



# BENCHMARK

## Records of Reading Behaviour

Levels 17–23





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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 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 programme 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 to support the text. Each card contains only one picture/photograph, 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.
- standardise 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. The word count is upto 150 across the seven 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 book 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




<b>Name:</b>	<b>Age:</b>	<b>Date:</b>	
<b>Title:</b>	<b>Level:</b>	<b>Word Count:</b>	
<b>Introduction:</b>			
<b>Decoding Check:</b>	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) Word similarity: Letter cluster: Initial letter:	<b>E</b>	<b>SC</b>
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>		
<b>Questions:</b>			
<b>Comprehension:</b> comprehensive understanding ..... general understanding .....needs help			
<b>Reading Level:</b> 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
<b>TOTAL</b>				



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 <sup>^</sup> little tyres
Omission	put a line over the word omitted	✓ ✓ ✓ - ✓ you can see little tyres
Repeats a word	write R after the word repeated	✓ ✓ ✓ ✓ <i>R</i> ✓ you can see little tyres
Repeats a number of words	write R and signify the phrase by an arrow over the words repeated	 ✓ ✓ ✓ ✓ <i>R</i> ✓ you can see little tyres
Self-correct	write SC after the miscue	✓ ✓ ✓ <i>some /sc</i> ✓ 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	✓ ✓ ✓ ✓ <i>A</i> you can see little tyres
Teacher tells	write T above the word that you supplied	✓ ✓ ✓ ✓ <i>T</i> 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

<b>Cue Use:</b>
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 Take the number of words that the child has read and divide this by the total number of errors made. 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

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

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

## Checking on Strategies

<b>Strategy Use:</b>			
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 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 17–23 (Fluent) Strategies and Behaviours

STRATEGY	BEHAVIOUR
Monitoring	Children start using both large and small chunks of meaning, language structure, and visual information in an integrated way to foster ongoing monitoring of reading comprehension to cope with less predictable 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 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 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 Help

The child answers the explicit question only.

# Assigning a Reading Level

<b>Reading Level:</b>	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 programmes.

## 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: <i>K</i>	Age: <i>7.2</i>	Date: <i>Oct 22</i>								
Title: <b>Carol's Carrots</b>	Level: <b>20</b>	Word Count: <b>135</b>								
<b>Introduction:</b> This story tells how Gran got Carol to eat her carrots.										
<b>Decoding Check:</b> Error Rate: $\frac{RW}{E} = \frac{135}{3} = 1:45$ Accuracy (%): <i>98%</i> Self-correction Rate: $\frac{(E+SC)}{SC} = 1:2$	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<table border="1"> <thead> <tr> <th>E</th> <th>SC</th> </tr> </thead> <tbody> <tr> <td>✓</td> <td></td> </tr> <tr> <td>✓</td> <td>✓</td> </tr> <tr> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	E	SC	✓		✓	✓	✓	✓
E	SC									
✓										
✓	✓									
✓	✓									
<b>Strategy Use:</b> Directionality <input type="checkbox"/> Searching <input type="checkbox"/> 1-to-1 matching <input type="checkbox"/> Checking <input checked="" type="checkbox"/> Monitoring <input checked="" type="checkbox"/> Self-correcting <input checked="" type="checkbox"/>	<b>Fluency:</b> Fluent reading <input checked="" type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>									
<b>Questions:</b> What did Gran say would stop Carol from being a great swimmer? <i>Not eating carrots</i> What did Carol do with the carrots before she ate them? <i>Lined them up</i> What word is <i>champ</i> short for? <i>Champion</i>										
<b>Comprehension:</b> comprehensive understanding <input checked="" type="checkbox"/> ..... general understanding ..... needs help										
<b>Reading Level:</b> Accuracy, cues, strategies, and comprehension Easy <input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Difficult <input type="checkbox"/>										

# Record of Reading Behaviour

	E	SC	E msv	SC msv
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Carol wanted to be a great swimmer.</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>champion</i> ✓ ✓ ✓ ✓ ✓ "I'm going to be a swim champ when I grow up,"</p>	/		(MSV)	
<p>✓ ✓ ✓ ✓ <i>grandma</i> ✓ ✓ ✓ she said to her Gran at dinnertime.</p>	/		(MSV)	
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ "Maybe you will and maybe you won't,</p>				
<p>✓ <i>said/sc</i> ✓ ✓ <i>grandma/sc</i> Carol, my dear," said Gran.</p>		2	(MSV) (MSV)	
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ "But one thing is sure.</p>			(MSV) (MSV)	
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ You won't be a great swimmer</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ if you don't eat up all your carrots."</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ "But I don't like carrots," cried Carol.</p>				
<p>✓ ✓ ✓ ✓ "I hate them!"</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>then</i> "Well, you'll never be strong enough</p>		/	(MSV) (MSV)	
<p><i>rsc</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ to be a swim champ then," said Gran.</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ "Carrots are very good for you."</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Carol looked at her plate.</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ There were mostly carrots left on it.</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ She put the carrots in a line</p>				
<p>✓ ✓ <i>lining</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ like swimmers line up at the start of a race.</p>	/		(MSV)	
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Then she said, "Take your mark, get set, GO!"</p>				
<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>carrots</i> ✓ <i>rsc</i> ✓ ✓ ✓ ✓ And she ate up all her carrot swimmers one by one.</p>		/	(MSV) (MSV)	
<b>TOTAL</b>	3	4		

# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>		
<b>Title: Workers and Their Tools</b>	<b>Level: 17</b>	<b>Word Count: 141</b>		
<b>Introduction:</b> Find out which tools workers such as butchers and builders use.				
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{141}{141} = 1$ :  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$ :	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<table border="1"> <tr> <td><b>E</b></td> <td><b>SC</b></td> </tr> </table>	<b>E</b>	<b>SC</b>
<b>E</b>	<b>SC</b>			
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>			
<b>Questions:</b> Which tools does a butcher use? Which tools with motors does a builder use? To make the word <i>knife</i> plural, which letters do you change and add?				
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help				
<b>Reading Level:</b> 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 workers use tools to help them do their jobs.</p> <p>Builders use tools such as hammers and nails to help them build houses.</p> <p>They also use tools with motors, such as nail guns and electric saws.</p> <p>Which tool do you think would work best for a builder if he wanted to cut wood?</p> <p>Butchers use tools such as knives and saws to help them cut meat.</p> <p>Which tool do you think a butcher should use to cut through bones?</p> <p>Firefighters use tools such as ladders and hoses to help them fight fires.</p> <p>Which tool should a firefighter use to get to the top of a building?</p> <p>You are a worker, too.</p> <p>Which tools do you use to help you with your school work?</p> <p>Do you use a pencil sharpener and a ruler?</p> <p>Which tool is the best for drawing straight lines?</p>				
<b>TOTAL</b>				

# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>	
<b>Title: Serenade</b>	<b>Level: 17</b>	<b>Word Count: 140</b>	
<b>Introduction:</b> Josie likes to ride her little brown pony after school.			
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{140}{140} = 1$ :  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$ :	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<b>E</b>	<b>SC</b>
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>		
<b>Questions:</b> Why did Josie fall off Serenade? Why did Josie keep on running when she was cold and wet? What is the opposite of <i>cold and wet</i> ?			
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help			
<b>Reading Level:</b> 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>Josie had a little brown pony called Serenade.</p> <p>Every day after school, Josie rode Serenade in the fields at the back of her house.</p> <p>Serenade could canter very fast.</p> <p>She could also jump over the jumps that Josie had made.</p> <p>One day, as Josie was riding through some trees, something scared Serenade and she reared up.</p> <p>Josie fell off. Serenade cantered away.</p> <p>Josie was not hurt, so she got up and ran after Serenade.</p> <p>“Come back!” she called, but Serenade kept on going.</p> <p>It started to rain, and soon Josie was cold and wet.</p> <p>But she kept on running because she was scared that Serenade would jump the fence and go onto the road.</p> <p>“Come back!” she called again.</p> <p>This time Serenade stopped.</p> <p>She was not scared anymore.</p> <p>So Josie ran up to her and climbed onto her back again.</p>				
<b>TOTAL</b>				



# Record of Reading Behaviour

	E	SC	E msv	SC msv
<p>Some places on Earth</p> <p>can have a long period of very dry weather.</p> <p>This is called a drought.</p> <p>Some places that used to be wet</p> <p>in the winter or summer</p> <p>are now dry all year round.</p> <p>Fields that were once green are now yellow.</p> <p>In some places, most of the grass has dried up and died.</p> <p>Because there is no rain, animals die, too.</p> <p>There is no grass for them to eat.</p> <p>There is no water for them to drink.</p> <p>Now, there is only dried mud or dust.</p> <p>In a windstorm, the wind blows the dust around.</p> <p>The dust can travel a long way.</p> <p>It can get blown into people's houses.</p> <p>Sometimes, there are clouds in the sky</p> <p>when there is a drought.</p> <p>But they are not rain clouds.</p> <p>They do not bring the rain that is needed</p> <p>to end the drought.</p>				
<b>TOTAL</b>				



# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>		
<b>Title: Benji Leaves the Hive</b>	<b>Level: 18</b>	<b>Word Count: 141</b>		
<b>Introduction:</b> The father of Benji, the blind bee, showed him how to fly around the hive.				
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{141}{141} = 1:$  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$	<b>Cue Use:</b> 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: 50px; height: 100px; vertical-align: top;">E</td> <td style="width: 50px; height: 100px; vertical-align: top;">SC</td> </tr> </table>	E	SC
E	SC			
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>			
<b>Questions:</b> How will Benji know where the hive is? Why does he need to fly low? What two words is the contraction <i>you'll</i> short for?				
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help				
<b>Reading Level:</b> 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
Benji was a blind bee.				
But even though he was blind,				
Benji wanted to do all the things that other bees did.				
“Please can I go outside the hive?”				
Benji asked his mother and father, one day.				
“Yes,” they both said.				
“The more you leave the hive,				
the better it will be,” said his father.				
“But first I’ll have to show you				
how to get back to the hive again.”				
So, Benji went out with his father.				
“First, fly around the hive,” said Benji’s father.				
“You’ll hear the other bees				
and you’ll know where the hive is.”				
So, Benji flew around the hive.				
“Now, fly across the grass,” said Benji’s father.				
“Keep low so you can feel the grass with your legs.”				
So, Benji flew low.				
And then he turned around				
and flew back to the hive again all by himself.				
<b>TOTAL</b>				



# Record of Reading Behaviour

	E	SC	E msv	SC msv
<p>Star jumps are a good thing to do if you want to get fit.</p> <p>This is what you do.</p> <p>Find a place with plenty of room.</p> <p>Get ready by standing with your feet together.</p> <p>Place your arms at your sides.</p> <p>Jump your feet out to either side.</p> <p>As you jump your feet out, swing your arms out and up, so they are as high as your shoulders.</p> <p>Jump your feet together again, and slap your hands on your thighs.</p> <p>Do this six times.</p> <p>Do more star jumps each day until you can do 50 without puffing.</p> <p>Now, do these harder star jumps.</p> <p>When you jump your feet out, swing your arms up over your head and clap your hands together.</p> <p>Do this until you can do 50 star jumps without puffing.</p> <p>Then you will be fit.</p>				
<b>TOTAL</b>				

# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>	
<b>Title: Frankie's Movie Career</b>	<b>Level: 19</b>	<b>Word Count: 148</b>	
<b>Introduction:</b> Frankie became a movie star even though he couldn't act or sing.			
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{148}{148} = 1$ :  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$ :	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<b>E</b>	<b>SC</b>
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>		
<b>Questions:</b> How many times did Frankie try to get a part in a movie? How did Frankie get a part in a movie? What is the base word in the word <i>musical</i> ?			
<b>Comprehension:</b> comprehensive understanding    ••••••••    general understanding    ••••••••    needs help			
<b>Reading Level:</b> 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 think I’ll be a movie star,”</p> <p>said Frankie Firefly, one night.</p> <p>But even though he tried six times,</p> <p>he couldn’t get a part in any movie at all.</p> <p>“You need to go to acting school,” said Toad.</p> <p>“I got a part in a horror movie</p> <p>after I went to acting school.”</p> <p>So, Frankie went to night school to learn acting,</p> <p>but he still didn’t get a part.</p> <p>“You should go to singing school,” said Cricket.</p> <p>“I got a part in a musical</p> <p>after I went to singing school.”</p> <p>So, Frankie went to singing school.</p> <p>But he was no good at singing,</p> <p>so he still didn’t get a part.</p> <p>One night, when Frankie was darting across the sky,</p> <p>a movie maker came by.</p> <p>“I need stars for my new movie,” he said.</p> <p>“I need them to light up the night sky.”</p> <p>So, Frankie Firefly became a movie star.</p>				
<b>TOTAL</b>				

# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>		
<b>Title: Questions About Time</b>	<b>Level: 20</b>	<b>Word Count: 138</b>		
<b>Introduction:</b> This text has many questions about time, but no answers.				
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{138}{138} = 1$ :  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$ :	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<table border="1"> <tr> <td><b>E</b></td> <td><b>SC</b></td> </tr> </table>	<b>E</b>	<b>SC</b>
<b>E</b>	<b>SC</b>			
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>			
<b>Questions:</b> What date is your birthday? What time do you have lunch? What is the opposite of <i>morning</i> ?				
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help				
<b>Reading Level:</b> 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 is another name for 60 seconds?				
Is it called a minute, or is it called an hour?				
What is another name for 60 minutes?				
What is another name for 24 hours?				
What is another name for 7 days?				
What is another name for 4 weeks?				
What are there 12 of in a year?				
What do you call a year with 366 days?				
What is the name for 1,000 years?				
What is the day after today called?				
Is it called yesterday, or is it called tomorrow?				
What is the time between breakfast and lunch called?				
Is it called morning or afternoon?				
What is the name for the last night of a year?				
What is the first day of a year called?				
What do you call the day on which you were born?				
Do you know the date of your birthday?				
<b>TOTAL</b>				



# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>		
<b>Title: Carol's Carrots</b>	<b>Level: 20</b>	<b>Word Count: 135</b>		
<b>Introduction:</b> This story tells how Gran got Carol to eat her carrots.				
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} \frac{135}{E} = 1:$  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<table border="1"> <tr> <td><b>E</b></td> <td><b>SC</b></td> </tr> </table>	<b>E</b>	<b>SC</b>
<b>E</b>	<b>SC</b>			
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>			
<b>Questions:</b> What did Gran say would stop Carol from being a great swimmer? What did Carol do with the carrots before she ate them? What word is <i>champ</i> short for?				
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help				
<b>Reading Level:</b> 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>Carol wanted to be a great swimmer.</p> <p>“I’m going to be a swim champ when I grow up,”</p> <p>she said to her gran at dinnertime.</p> <p>“Maybe you will and maybe you won’t,</p> <p>Carol, my dear,” said Gran.</p> <p>“But one thing is sure.</p> <p>You won’t be a great swimmer</p> <p>if you don’t eat up all your carrots.”</p> <p>“But I don’t like carrots,” cried Carol.</p> <p>“I hate them!”</p> <p>“Well, you’ll never be strong enough</p> <p>to be a swim champ then,” said Gran.</p> <p>“Carrots are very good for you.”</p> <p>Carol looked at her plate.</p> <p>There were mostly carrots left on it.</p> <p>She put the carrots in a line</p> <p>like swimmers line up at the start of a race.</p> <p>Then she said, “Take your mark, get set, GO!”</p> <p>And she ate up all her carrot swimmers one by one.</p>				
<b>TOTAL</b>				

# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>	
<b>Title: Rome</b>	<b>Level: 21</b>	<b>Word Count: 149</b>	
<b>Introduction:</b> Rome is an old city with ruins of buildings from long ago.			
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{149}{1} = 1:$  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<b>E</b>	<b>SC</b>
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>		
<b>Questions:</b> What were the Romans famous for? Why did the Romans go to the baths? Which two adjectives describe the Colosseum?			
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help			
<b>Reading Level:</b> 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
Rome is a famous city in Italy.				
It is an old city.				
If you go to Rome,				
you can still see the ruins of some buildings				
that were built long ago.				
<b>Roads</b>				
The Romans were famous for building roads.				
They built straight, wide main roads called ways.				
Soldiers coming back from war				
marched into Rome along these roads.				
<b>The Forum</b>				
The Forum was like an open marketplace.				
It was surrounded by many important buildings.				
The Romans held meetings at the Forum.				
Many people went to the Forum each day.				
<b>Baths</b>				
The Romans built big baths				
that looked like swimming pools.				
Many Romans went to the baths,				
because they did not have baths at home.				
<b>The Colosseum</b>				
You can see the ruins of the Colosseum in Rome.				
The Colosseum is a big, round building.				
The Romans used to go to the Colosseum				
to watch fighters fight animals such as lions.				
<b>TOTAL</b>				



# Record of Reading Behaviour

	E	SC	E msv	SC msv
Jason bought a goldfish.				
“I’m going to call it Goldfinger,”				
he said to the woman who sold him the fish.				
“Remember to feed Goldfinger				
just once every day,” the woman said,				
giving Jason a jar of her famous fish food.				
“This much of my famous fish food is enough,”				
she said, taking some food in her fingers.				
“If you get too much, throw it away.				
Whatever you do, don’t save it,				
and don’t give it to Goldfinger!”				
Jason took Goldfinger and the famous fish food home.				
The next day, Jason fed Goldfinger				
but he got too much food in his fingers.				
He didn’t remember what the woman said.				
He didn’t save the food and he didn’t throw it away.				
He fed it to Goldfinger.				
That night, something very scary happened.				
What do you think too much famous fish food did to Goldfinger?				
<b>TOTAL</b>				

# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>		
<b>Title: Creatures of the Ocean Floor</b>	<b>Level: 22</b>	<b>Word Count: 138</b>		
<b>Introduction:</b> Find out what lives on the bottom of the ocean.				
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} \frac{138}{E} = 1:$  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1:$	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<table border="1"> <tr> <td><b>E</b></td> <td><b>SC</b></td> </tr> </table>	<b>E</b>	<b>SC</b>
<b>E</b>	<b>SC</b>			
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>			
<b>Questions:</b> Why doesn't the sun's light reach the bottom of the ocean? What would you find on the bottom of the ocean if you went there? Which two words are linked with a hyphen?				
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help				
<b>Reading Level:</b> 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>It is very dark on the floor of an ocean.</p> <p>Because the ocean is so deep,</p> <p>the sun's light does not reach there.</p> <p>This means that plants cannot live</p> <p>on deep ocean floors.</p> <p>But some creatures that look like plants</p> <p>do live on ocean floors.</p> <p>Sponges and sea anemones are creatures</p> <p>that live on the ocean floor and look like plants.</p> <p>Some creatures crawl over the ocean floor.</p> <p>Other creatures dig into it.</p> <p>If you went to the bottom of the ocean</p> <p>you would find slugs, worms, crabs, and starfish.</p> <p>Some fish find their food on the ocean floor.</p> <p>These fish are called bottom-feeders.</p> <p>Rays are bottom-feeders.</p> <p>Some fish that live in the dark</p> <p>have lights on their body.</p> <p>Lantern fish have a row of lights along their body.</p> <p>Angler fish have a lighted rod on their body.</p>				
<b>TOTAL</b>				



# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>		
<b>Title: Jonathon Strong's Secret Surprise</b>	<b>Level: 22</b>	<b>Word Count: 144</b>		
<b>Introduction:</b> What happened to Jonathon when he entered a speech competition?				
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{144}{144} = 1$ :  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$ :	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<table border="1"> <tr> <td><b>E</b></td> <td><b>SC</b></td> </tr> </table>	<b>E</b>	<b>SC</b>
<b>E</b>	<b>SC</b>			
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>			
<b>Questions:</b> How often did Jonathon stay with his dad? Who did Jonathon compete against? What letter changes when <i>ed</i> is added to <i>reply</i> ?				
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help				
<b>Reading Level:</b> 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>Every weekend, Jonathon Strong went to stay with his dad.</p> <p>“What did you do at school this week?”</p> <p>Jonathon’s dad asked, as he picked Jonathon up from school.</p> <p>“N-n-nothing,” stuttered Jonathon.</p> <p>“I did n-n-nothing and went n-n-nowhere.”</p> <p>“You can’t just do nothing,” Jonathon’s dad said.</p> <p>“You must do something at school.”</p> <p>But Jonathon had a secret that he wanted to keep from his dad.</p> <p>Jonathon and his friend, Arlo, were studying for a speech competition.</p> <p>They were going to compete with children from all over the city.</p> <p>Jonathon wanted to do really well in the competition so he could surprise his dad next weekend.</p> <p>The next weekend, Jonathon’s dad asked,</p> <p>“Did you do nothing and go nowhere this week, too?”</p> <p>“N-n-no,” Jonathon replied. “I w-w-went to the city and I d-d-did something really good.</p> <p>I won a speech competition and I didn’t stutter once.”</p>				
<b>TOTAL</b>				



# Record of Reading Behaviour

	E	SC	E msv	SC msv
Do you know what a group of sheep is called?				
Do you know the name for baby sheep?				
Do you know the name for a family of lions?				
Is it a herd, a pride, or a group?				
What are lion babies called?				
Are they called pups, kittens, or cubs?				
What is a group of geese called?				
Is it a gaggle, a family, or a flock?				
Do you know the name for a baby goose?				
Is it a cygnet, a gosling, or a chick?				
What do you call a family of gorillas?				
Is it a tribe, a gang, or a band?				
What do you call a family of whales?				
Is it a herd, a pod, or a drove?				
What do you call a group of kangaroos?				
Is it a mob, a troop, or a tribe?				
Do you know the name for baby kangaroos?				
Are they called johnnys, joeys, or jimmys?				
<b>TOTAL</b>				

# Record of Reading Behaviour



<b>Name:</b>	<b>Age:</b>	<b>Date:</b>	
<b>Title: Tammy, the Tease</b>	<b>Level: 23</b>	<b>Word Count: 146</b>	
<b>Introduction:</b> Do you think it was a good idea for Tammy to tease the police officer?			
<b>Decoding Check:</b>  Error Rate: $\frac{RW}{E} = \frac{146}{146} = 1$ :  Accuracy (%): Self-correction Rate: $\frac{(E+SC)}{SC} = 1$ :	<b>Cue Use:</b> Meaning (Semantics): Language structure (Syntax): Visual (Graphophonics) <i>Word similarity:</i> <i>Letter cluster:</i> <i>Initial letter:</i>	<b>E</b>	<b>SC</b>
<b>Strategy Use:</b> 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"/>	<b>Fluency:</b> Fluent reading <input type="checkbox"/> Non-fluent reading <input type="checkbox"/> Using punctuation <input type="checkbox"/>		
<b>Questions:</b> Why did Tammy say the opposite of what she meant? How did Tammy learn a lesson? What is the opposite of <i>hard</i> , <i>front</i> , and <i>inside</i> ?			
<b>Comprehension:</b> comprehensive understanding ..... general understanding ..... needs help			
<b>Reading Level:</b> 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>Tammy liked to tease people because it made her laugh.</p> <p>When she teased people,</p> <p>she said the opposite of what she meant.</p> <p>One hot day, when three cars crashed into each other</p> <p>outside the front of her house, Tammy went too far.</p> <p>“I saw it all,” she told the police officer.</p> <p>But as she told her story,</p> <p>she changed front to back, hard to soft, and inside to outside.</p> <p>Tammy laughed as she told her story.</p> <p>She liked teasing the police officer.</p> <p>But the police officer was very angry.</p> <p>“You’re a very naughty girl,” he said.</p> <p>“Telling lies is not funny at all.”</p> <p>“But I don’t tell lies,” said Tammy.</p> <p>“I tease people. I talk in opposites to make them laugh.”</p> <p>“But you’re the only one laughing,” said the police officer.</p> <p>“Everyone else thinks you’re telling lies.”</p> <p>So from that day on, Tammy never teased again.</p>				
<b>TOTAL</b>				

# High-Frequency Word Checklists

Name \_\_\_\_\_

Date \_\_\_\_\_

Level	Words	pre	post
17	back because best cold fast should something through use work	<input type="checkbox"/>	<input type="checkbox"/>
18	across around ask both different Earth green more once together were yellow	<input type="checkbox"/>	<input type="checkbox"/>
19	into place ready side six think time	<input type="checkbox"/>	<input type="checkbox"/>
20	another called dear don't great grow last line maybe morning mostly never sure swim tomorrow	<input type="checkbox"/>	<input type="checkbox"/>
21	build city enough famous remember throw way	<input type="checkbox"/>	<input type="checkbox"/>
22	dark deep every food friend just keep nothing nowhere ocean old strong sun week	<input type="checkbox"/>	<input type="checkbox"/>
23	angry family front hard hot inside laugh	<input type="checkbox"/>	<input type="checkbox"/>

back	because	best	cold	fast
should	something	through	use	work
across	around	ask	both	different
Earth	green	more	once	together
were	yellow	into	place	ready
side	six	think	time	another
called	dear	don't	great	grow
last	line	maybe	morning	mostly
never	sure	swim	tomorrow	build
city	enough	famous	remember	throw
way	dark	deep	every	food
friend	just	keep	nothing	nowhere
ocean	old	strong	sun	week
angry	family	front	hard	hot
inside	laugh			





# Levels 17-23



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