



BENCHMARK

Records of Reading Behaviour

Levels 1-16





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Benchmark Records of Reading Behaviour
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CONTENTS

Introduction

Monitoring and evaluation	4
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Records of Reading Behaviour

Level 1	18
Level 2	22
Level 3	26
Level 4	30
Level 5	34
Level 6	38
Level 7	42
Level 8	46
Level 9	50
Level 10	54
Level 11	58
Level 12	62
Level 13	66
Level 14	70
Level 15	74
Level 16	78
High-Frequency Word Checklist	82
Notes	85

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 children 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 child is ready to progress to more challenging reading material. Children do not have to read every book in every level.
- when there is a significant, unexplained change in a child's reading behaviour.
- before reporting to parents.
- at the end of the school year.

Keep these Benchmark Card records in the child's individual assessment portfolio. You can use them to make comparisons with the previous record to find out whether the child 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 program and form ad hoc groups for particular instruction.

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

- children's knowledge of different text types.
- children's ability to write from a given prompt – a Benchmark Card.
- children's ability to retell a story in written form.
- children's ability to write answers to comprehension questions.
- children's 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. The level of picture/photo support decreases as the level of difficulty increases. Cards at levels 15 and 16 contain only one picture/photo, as we believe that for the purposes of assessment the children 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 children have been instructed at that level. The exit card for each level provides evidence as to whether a child 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 children 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 children.
- group together children with similar needs for reading instruction.
- choose books at an appropriate Springboard level for your students to read.
- standardize levels of performance across the junior 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 child'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 child reads aloud to you from the Benchmark Card.

Taking the Record

The Benchmark Cards are designed so that the child reads the entire card. Word counts vary between 28 at the easier levels and 133 at the upper levels.

- 1 Sit the child 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 child to attempt everything.
- 2 Read the title and the introduction to the child.
- 3 Give the child the card and use the back of the Record form to mark the child's reading behaviour.
- 4 Read the introduction from the form if the child has not seen the text.
- 5 While the child reads the text, use the suggested notations to record all the reading behaviours the child exhibits.

When a child 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 child 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 child the word.

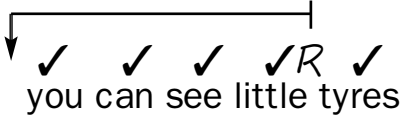
Record of Reading Behaviour



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: Directionality <input type="checkbox"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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	 ✓ ✓ ✓ ✓ R ✓ 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 child with the fewest errors.

The lowest score for any page is zero.

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

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

If the child 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
Peter

if repeated five times counts as one error, whereas

looks
looked

if repeated five times counts as five errors.

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 child has read. This will give you the error rate. For example, if the child 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

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

- 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 child 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 child 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 child 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 child to make this mistake. Try to determine whether the child 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 the column 'E' (errors), note m (meaning), s (syntax) or v (visual information) for the cue or cues you think the child is using. Do this for each error.

	E	SC	E msv	SC msv
farm.				
the sheep.				

- 3 Where the child 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 child 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 child 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 or cues the child is using predominantly. The aim is for the child to use all cue sources together in order to decode accurately. Note the predominant cues used for both errors and self-corrections in the 'Cue Use' box.

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

Checking on Strategies

Strategy Use:			
Directionality	<input type="checkbox"/>	Searching	<input type="checkbox"/>
1-to-1 matching	<input type="checkbox"/>	Checking	<input type="checkbox"/>
Monitoring	<input type="checkbox"/>	Self-correcting	<input type="checkbox"/>

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

Emergent and Early Strategies and Behaviours

STRATEGY	BEHAVIOUR
Directionality and 1-to-1 matching	Children begin to read the book, matching text with their eyes, but reverting to finger pointing when they are tired and/or when the text presents a new challenge.
Monitoring	Children notice discrepancies in the meaning and the structure, and at the word and letter levels. They use their range of known information to assist with self-correction.
Searching	Children demonstrate an ability to search using letters and letter clusters as well as meaning and language structures.
Self-correction	Children correct many of their errors. This behaviour may be accompanied by repetition of the problem word or the preceding two or three words.

Checking on Fluency

Fluency:

Fluent reading

Non-fluent reading

Using punctuation

Note whether the child is reading the text fluently or in a laboured, stilted fashion. Check also to see whether the child 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 child finishes reading the Benchmark Card, you should check on comprehension. Whether you use the retelling or the questions will depend on the purpose for completing the Record. Ask the child to retell or use the questions on the Record of Reading Behaviour.

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 child's recall of what he or she has just read.

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

Exploring language questions ask the child to respond at the word level by giving meanings, rhymes, alliterations, synonyms, antonyms etc.

Grading Understanding

Comprehension:

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

After the child retells the story or answers the questions, grade the child'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 child 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 child is able to retell all salient facts.

General Understanding

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

Needs More Help

The child 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 child answers all questions promptly and fluently.

General Understanding

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

Needs More Help

The child 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 child 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 cross-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 children's:
 - 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 children 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 children 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 shared-book experience. For example, you may find that you have to tell some of the children many words in a text. During your next shared-book lesson, you will be able to model effective strategies for figuring out unknown words.
 - A group of children at different stages of reading acquisition, but who have a common need, can be formed. For example, you may find that some children read in a stilted, word-by-word manner. You can draw these children from across a range of reading abilities to give them extra practice in reading fluently.
 - You can institute different teaching emphases for children reading at the same level of difficulty. One Record may show that a child reads with 90% accuracy but lacks general

understanding. Another record may show that a child decodes the same book at 89% but has a comprehensive understanding. These two children need different programs.

Reporting

The Record of Reading Behaviour provides a very accurate assessment of what a child 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 child about his or her strengths and weaknesses.
- reporting to parents about a child'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 child next year.
- providing records for a new school if a child moves.

Record of Reading Behaviour



Name: J	Age: 6.6	Date: August 9	
Title: Charlie Helps Save Dad	Level: 9	Word Count: 115	
Introduction: This story tells how Charlie the dog helps out when Dad has an accident.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{115}{3} = 1:38$ Accuracy (%): 97% Self-correction Rate: $\frac{(E+SC)}{SC} = 1: \frac{3+3}{3} = 1:2$	Cue Use: Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	E <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	SC <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Strategy Use: Directionality <input checked="" type="checkbox"/> Searching <input checked="" type="checkbox"/> 1-to-1 matching <input checked="" type="checkbox"/> Checking <input checked="" type="checkbox"/> <i>same</i> Monitoring <input checked="" type="checkbox"/> Self-correcting <input checked="" type="checkbox"/> <i>same</i>	Fluency: Fluent reading <input checked="" type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input checked="" type="checkbox"/>		
Questions: How did Charlie help Dad? <i>He scratched and barked so a man came.</i> What other things could Mum have done? <i>Tried to pull Dad out. Shouted out "help".</i> Tell me other words that have <i>ch</i> in them like Charlie and scratched. <i>children, church</i>			
Comprehension: comprehensive understanding <input checked="" type="checkbox"/> general understanding needs help			
Reading Level: Accuracy, cues, strategies and comprehension Easy <input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/>			

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Sam	Level: 1	Word Count: 28	
Introduction: This is a story about a boy called Sam. He is a little boy who has a lot of things.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{28}{28} = 1$: 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"/> Searching <input type="checkbox"/> 1 to 1 matching <input type="checkbox"/> Checking <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: Name three things that Sam has. What are some other things that Sam might have? Tell me another word that rhymes with <i>cap</i> .			
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}
He has a cap.				
He has a coat.				
He has a dog.				
He has a cat.				
He has a swing.				
He has a slide.				
He has a book.				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: The Boat Ride	Level: 1	Word Count: 28	
Introduction: This is a story about a man who takes some animals for a ride in his boat.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{28}{28} = 1$: 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"/> Searching <input type="checkbox"/> 1 to 1 matching <input type="checkbox"/> Checking <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: Name four animals that get in the boat. Why does the boat sink? Tell me another word that starts with c like cat and cow.			
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
The man is in.				
The cat is in.				
The dog is in.				
The pig is in.				
The sheep is in.				
The horse is in.				
The cow is in!				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: I Can Go Up	Level: 2	Word Count: 52	
Introduction: This text is about things that can go up in the air.			
Decoding Check: Error Rate: $\frac{RW}{E} = 1$: $\frac{52}{52}$ 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"/> Searching <input type="checkbox"/> 1 to 1 matching <input type="checkbox"/> Checking <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: Name five things that go up in the air. Which thing goes up but may not come down again? Tell me two words that rhyme with <i>up</i> .			
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}
I am a bird.				
I can go up.				
I am a plane.				
I can go up.				
I am a balloon.				
I can go up.				
I am a fly.				
I can go up.				
I am a kite.				
I can go up.				
I am an umbrella.				
I can go up.				
Can you go up?				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: I Like It Here	Level: 2	Word Count: 49	
Introduction: This text is about animals that like it where they live.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{49}{49} = 1$: 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"/> Searching <input type="checkbox"/> 1 to 1 matching <input type="checkbox"/> Checking <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: Name five animals that like living on the land. Where else might an elephant like to live? What is <i>hippo</i> short for?			
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 like it here,"</p> <p>said the lion.</p> <p>"I like it here,"</p> <p>said the giraffe.</p> <p>"I like it here,"</p> <p>said the elephant.</p> <p>"I like it here,"</p> <p>said the kangaroo.</p> <p>"I like it here,"</p> <p>said the hippo.</p> <p>"I like it here,"</p> <p>said the zebra.</p> <p>"I like it here,"</p> <p>said the camel.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Mum and Dad Go to the Pet Shop	Level: 3	Word Count: 61	
Introduction: This story is about Mum and Dad. They cannot decide which dog they want to keep.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{61}{61} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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: Which dog did Mum like? Why did Mum and Dad take two dogs home? What do you do to change <i>dog</i> into <i>dogs</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
Mum and Dad				
went to the pet shop.				
“Here are the dogs,”				
said Dad.				
“Look at this dog,”				
said Mum.				
“I like this dog.”				
“No,” said Dad.				
“I like this dog.”				
“No,” said Mum.				
“I like this dog.				
And this dog likes me.”				
“We can have this dog				
and that dog,” said Dad.				
Mum and Dad				
and the dogs				
went home.				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: What Can You See?	Level: 3	Word Count: 62	
Introduction: This text is about transport. It asks the reader to say what is in the photos.			
Decoding Check: Error Rate: $\frac{RW}{E} \quad \frac{62}{\quad} = 1:$ 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 can you see on the truck? Which things carry people? Name two vehicles that start with the same letter.			
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}
This is a car.				
What can you see?				
This is a truck.				
What can you see?				
Look at this train.				
What can you see?				
Look at this bus.				
What can you see?				
This is a bike.				
Look at it.				
What can you see?				
This is a rocket.				
Look at it.				
What can you see?				
Look at this man.				
What can you see?				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: What Is It Made Of?	Level: 4	Word Count: 76	
Introduction: This text tells what some things are made of.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{76}{76} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 the big flower made out of? What else can you make a house out of? What is another word for <i>little</i> ?			
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
This is a little flower.				
What is it made of?				
The little flower				
is made out of shells.				
This is a big flower.				
It is made out of				
little stones.				
What is this little hat				
made of?				
It is made out of flowers.				
What is this big elephant				
made of?				
It is made out of rice.				
This is a big house.				
What is it made of?				
This is a little house.				
What is it made of?				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Jack and Jill Come to Stay	Level: 4	Word Count: 67	
Introduction: This is a story about Jack and Jill. They bring a surprise guest when they visit Gran and Pop.			
Decoding Check: Error Rate: $\frac{RW}{E} \frac{67}{\quad} = 1:$ 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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: Who was the surprise guest? Why didn't Gran and Pop see Dad? How do you make <i>look</i> into <i>looked</i> ?			
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>Gran and Pop</p> <p>looked for the bus.</p> <p>“Here comes the bus,”</p> <p>said Gran.</p> <p>“Look for Jack and Jill.”</p> <p>Pop and Gran</p> <p>looked for Jack and Jill</p> <p>on the bus.</p> <p>“Here is Jack,” said Gran.</p> <p>“I can see Jill,” said Pop.</p> <p>“Come here, Jill,”</p> <p>said Gran.</p> <p>“Here I am, Gran,”</p> <p>said Jack.</p> <p>“Here I am, Pop.”</p> <p>“I am here, too,”</p> <p>said Dad.</p> <p>“I was on the bus, too.”</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: The Clown	Level: 5	Word Count: 68	
Introduction: This story is about Jake the clown. He forgets an important part of his costume.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{68}{68} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Jake forget? What do clowns do? Tell me two words that rhyme with <i>face</i> .			
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
Jake was a clown.				
He had a white face.				
He had a big red nose.				
He went and got				
his green clown hat.				
He went and got				
his yellow clown pants.				
“Look at me,”				
he said to Kate.				
“I am a clown.”				
“You are not a clown,”				
said Kate.				
“You have no shoes.”				
So Jake went and got				
his clown shoes.				
“I am a clown now,”				
he said.				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Bush Fire	Level: 5	Word Count: 73	
Introduction: This text is about a bush fire that is out of control. The story tells what the firefighters did.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{73}{73} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 the fire start? How did it spread? How would the people feel when they saw their homes being burnt? Tell me another word that starts with <i>bl</i> like <i>blew</i> , or <i>fl</i> like <i>flames</i> .			
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
One day, a man lit a fire.				
The wind blew the fire.				
It made big flames.				
It made smoke.				
The wind blew the flames				
and the smoke.				
It blew the flames				
into the trees.				
The bush was on fire.				
Some firefighters				
went to put out the fire.				
They got hoses.				
Some firefighters				
got into planes.				
They tipped water				
on the fire.				
The wind blew the fire				
onto homes.				
The homes got burnt, too.				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:		
Title: Snake's Wedding Cake	Level: 6	Word Count: 81		
Introduction: This story is about Snake and Kate. Kate likes wedding cake.				
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{81}{81} = 1$: 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 style="width: 20px; height: 100px;">E</td> <td style="width: 20px; height: 100px;">SC</td> </tr> </table>	E	SC
E	SC			
Strategy Use: Directionality <input type="checkbox"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Snake going to do after the wedding? Did Snake get any wedding cake? Why or why not? Tell me two words that rhyme with <i>bride</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
Snake was going to get married. He had a bride. His bride was Kate. Kate was a snake, too. “I like big wedding cakes,” said Snake. “After the wedding, I am going to eat the cake.” “I am going to eat the wedding cake,” said Kate. So Kate got a plate. She went up to the cake. She put the cake on her plate. She had a big bite of cake. She ate up all the cake in one big bite!				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Riddles	Level: 6	Word Count: 80	
Introduction: This text has a lot of questions for you to answer.			
Decoding Check: Error Rate: $\frac{RW}{E} \frac{80}{\quad} = 1:$ 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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: The text asks if three things can go up and down. What are they? What goes faster, a car or a horse? What is another word for <i>big</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
What comes after one?				
Is it two?				
What comes after six?				
Is it five?				
Is it nine?				
Is it ten?				
What can go up and down?				
Is it a plane?				
Is it a rocket?				
Is it an umbrella?				
What can go fast?				
Can a car go fast?				
Can a horse go fast?				
What is big?				
Is an elephant big?				
Is an ant big?				
Are you big?				
What is little?				
Is a fly little?				
Is a hippo little?				
Are you little?				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:		
Title: A Day at the Beach	Level: 7	Word Count: 93		
Introduction: This is a story about June and Luke and what happened at the beach.				
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{93}{93} = 1$: 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: Directionality <input type="checkbox"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Luke do at the beach? What did June do at the beach? What would have happened if the wave had been a little wave? What two words make up the word <i>sandcastle</i> ?				
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>One day, June said to Luke, "I'm going to take you out. We are going to the beach." June got her hat. Luke got his hat. June got a bucket. Luke got a spade. They went to the beach. Luke made a circle in the sand. June made a sandcastle. She made the sandcastle in Luke's circle. "Look out!" said Luke. "Here comes a big wave." The big wave came. It came up the sand. It came up the sand fast. It hit the sandcastle. "No castle!" said June. "No circle!" said Luke.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: What Can You Find in a Pond?	Level: 7	Word Count: 119	
Introduction: This text is about animals that do and do not live in ponds.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{119}{119} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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: Which animals live in ponds? Why don't kangaroos live in ponds? Tell me another word that starts with <i>g</i> like <i>giraffe</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>Can you find fish in a pond?</p> <p>Yes, you can.</p> <p>Goldfish live in this pond.</p> <p>Can you find a giraffe in a pond?</p> <p>No, you cannot.</p> <p>Giraffes do not live in ponds.</p> <p>They live on the land.</p> <p>Can you find a frog in a pond?</p> <p>Yes, you can.</p> <p>Frogs live in ponds.</p> <p>Frogs jump in and out of ponds.</p> <p>Can you find a kangaroo in a pond?</p> <p>No, you cannot.</p> <p>Kangaroos live on the land.</p> <p>They do not live in ponds.</p> <p>Can you find a bird in a pond?</p> <p>Yes, you can.</p> <p>These two birds are ducks.</p> <p>They live in this pond.</p> <p>Can you find plants in a pond?</p> <p>Yes, you can.</p> <p>A lot of plants live in ponds.</p>				
TOTAL				

Record of Reading Behaviour

	E	SC	E msv	SC msv
Where will you go if you want to see a big bridge? Will you go to Sydney? Is there a big bridge in Sydney? Is there a big bridge where you live? Where will you go if you want to see a long river? Will you go to Melbourne? Is there a long river in Melbourne? Where will you go if you want to play in a park? Is there a park where you live? Where will you go to see wild animals? Will you go to a zoo? Is there a zoo where you live? Where will you go if you want to see a space rocket?				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Tessa Turtle's TV	Level: 8	Word Count: 108	
Introduction: In this story, Tessa Turtle's TV goes <i>BANG!</i> She tries to find out why.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{108}{108} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Tessa's TV go <i>BANG</i> ? Who was responsible? Why isn't it a good idea to play around TVs? What other word could the author have used instead of <i>BANG</i> ?			
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>Tessa Turtle switched on her TV.</p> <p>It went BANG!</p> <p>“Did you play with my TV?”</p> <p>Tessa Turtle said to Tommy.</p> <p>“No,” said Tommy.</p> <p>“I didn’t play with your TV.”</p> <p>“Did you play with my TV?”</p> <p>Tessa Turtle said to Trent.</p> <p>“No,” said Trent.</p> <p>“I was playing with my blocks.”</p> <p>Tessa Turtle got a man to come and fix her TV.</p> <p>The man looked at the back of Tessa’s TV.</p> <p>“Look at this,” he said to Tessa.</p> <p>“This is why your TV went BANG!</p> <p>A wire is loose.”</p> <p>“You played with the back of the TV, didn’t you?”</p> <p>Tessa Turtle said to Trent.</p> <p>“You made the TV go BANG!”</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Charlie Helps Save Dad	Level: 9	Word Count: 115	
Introduction: This story tells how Charlie the dog helps out when Dad has an accident.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{115}{115} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Charlie help Dad? What other things could Mum have done? Tell me other words that have <i>ch</i> in them like <i>Charlie</i> and <i>scratched</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>One day, Dad, Mum, and Charlie went for a walk in the forest.</p> <p>Dad tripped and fell down a bank.</p> <p>He scratched his leg.</p> <p>He scratched his face.</p> <p>He scratched his hands.</p> <p>“Oh no!” said Mum.</p> <p>“I am strong, but I cannot pull you up. I will run and get help.”</p> <p>Mum ran to get help.</p> <p>Charlie stayed with Dad.</p> <p>He tried to help Dad.</p> <p>He scratched the dirt.</p> <p>He barked and barked.</p> <p>A man came.</p> <p>“I am strong,” he said.</p> <p>“I can help you. I will have you out before Mum gets back.”</p> <p>“Thank you, Charlie,” said Dad.</p> <p>“You and the man helped me. You called the man and the man got me out.”</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: The Biggest Tower	Level: 9	Word Count: 110	
Introduction: Jo and Shelly are building towers. Jo tries to make a bigger tower than Shelly can.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{110}{110} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 many blocks did Jo use to make her tower? Why did Jo want to make a bigger tower than Shelly's? What letters do you add to <i>big</i> to make <i>bigger</i> and <i>biggest</i> ?			
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>“Who can make a big tower?”</p> <p>the teacher said to the children,</p> <p>one day.</p> <p>“I can,” said Jo.</p> <p>“I can make the biggest tower.</p> <p>My tower will be bigger</p> <p>than Shelly’s tower.”</p> <p>Jo got four big blocks.</p> <p>She made a tower with the blocks.</p> <p>She got three more blocks.</p> <p>She made a bigger tower.</p> <p>She got one more block.</p> <p>She made a bigger tower.</p> <p>And her tower fell over.</p> <p>CRASH!</p> <p>“I will help you, Shelly,”</p> <p>said the teacher.</p> <p>“Here are three blocks for you.</p> <p>Now put these four blocks</p> <p>on top of your three blocks.”</p> <p>Shelly made a tower.</p> <p>Her tower did not fall over.</p> <p>Shelly made the biggest tower.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: What Are They?	Level: 10	Word Count: 106	
Introduction: This text is about animals and insects. You have to use the pictures to guess what they are.			
Decoding Check: Error Rate: $\frac{RW}{E} = 1$ $\frac{106}{106} = 1$ 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 the black and yellow insects do? Which animals and insects have stripes? What is the opposite of <i>up</i> ? What is the opposite of <i>in</i> ?			
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>Look at these animals.</p> <p>One is big. Two are little.</p> <p>What are they?</p> <p>Look at these little brown insects.</p> <p>They are running.</p> <p>They run up and down.</p> <p>They run in and out.</p> <p>What are they?</p> <p>Look at these</p> <p>black and yellow insects.</p> <p>They buzz.</p> <p>They fly in and out.</p> <p>What are they?</p> <p>Look at these animals.</p> <p>Look at their stripes.</p> <p>The stripes are black and white.</p> <p>These animals can run fast.</p> <p>What are they?</p> <p>Look at these animals.</p> <p>They are black and white, too.</p> <p>They swim.</p> <p>What are they?</p> <p>What are these animals?</p> <p>Do they run?</p> <p>Do they buzz?</p> <p>Do they have stripes?</p> <p>Do they swim?</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: The House-Cake	Level: 10	Word Count: 112	
Introduction: Mary-Kate and Cindy-Anne make a cake. It is as big as a house.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{112}{112} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Cindy-Anne and Mary-Kate cook the cake in? What do you think the girls used for ingredients for the house-cake? What is the past tense of <i>make</i> ?			
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>“Let’s make a cake,” said Cindy-Anne.</p> <p>“Let’s make a cake as big as a house.”</p> <p>So Cindy-Anne and Mary-Kate made a cake as big as a house.</p> <p>And they baked their cake in a house-sized oven.</p> <p>“Let’s make a roof to go on our house-cake,” said Cindy-Anne.</p> <p>So they made a roof to go on their cake.</p> <p>When they had made the roof, Cindy-Anne said,</p> <p>“Let’s make some windows to go on our house-cake.”</p> <p>So they made some windows, and they made some doors, too.</p> <p>“When are we going to eat the house-cake?” said Mary-Kate.</p> <p>“We are going to eat it now,” said Cindy-Anne.</p> <p>So Mary-Kate and Cindy-Anne ate up the house-cake.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Kay's Shells	Level: 11	Word Count: 132	
Introduction: This story is about Kay, who likes to collect all kinds of different shells.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{132}{132} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 they go to the beach? Why would Kay take the shells home? What would she do with them? Which three colours describe the shells?			
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>Kay had a pink shell.</p> <p>“I love this little pink shell,” she said.</p> <p>“I’ll take you to the beach,” said Dad.</p> <p>“You can find some new shells at the beach.”</p> <p>So Dad and Kay went to the beach in the car.</p> <p>Kay saw a lot of new shells at the beach.</p> <p>She saw little shells and big shells.</p> <p>She saw pink ones, and brown ones, and white ones.</p> <p>“I love all of these shells,” Kay said.</p> <p>“Can I put some of them in a jar and take them home?”</p> <p>“Yes,” said Dad.</p> <p>So Kay put a lot of little shells in her jar.</p> <p>She put in little pink ones, and little brown ones, and little white ones.</p> <p>Dad looked at Kay’s shell jar.</p> <p>“I can see how you love shells,” he said.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: When It Rains	Level: 11	Word Count: 133	
Introduction: This text tells us what happens to the Earth when it rains.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{133}{133} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 could happen to the hillside when it rains and rains? Why would you still need your boots when the rain stops? What words rhyme with <i>flow</i> ?			
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>When it rains and rains, you can get wet.</p> <p>How can you stay dry? You can get your raincoat. You can get your rain hat. You can get your boots. Your boots will keep your feet dry.</p> <p>When it rains and rains, the river gets higher.</p> <p>Then the river may flow over its banks. The river may flow onto the road.</p> <p>When it rains and rains, the mud may slide from the hillside. The mud may slide onto the road.</p> <p>When the rain stops, the river goes down. It will not flow on the road. But the mud will still be on the road.</p> <p>When the rain stops, you can go out to play. You will not need your coat. You will not need your hat. But you will still need your boots.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: The New Bedrooms	Level: 12	Word Count: 121	
Introduction: This is a story about Cathy and Cody and how they both want the same bedroom in the new house.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{121}{121} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 it take so many days for them to get to their new house? What would Mum have done if the other bedroom did not have a tree outside? Tell me another word that ends in a silent <i>b</i> , like <i>climb</i> .			
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>On Sunday,</p> <p>Cody and Cathy and their Mum got into the car.</p> <p>They set out for their new house.</p> <p>The new house was far away.</p> <p>It took them many days to get to their new house.</p> <p>“Can I sleep in this bedroom?” Cody said.</p> <p>“This bedroom has a big tree outside the window.</p> <p>I can climb that tree.”</p> <p>“I want this bedroom,” said Cathy.</p> <p>“I like climbing trees, too.”</p> <p>“No,” said Cody.</p> <p>“Girls don’t climb trees!”</p> <p>“Yes, they do,” said Mum.</p> <p>“Many girls climb trees.</p> <p>Cathy can have this bedroom.</p> <p>But there is a bedroom with a tree for you too, Cody.”</p> <p>So Cody and Cathy both got new bedrooms in the new house.</p> <p>And both the bedrooms had trees outside.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Jean Reed	Level: 12	Word Count: 115	
Introduction: This text is about Jean Reed and all the things she does during the week.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{115}{115} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 the little seeds grow into? What will Jean Reed give the seeds after she has planted them? Which two words in this story rhyme with Reed? Can you name some others?			
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>What do you do on Monday?</p> <p>Do you weed the garden?</p> <p>Jean Reed does.</p> <p>What do you do on Tuesday?</p> <p>Do you mow the grass on Tuesday?</p> <p>Jean Reed does.</p> <p>She mows very fast.</p> <p>Jean Reed picks red flowers on Wednesday.</p> <p>What do you do on Wednesday?</p> <p>Do you pick red flowers like Jean Reed?</p> <p>What do you do on Thursday?</p> <p>Jean Reed plants some little seeds.</p> <p>The little black seeds will grow into big yellow flowers.</p> <p>On Friday,</p> <p>Jean Reed goes out in a car.</p> <p>What do you do on Friday?</p> <p>Do you go out in the car, too?</p> <p>Today is Saturday.</p> <p>Jean Reed goes to the zoo.</p> <p>What do you do on Saturday?</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Pigs	Level: 13	Word Count: 116	
Introduction: This text is about different types of pigs and what they look like.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{116}{116} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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: Where do pigs live? What is a father pig called? Finish this pattern: <i>big, bigger, big</i> _ _ _ _			
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
What do you know about pigs?				
Where could you go to see a pig?				
How could you find out about pigs?				
You could go to a farm.				
Pigs are farm animals.				
They are not as big as cows.				
But they are bigger than ducks.				
Pigs have two little eyes.				
Pigs have two little ears.				
They have a mouth and a snout.				
They have a little tail.				
Pigs can be brown.				
Pigs can be black.				
They can be white				
and they can be pink.				
A mother pig is called a sow.				
Baby pigs are called piglets.				
Sows have many piglets.				
They can have ten piglets at a time.				
Pigs eat many things.				
What is this pig eating?				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: My Stepfather, Blue	Level: 13	Word Count: 124	
Introduction: This story is about how a little girl's stepfather cheers her up when she is feeling sad.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{124}{124} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 went away when the little girl smiled? What else might Blue do to make her happy? What is the rule used to change <i>smile</i> to <i>smiling</i> ? Can you think of another example?			
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>When I was little, I got hit by a car. I hurt my back. Now, I'm in a wheelchair. But, you know, I'm not sad. I've got Blue. Blue is my stepfather. Blue is the best stepfather of all. He is fun. He does a lot of fun things to make me smile. One day, I was sad. I had a big frown on my face. But then Blue got the mop. He danced with the mop. He looked like a clown. Then he tickled me with the top of the mop. First, I smiled and my frown was gone. And then Blue was smiling, too. Then he tickled me again. That's Blue. And you know what? He's the very best stepfather of all.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Mother and Father Animals	Level: 14	Word Count: 119	
Introduction: This text looks at how different mothers and fathers look after their young.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{119}{119} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 do lion mothers keep their children clean? Why would elephant mothers keep their children close to the herd? Tell me the two nouns that have <i>their</i> before them. Why the word <i>their</i> and not <i>there</i> ?			
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>Many father and mother animals look after their children like people do.</p> <p>They wash them. They groom them.</p> <p>They play with them.</p> <p>They get food for them.</p> <p>They keep them safe.</p> <p>Lion mothers look after their children.</p> <p>They lick them to keep them clean.</p> <p>They play with them.</p> <p>They hunt food for them.</p> <p>They teach them how to hunt.</p> <p>Elephant mothers look after their children.</p> <p>They wash them.</p> <p>They keep them safe.</p> <p>They keep them close to the herd.</p> <p>Monkey mothers and fathers look after their children.</p> <p>They groom them.</p> <p>They let their children ride on their backs.</p> <p>Mother and father birds look after their children.</p> <p>They go and get food for them.</p> <p>They teach them how to fly.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: I Need a Friend	Level: 14	Word Count: 125	
Introduction: Carol's granny decides to go with Carol and have some fun.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{125}{125} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Carol learn from Granny? Why is Granny so happy when she is with Carol? What is the opposite of <i>old</i> ? What is the opposite of <i>down</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>“I need a friend just like you,”</p> <p>Granny said to Carol, one day.</p> <p>“You have a lot of friends, Granny,”</p> <p>Carol said.</p> <p>“They come to see you all the time.</p> <p>Why do you need a friend just like me?”</p> <p>“They are old,” said Granny.</p> <p>“I need a friend who can ride a bike.</p> <p>I need a friend who can skate.”</p> <p>“That’s me,” said Carol.</p> <p>One day, Granny said to Carol,</p> <p>“I need a friend</p> <p>who can ski down a mountain.”</p> <p>“I can’t ski,” said Carol.</p> <p>“Yes, you can,” said Granny.</p> <p>“Just you wait and see.”</p> <p>So Granny took Carol</p> <p>to the mountains.</p> <p>And they skied all the way down.</p> <p>“I can ski!” Carol said to Granny.</p> <p>“That’s why I need a friend just like you!”</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: The Dangerous Pet	Level: 15	Word Count: 124	
Introduction: In this story, a man tries to keep his pet tiger a secret.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{124}{124} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 put the tiger to sleep? Why did the man say his small dog had bitten him? What is another word for <i>mauled</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
A man kept a tiger for a pet.				
He kept it in his home.				
Each day, he fed it raw meat.				
One day, the tiger turned on him.				
It mauled the man's arm.				
The man went to the doctor.				
He said his small dog had bitten him.				
The doctor said the bite was too big				
for a small dog.				
The doctor called the police.				
The police went to the man's home.				
They could hear the tiger roaring inside.				
They shot the tiger with a dart to put it to sleep.				
When the tiger was asleep,				
the police put a net over its head.				
Then they took the tiger away.				
Which pet do you think would be best,				
a small cat or a big tiger?				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Paula's Baby	Level: 15	Word Count: 124	
Introduction: This story is about Paula, who treats her cat, Roy, as if he were a human baby.			
Decoding Check: Error Rate: $\frac{RW}{E} \frac{124}{E} = 1:$ 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: Directionality <input type="checkbox"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 Paula like her cat, Roy, to be when she played with him? Why do you think Roy would join in the game on some days but not other days? Why is an apostrophe used in the title <i>Paula's Baby</i> ?			
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>Paula liked to play with her cat, Roy.</p> <p>She liked to tuck him up under a little rug.</p> <p>“You can be my baby if you are a good cat,”</p> <p>Paula would say.</p> <p>Some days, Roy would join in the game.</p> <p>But on some days,</p> <p>Roy did not want to be Paula’s baby.</p> <p>Then, Paula would say,</p> <p>“Now be a good boy, Roy.</p> <p>Put your paws under the rug like a good baby.”</p> <p>But if Roy could find a way</p> <p>to keep some of his paws out, he did.</p> <p>When Roy did that, Paula would turn him over</p> <p>onto his back and hold his front paws down.</p> <p>But Roy still wriggled and wriggled</p> <p>until he got his back paws and his tail out again.</p>				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: Giraffes	Level: 16	Word Count: 113	
Introduction: This text looks at the life of giraffes - what they drink and eat, and how they sleep.			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{113}{113} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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: Which is the tallest of the animals? Why do giraffes need to run very fast? Which word has a silent <i>k</i> ? Do you know more words that do?			
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
Have you ever seen a giraffe?				
If you have, you will know how tall they are.				
Did you know that they are the tallest				
of all the animals?				
Did you know that they can sleep standing up?				
Giraffes eat plants and leaves and twigs.				
They drink water.				
Did you know that giraffes can go for weeks				
without drinking?				
Giraffes have good eyes and ears.				
They can see and hear well.				
But people do not hear giraffes.				
Giraffes do not make many sounds.				
Giraffes can run very fast.				
They can go as fast as a car.				
They run away from lions.				
But sometimes, lions catch baby giraffes.				
Then, the lions kill and eat them.				
TOTAL				

Record of Reading Behaviour



Name:	Age:	Date:	
Title: My Birthday	Level: 16	Word Count: 121	
Introduction: This story is about a little girl who doesn't get what she wants for her birthday. Or does she?			
Decoding Check: Error Rate: $\frac{RW}{E} = \frac{121}{121} = 1$: 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"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <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 she have a big frown on her face? What do you think Mum's present is? Find the two adjectives describing <i>plane/planes</i> .			
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
Let me tell you about my birthday.				
My big brother, Sam, gave me a fishing net.				
“When Mum took us fishing,				
you said you wanted a fishing net,” Sam said.				
But I do not like fishing.				
So Sam played with the net.				
My little brother, Tom, gave me a jet plane.				
“When Mum took us to the airport,				
you said you liked jet planes,” Tom said.				
But I like real planes, not toy ones.				
So I think Tom will play with the plane.				
By now, I had a big frown on my face.				
“Why are you frowning?” said Mum.				
“You can’t frown on your birthday.”				
And then Mum gave me the best present of all.				
What do you think it was?				
TOTAL				

High-Frequency Word Checklist

Name _____

Date _____

Level	Words	pre	post
1	am get has he I in is on the to we no	<input type="checkbox"/>	<input type="checkbox"/>
2	and at by can go here it like my said she you a this	<input type="checkbox"/>	<input type="checkbox"/>
3	are for have look not that these they up went come	<input type="checkbox"/>	<input type="checkbox"/>
4	big little made out see	<input type="checkbox"/>	<input type="checkbox"/>
5	got his some too so	<input type="checkbox"/>	<input type="checkbox"/>
6	after down going	<input type="checkbox"/>	<input type="checkbox"/>
7	came day her him saw take two yes	<input type="checkbox"/>	<input type="checkbox"/>
8	did there want was where will with your	<input type="checkbox"/>	<input type="checkbox"/>
9	before make now one over put three who	<input type="checkbox"/>	<input type="checkbox"/>
10	as black had their what when	<input type="checkbox"/>	<input type="checkbox"/>
11	but from how love new of then	<input type="checkbox"/>	<input type="checkbox"/>
12	away do live many red today very	<input type="checkbox"/>	<input type="checkbox"/>
13	all could find first know why	<input type="checkbox"/>	<input type="checkbox"/>
14	children father just me mother need people help boy	<input type="checkbox"/>	<input type="checkbox"/>
15	again each if small which would	<input type="checkbox"/>	<input type="checkbox"/>
16	about ever sometimes them took us	<input type="checkbox"/>	<input type="checkbox"/>

am	get	has	he	I
in	is	on	the	to
we	no	and	at	by
can	go	here	it	like
my	said	she	you	a
this	are	for	have	look
not	that	these	they	up
went	come	big	little	made
out	see	got	his	some
too	so	after	down	going
came	day	her	him	saw
take	two	yes		

did	there	want	was	where
will	with	your	before	make
now	one	over	put	three
who	as	black	had	their
what	when	but	from	how
love	new	of	then	away
do	live	many	red	today
very	all	could	find	first
know	why	children	father	just
me	mother	need	people	help
boy	again	each	if	small
which	would	about	ever	sometimes
them	took	us		

Levels 1-16

