • needs help

After the student retells the story or answers the questions, grade the student's level of understanding and note this on the Record. This grading can only be subjective when assessing comprehension, but the following provides a guide should you require it.

Understanding from Retelling

Comprehensive Understanding

The student is able to retell the story in his or her own words including all characters, the setting, and the entire plot, and responds to a prompt about inferences and word meaning where appropriate. If the text is factual, the student is able to retell all salient facts.

General Understanding

The student has an overall, superficial understanding. He or she is able to name the main character and some minor characters. The student knows the beginning, midpoint, and end of the story. The student is able to recall some important facts if the text is factual.

Needs Help

The student has trouble recalling the main events of the story, limits retelling to either the beginning or the end, and recalls only one or two facts.

Understanding from Questions

Comprehensive Understanding

The student answers all questions promptly and fluently.

General Understanding

The student answers the explicit question, and offers a low-level response to the implicit question.

Needs Help

The student answers the explicit question only.

Assigning a Reading Level

| | | | |
|-----------------------|---|--------------------------|--------------------------|
| Reading Level: | Accuracy, cues, strategies, and comprehension | | |
| | Easy | Instructional | Difficult |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Use the information you gather to ascertain the level – easy, instructional, or difficult – of the Benchmark you asked the student to

read. To do this, you will need to balance the accuracy level with the level of comprehension. Use the following guide:

| Accuracy % | Comprehension | Reading Level |
|------------|---------------|---------------|
| 95-100 | Comprehensive | Independent |
| 95-100 | General | Independent |
| 95-100 | Needs help | Instructional |
| 90-94 | Comprehensive | Independent |
| 90-94 | General | Instructional |
| 90-94 | Needs Help | Difficult |
| 85-89 | Comprehensive | Instructional |
| 85-89 | General | Difficult |
| 85-89 | Needs Help | Difficult |

Less than 85% accuracy, regardless of comprehension, is at the difficult level.

Using the Results

The results of your Records of Reading Behaviour can be used in several ways:

- Use the accuracy check with a whole class of children to assign groupings at the beginning of the year and regroupings throughout the year.
- Use analysis at the cue level to ascertain how well the children use the cues together and how well they check one source of information against another.
- Use analysis at the cue and strategy level to ascertain how well children independently solve problems when they meet difficulties in text.
- Use the fluency check to see which children need more practice with easy material in order to increase both fluency and phrasing.
- Use the retelling check to find the depth of comprehension of what is read.

- Use the questions to ascertain the students':
 - recall of the text.
 - ability to go beyond the text.
 - ability to learn new information.
 - knowledge of language.
 - level of competence when compared with other students for grading and reporting purposes.
- Combine all Records to ascertain appropriate instructional levels and the most powerful teaching strategies. For example:
 - If you find that most of your students use the same cue or exhibit only the same narrow range of strategies when reading text independently, it may suggest that the focus of your teaching has been on these, rather than a wider, more balanced approach.
 - A certain strategy can become the focus of a class or group mini lesson. For example, you may find that you have to tell some of the students many words in a text. Provide a think aloud demonstration to model effective strategies for figuring out unknown words.
 - A group of students of different reading abilities, but who have a common need, can be formed. For example, you may find that some students read in a stilted, word-by-word manner. You can draw these students from across a range of reading abilities to give them extra practice in reading fluently.
 - You can institute different teaching emphases for students reading at the same level of difficulty. One Record may show that a student reads with 90% accuracy but lacks

general understanding. Another record may show that a student decodes the same book at 89% but has a comprehensive understanding. These two students need different programmes.

Reporting

The Record of Reading Behaviour provides a very accurate assessment of what a student does when reading. For this reason, the Record provides a foundation upon which to base reports as required.

These reports include:

- giving feedback to the student about his or her strengths and weaknesses.
- reporting to parents about a student's current reading level, current reading strategies, current level of understanding, rate of reading acquisition, and development over time.
- providing information to the teacher who will have the student next year.
- providing records for a new school if a student moves.

Record of Reading Behaviour



| | | | | | | | | | | | | | | |
|--|--|--|----------|-----------|------------|--|---------------|--|-------------|--|-------------|--|---------------------|----------------------|
| Name: <i>T</i> | Age: <i>8.11</i> | Date: | | | | | | | | | | | | |
| Title: Arlo and Angie's New Show | Level: 28 | Word Count: 141 | | | | | | | | | | | | |
| Introduction: Arlo and Angie try a daring new trapeze act. | | | | | | | | | | | | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{141}{13} = 1:13$ Accuracy (%): <i>92%</i> Self-correction Rate: $\frac{(E+SC)}{SC} = 1: 4.5$ | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | <table border="1"> <tr> <td>E</td> <td>SC</td> </tr> <tr> <td><i>50%</i></td> <td></td> </tr> <tr> <td><i>mostly</i></td> <td></td> </tr> <tr> <td><i>same</i></td> <td></td> </tr> <tr> <td><i>same</i></td> <td></td> </tr> <tr> <td><i>sounding out</i></td> <td><i>unknown words</i></td> </tr> </table> | E | SC | <i>50%</i> | | <i>mostly</i> | | <i>same</i> | | <i>same</i> | | <i>sounding out</i> | <i>unknown words</i> |
| E | SC | | | | | | | | | | | | | |
| <i>50%</i> | | | | | | | | | | | | | | |
| <i>mostly</i> | | | | | | | | | | | | | | |
| <i>same</i> | | | | | | | | | | | | | | |
| <i>same</i> | | | | | | | | | | | | | | |
| <i>sounding out</i> | <i>unknown words</i> | | | | | | | | | | | | | |
| Strategy Use: Searching <input type="checkbox"/> <i>some evidence</i> Monitoring <input type="checkbox"/> <i>some evidence</i> Self-correcting <input type="checkbox"/> <i>little evidence</i> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input checked="" type="checkbox"/> Using punctuation <input type="checkbox"/> <i>rarely</i> | | | | | | | | | | | | | |
| Questions: What did Angie really want to do? <i>Flip over</i> What do you think will happen next? <i>Angie gets hurt</i> Name two other words that end in the suffix <i>ly</i> , for example, surely. <i>quickly, slowly</i> | | | | | | | | | | | | | | |
| Comprehension: comprehensive understanding general understanding <i>superficial understanding</i> ✓ needs help | | | | | | | | | | | | | | |
| Reading Level: Accuracy, cues, strategies, and comprehension Easy <input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Difficult <input type="checkbox"/> | | | | | | | | | | | | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|---|----|----|----------------|-----------|
| ✓ ✓ <i>A</i> ✓ ✓ ✓ <i>a-r-v-d</i> ✓ ✓ ✓ <i>Rc</i> ✓ Arlo and Angie had just arrived in the country | / | | M S V | |
| ✓ <i>all-r</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>a</i> and already had a job. They were part of an | / | | M S V M S V | |
| <i>a-c-robat</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>tr</i> ✓ acrobatic show. Arlo and Angie were trapeze | / | | M S V | |
| <i>acrobats</i> ✓ ✓ ✓ <i>to</i> ✓ ✓ ✓ ✓ ✓ <i>swing</i> artists who worked together on the high swings. | 2 | | M S V | |
| ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ They took turns to hold and catch each other as | | | | |
| ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ they jumped from swing to swing. | | | | |
| ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>f</i> ✓ ✓ — "I'd give anything to be able to flip over twice | / | | M S V | |
| ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ before you caught me," Angie said one day. | | | | |
| ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>do</i> "That would be a good thing for us to practise," | / | | M S V | |
| <i>said/sc</i> ✓ agreed Arlo. | | / | M S V | M S V |
| ✓ ✓ ✓ ✓ ✓ ✓ <i>pr</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ So Arlo and Angie practised until they could do it. | | | | |
| ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>swang</i> ✓ ✓ ✓ At the show that night, Angie swung out. She | / | | M S V | |
| <i>put/sc</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ pointed her toes to help her swing further, then | | / | M S V | M S V |
| ✓ <i>swang</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ she swung back and out again. She let go of her | / | | M S V | |
| ✓ ✓ ✓ ✓ ✓ <i>two/sc</i> ✓ ✓ ✓ <i>wat</i> ✓ swing and flipped over twice. The people watching | | / | M S V | M S V |
| <i>g-a-s-p</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>Re</i> — gasped. Arlo's swing was not near enough. Surely | 3 | | M S V | |
| ✓ ✓ ✓ ✓ ✓ ✓ ✓ Angie would fall and be hurt! | | | M S V | M S V |
| TOTAL | // | 3 | | |

Record of Reading Behaviour



| | | | |
|--|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: What Do You Know about Penguins? | Level: 24 | Word Count: 127 | |
| Introduction: Find out some facts about penguins. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{127}{1} = 1:$ Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$ | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Directionality <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What do penguins eat? Why do you think penguins surf across the ice? What is another word for <i>waddle</i> ? | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies, and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|---|---|----|----------|-----------|
| <p>What do you know about penguins? Most likely, you know that these birds do not live in the warm places on Earth. In fact, many penguins live in and around Antarctica where it is very cold.</p> <p>You will know that penguins are mostly black and white. But what other colours can you see on a penguin?</p> <p>Do you know that penguins eat fish and krill from the ocean? You will know that they dive and swim in the ocean to catch their prey, but do you know how they move around on land? They waddle on their two short legs. Their wings help them balance.</p> <p>Sometimes, penguins surf across the ice on their stomachs. When they surf, they use their wings and feet to push themselves along.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|---|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: Matthew's Milkshake | Level: 24 | Word Count: 140 | |
| Introduction: Matthew forgot one important thing while making his milkshake. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{140}{140} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What did Matthew put in his milkshake? What else could Matthew have put in his milkshake? What is the root word in <i>blender</i> ? What does it mean? | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|---|---|----|----------|-----------|
| <p>Matthew wanted to make something. “Shall I make a milkshake?” he asked his mother.</p> <p>“Sure,” Matthew’s mother answered. “You can begin by getting out the blender. That’ll help you mix the milkshake well.” So, Matthew got out the blender and put in the milk and ice-cream. “Now I need to mix it,” he said. “This is the fun part.”</p> <p>Matthew turned the blender on, but he forgot to put on the lid. The milk shot out of the blender all over the kitchen wall. Blobs of ice-cream hit the wall, too.</p> <p>“Stop!” yelled Matthew’s mother. “Stop the blender!” But Matthew could not remember which was the <i>Stop</i> button. By now, there was milk and ice-cream all over the place.</p> <p>“This is the <i>Stop</i> button,” said Matthew’s mother as she stopped the blender. “Now you have to clean up the mess!”</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | | |
|---|--|---|----------|-----------|
| Name: | Age: | Date: | | |
| Title: The Year of a Female Polar Bear | Level: 25 | Word Count: 142 | | |
| Introduction: What does a female polar bear do during the year? | | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{142}{142} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | <table border="1"> <tr> <td>E</td> <td>SC</td> </tr> </table> | E | SC |
| E | SC | | | |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | | |
| Questions: What two things does a female polar bear do in spring? Why do you think polar bear cubs leave their mother when they are two years old? Which two words in the text end with <i>wards</i> ? What do they mean? | | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>Polar bears are large animals that live in the Arctic.</p> <p>It is very cold in the Arctic. The temperatures are well below zero in the winter. Ice covers the land and sea.</p> <p>During the winter, a female polar bear gives birth to her cubs. She does this in a den under the snow.</p> <p>In spring, the female polar bear and her cubs come out of their den. The female polar bear takes her cubs northwards where they feed on seal pups.</p> <p>During the summer, the female bear and her cubs move towards the sea to hunt seals.</p> <p>In autumn, the female polar bear takes her young cubs back to the land where they spend the winter. They begin making dens under the snow again. When the cubs are two years old, they leave their mother. She is then ready to mate again.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|---|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: Wendy Windmill's Story | Level: 25 | Word Count: 121 | |
| Introduction: Wendy likes to tell stories, but her friends aren't too keen on listening. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} \frac{121}{E} = 1:$ Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$ | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What was Wendy's new story about? Why do you think Peter asked if the scientist found the sound on another planet? What is alliteration? Where does the author use it? | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>“Listen to this story,” Wendy Windmill said to her five friends as she pulled out a piece of paper from her pocket.</p> <p>“Your stories are boring,” said Danny Duckbill.</p> <p>“Even your best-ever story was boring.”</p> <p>“But this story is different,” said Wendy. “You might learn something from it. It’s about how a scientist found a new sound.”</p> <p>“You don’t find sounds,” said Molly Monkton. “You hear them.”</p> <p>“But this story is scary science fiction,” said Wendy.</p> <p>“So, does the scientist find the new sound on another planet?” asked Peter Popcorn.</p> <p>“No,” said Wendy. “The scientist grows big ears. They get so big that soon he can hear all the sounds that dogs can hear. That’s how he finds a new sound.”</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|---|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: Marine Turtles | Level: 26 | Word Count: 135 | |
| Introduction: Learn some facts about marine turtles. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{135}{135} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What does a female turtle do when she comes ashore? Why do you think mother turtles do not look after their eggs or their young? What does the word <i>marine</i> mean? What does it tell you about these turtles? | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>Marine turtles are one of the oldest groups of reptiles. They have lived on Earth for millions of years. Marine turtles are quite large. Some marine turtles can grow to 2 m long.</p> <p>Marine turtles make their home in the ocean. The only time they come ashore is to lay their eggs in holes that they dig in the sand. The female turtle then covers the eggs with sand and goes back into the sea. She does not look after the eggs or the baby turtles that hatch six to eight weeks later.</p> <p>The baby turtles are in great danger when they hatch and make their way to the water. Many are killed and eaten by birds.</p> <p>Adult turtles eat both plants and animals. As they do not have teeth, they just swallow their food.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|--|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: Sue Ellen | Level: 26 | Word Count: 139 | |
| Introduction: Sue Ellen and her friend discuss travel. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{139}{1} = 1:$ Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$ | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: Why did Big Boris think Sue Ellen was brave? Why do you think Sue Ellen said you need to think twice before you go and live somewhere else? List three words that start with the prefix <i>un</i> . | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>Sue Ellen was a giant who liked to travel. She had been everywhere.</p> <p>“There isn’t any place in the world that I haven’t been to,” she said to her giant friend, Big Boris.</p> <p>“I’ve been to places where they make houses in trees. I’ve been to places where they drink out of coconut shells. I’ve been to places where people are friendly. I’ve been to places where people are unfriendly. I’ve been to places where there are no people at all.”</p> <p>“You are very brave,” said Big Boris. “I would like to travel, but I’m too scared. I would even like to live somewhere else.”</p> <p>“Travel is good,” said Sue Ellen, “but you need to think twice before you go and live somewhere else.</p> <p>I don’t know of a better place to live than right here in Enormous Land.”</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | | |
|---|--|---|----------|-----------|
| Name: | Age: | Date: | | |
| Title: Land Transport | Level: 27 | Word Count: 128 | | |
| Introduction: Learn how land transportation has changed over time. | | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{128}{128} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | <table border="1"> <tr> <td>E</td> <td>SC</td> </tr> </table> | E | SC |
| E | SC | | | |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | | |
| Questions: How did people move goods before they used trucks and trains? How and why did the wheel change transport? Identify a word with two syllables, a word with three syllables, and a word with four syllables. | | | | |
| Comprehension: comprehensive understanding general understandingneeds help | | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|---|---|----|----------|-----------|
| <p><i>Transport</i> means getting people and goods from one place to another. Today, people and goods can be moved by cars, trains, ships, trucks, and planes.</p> <p>But many years ago, transport was different.</p> <p>One of the first ways people moved goods was by sled. Early hunters used sleds to move goods around. When the wheel was invented, land transport changed. People started using carts pulled by oxen and horses. Cars and trucks later replaced these carts.</p> <p>Today, long trains move big loads of goods. Some trains have special cars to carry special loads.</p> <p>Long flat cars carry pipes and logs. Tanks carry oil and gas.</p> <p>Today, some trains are very fast. These trains can move people from one place to another very quickly. They can move goods quickly, too.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|--|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: The Dingo Hunt | Level: 27 | Word Count: 135 | |
| Introduction: What is it like to follow a dingo's trail in the dark? | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{135}{1} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| | | | |
| Questions: Why was the dingo losing blood? Why are the boys following the dingo? What will they do when they reach it? What is the past tense of <i>lose</i> ? | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>My brother could tell that the end of the hunt was drawing near. He and his friend Jackson had followed the dingo's trail all day. They were tired and they knew that the dingo would be tired, too.</p> <p>The dingo was also losing blood. The night before, the dingo had attacked and killed some sheep. The farm dogs had, in turn, attacked it. One dog had bitten the dingo's head before it could run away.</p> <p>Now it was getting dark, so my brother turned on the torch he had brought with him. He didn't want to lose the trail of blood. He raised the light, and in the distance they could see the shape of the dingo moving very slowly, its head hung low.</p> <p>My brother lowered the light and they silently followed the trail.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | | |
|---|--|---|----------|-----------|
| Name: | Age: | Date: | | |
| Title: Keeping Warm | Level: 28 | Word Count: 143 | | |
| Introduction: Do you know how crocodiles keep warm? | | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{143}{143} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | <table border="1"> <tr> <td>E</td> <td>SC</td> </tr> </table> | E | SC |
| E | SC | | | |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | | |
| Questions: What happens if a crocodile stays in the same place all day? What are two differences between mammals and reptiles? What are the opposites of <i>hot</i> and <i>warm</i> ? | | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>Crocodiles cannot sweat to get cool or shiver to warm up like mammals do. This is because crocodiles are cold-blooded reptiles.</p> <p>Crocodiles are always the same temperature as the place that they are in. If they are in the sun, they are warm. If they are in the shade, they are cool. If they stay in the same spot all day and night, their body temperature will rise and fall.</p> <p>To keep from getting too hot or too cold, crocodiles move around during the day. In the morning, they lie on riverbanks until they are warm. They move into the water or the shade in the hottest part of the day.</p> <p>In the late afternoon, crocodiles lie in the sun again to warm up. Then they spend the night in the water. They do this because water cools down more slowly than land.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|---|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: Arlo and Angie's New Show | Level: 28 | Word Count: 141 | |
| Introduction: Arlo and Angie try a daring new trapeze act. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{141}{141} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What did Angie really want to do? What do you think will happen next? Name two other words that end in the suffix <i>ly</i> , for example, <i>surely</i> . | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|---|---|----|----------|-----------|
| <p>Arlo and Angie had just arrived in the country and already had a job. They were part of an acrobatic show. Arlo and Angie were trapeze artists who worked together on the high swings. They took turns to hold and catch each other as they jumped from swing to swing.</p> <p>“I’d give anything to be able to flip over twice before you caught me,” Angie said one day.</p> <p>“That would be a good thing for us to practise,” agreed Arlo.</p> <p>So Arlo and Angie practised until they could do it.</p> <p>At the show that night, Angie swung out. She pointed her toes to help her swing further, then she swung back and out again. She let go of her swing and flipped over twice. The people watching gasped. Arlo’s swing was not near enough. Surely Angie would fall and be hurt!</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|--|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: Working on a Banana Plantation | Level: 29 | Word Count: 143 | |
| Introduction: Find out about work on a banana plantation. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{143}{143} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What are two jobs that banana plantation workers do? Why do you think some plantations have schools? Which of these words are synonyms for <i>thick</i> ? broad thin fat solid heavy | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|---|---|----|----------|-----------|
| <p>There are many banana plantations around the world. They are in warm places, because bananas need warmth to grow. Some banana plantations are very big. They have houses for the workers to live in. Some have schools for the workers' children to go to.</p> <p>Many people work on banana plantations. Some people trim the banana plants. Others check that the plants do not have a disease. Some people pick the fruit.</p> <p>Most bananas are picked by hand. Most of the time men pick the bananas. This is because the bunches are heavy. One man holds the bunch while another man cuts the thick stem.</p> <p>Bananas must be picked when they are green. They are ripened later. When the bunches are picked, the men carry them to a packing shed. At the packing shed, workers wash the bananas and pack them into boxes.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|---|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: The New Teacher | Level: 29 | Word Count: 145 | |
| Introduction: Something good happens when a new teacher comes to the school. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{145}{145} = 1$: Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$: | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: Why did the student want to run, jump, and shout? How do you think the student felt when the new teacher came to the school and started talking about reading and writing? What does the word <i>muddled</i> mean? What other word could the author have used? | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>The students at my school thought I was dumb because I wasn't able to read or write. But I wasn't dumb. I knew the letters and words in my head, but in books they were all muddled up. Much of the time, I just sat and did nothing at reading and writing time.</p> <p>Then one day, a new teacher came to our school and talked to me about reading and writing. Then, she gave me a little mirror and told me to hold it up in front of the book and look into it.</p> <p>And there they were – all the letters and words that I could see in my head! I read the book right there and then without a single mistake.</p> <p>When I was done, the teacher smiled. I smiled, too, but I was so excited I wanted to run and jump and shout.</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|---|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: Numbers | Level: 30 | Word Count: 149 | |
| Introduction: Test your knowledge of how numbers work. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{149}{1} = 1:$ Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$ | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What is a prime number? Why is adding and subtracting 1 sometimes a quicker way to add two numbers? Name two synonyms for <i>quickest</i> . | | | |
| Comprehension: comprehensive understanding general understanding needs help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|--|---|----|----------|-----------|
| <p>What do you know about numbers? Do you know what odd and even numbers are? Here are two questions for you to answer. See if you are right before you read the answer.</p> <p>1. What is a quick way to add 299 and 701?</p> <p>The quickest way is to add 1 to 299 and take 1 away from 701. All you then have to do is add 300 and 700.</p> <p>2. How can you tell if a number is a prime number?</p> <p>First, it has to be an odd number. Even numbers can all be divided by 2. Then, it has to be a number that no number divides into other than 1 and itself.</p> <p>So, 47 would be a prime number. But, 49 is not a prime number because it can be divided by 7.</p> <p>Now, why don't you make up a question about an odd or an even number?</p> | | | | |
| TOTAL | | | | |

Record of Reading Behaviour



| | | | |
|--|--|------------------------|-----------|
| Name: | Age: | Date: | |
| Title: The Snowstorm | Level: 30 | Word Count: 137 | |
| Introduction: Luther, Kathryn, and Dad ride out a snowstorm. | | | |
| Decoding Check: Error Rate: $\frac{RW}{E} = \frac{137}{E} = 1:$ Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$ | Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i> | E | SC |
| Strategy Use: Searching <input type="checkbox"/> Monitoring <input type="checkbox"/> Self-correcting <input type="checkbox"/> | Fluency: Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/> | | |
| Questions: What was the snow like when it first started to fall? What reasons could Dad have for asking Luther to get the wood rather than getting it himself? What does <i>That should keep the wolves away</i> mean? | | | |
| Comprehension: comprehensive understanding general understandingneeds help | | | |
| Reading Level: Accuracy, cues, strategies and comprehension Easy <input type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/> | | | |

Record of Reading Behaviour

| | E | SC | E msv | SC msv |
|---|---|----|----------|-----------|
| <p>“Run out to the shed and bring some more firewood in,” Dad said to my brother, Luther.</p> <p>He turned to me and said, “Light the fire, Kathryn. The word is there’ll be a terrible snowstorm tonight. I’ll get the candles.”</p> <p>No sooner had he finished talking than snow started to fall like tiny white pearls. Luther rushed in with a load of firewood and then ran right back out to get some more.</p> <p>“That’s it,” he said, after the third load. “The wind’s getting up and the snow’s too thick for me to see through.”</p> <p>We huddled by the fire as the storm raged outside like an angry bull. Soon, the light flickered twice and went out.</p> <p>“We’ll heat up some beans and toast some bread on the fire,” Dad said. “That should keep the wolves away.”</p> | | | | |
| TOTAL | | | | |

High-Frequency Word Checklist

Name _____

Date _____

| Level | Words | pre | post |
|-------|---|--------------------------|--------------------------|
| 24 | answer begin colour mix move other part same stop those tree warm | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 | above animal below during even five found land learn might plant soon sound story summer under winter | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 | any been better drink form home house know large live only | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 | brother brought draw end follow head hunt long near tell year | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 | also always anything country fall high hold hurt point show thing turn | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 | able carry done gave hand men must our pick read run thought world write | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 | add bring fire light or right than word | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---------|---------|--------|----------|---------|
| answer | begin | colour | mix | move |
| other | part | same | stop | those |
| tree | warm | above | animal | below |
| during | even | five | found | land |
| learn | might | plant | soon | sound |
| story | summer | under | winter | any |
| been | better | drink | form | home |
| house | know | large | live | only |
| brother | brought | draw | end | follow |
| head | hunt | long | near | tell |
| year | also | always | anything | country |
| fall | high | hold | hurt | point |
| show | thing | turn | able | carry |
| done | gave | hand | men | must |
| our | pick | read | run | thought |
| world | write | add | bring | fire |
| light | or | right | than | word |

Levels 24–30



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