

Page		E	S.C.	Error MSV	S.C. MSV
2	<p>We went camping with Dad.</p> <p>'What's for breakfast?' I asked.</p> <p>'Toast,' said Dad.</p> <p>'Where's the toaster?' asked my sister.</p> <p>Dad got a stick and we made toast.</p>				
4	<p>'What can we do now?'</p> <p>I asked.</p> <p>'Let's go walking,' said Dad.</p> <p>We walked and walked and walked.</p> <p>It was great.</p>				
6	<p>'What's for lunch?' asked my sister.</p> <p>'Fish,' said Dad.</p> <p>'Where's the fish?' I asked.</p> <p>'In the river,' said Dad.</p>				
7	<p>We caught a fish.</p> <p>We cooked the fish</p> <p>and then we ate it.</p>				
8	<p>'What can we do now?'</p> <p>asked my sister.</p> <p>'Let's go swimming,' said Dad.</p> <p>We swam and swam and swam.</p> <p>It was great.</p>				

Record of Reading Behaviours

Name: _____ Age: _____ Date: _____

Text: **Camping** Level: **9** RW: **102** Accuracy: _____ S.C. rate: _____

Retelling

- can retell main idea
- can give supporting details
- can retell sequence of events
- can refer back to the text

Comprehension

(tick if the student's answer is acceptable)

- 1. What did the children have for breakfast?
- 2. What did the children do during the day?
- 3. How is camping different from living at home?

Reading level

Error rate: $\frac{RW}{E} \frac{102}{1} = 1:$

Self-correction rate:

Accuracy (%):

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

Reading level: Easy / Learning / Hard

Analysis of reading behaviours

(concepts about print, directionality, word matching, use of visual cues, use of meaning cues, use of structural cues, self-correction, fluency, comprehension)

Recommendations

Teacher: _____ Date: _____

Page		E	S.C.	Error MSV	S.C. MSV
2	One day two snakes went out to look for food.				
	The first snake saw an egg.				
	'Yum!' he said.				
	'An egg for my lunch!'				
4	The second snake saw the egg too.				
	'Yum!' he said.				
	'An egg for my lunch!'				
6	'It's my egg!'				
	said the first snake.				
	'It's my egg!'				
	said the second snake.				
	They were both hungry and they both wanted the egg.				
8	'It's mine!' said the first snake.				
9	'It's mine!' said the second snake.				
10	The two snakes slithered around and around the egg.				
	'It's mine! It's mine!' they hissed.				
12	The first snake grabbed the second snake's tail.				
	The second snake grabbed the first snake's tail.				

Record of Reading Behaviours

Name: _____ Age: _____ Date: _____

Text: **Two Snakes** Level: **9** RW: **106** Accuracy: _____ S.C. rate: _____

Retelling

- can retell main idea
- can give supporting details
- can retell sequence of events
- can refer back to the text

Comprehension

(tick if the student's answer is acceptable)

1. What did the snakes want to eat?
2. What did the snakes end up eating?
3. Why did they eat each other?

Reading level

Error rate: $\frac{RW}{E} \frac{106}{E} = 1$:

Self-correction rate:

Accuracy (%):

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

Reading level: Easy / Learning / Hard

Analysis of reading behaviours

(concepts about print, directionality, word matching, use of visual cues, use of meaning cues, use of structural cues, self-correction, fluency, comprehension)

Recommendations

Teacher: _____ Date: _____