

READING RECORDS

BLACKLINE MASTERS
AND TEACHER'S GUIDE

FLUENT

CREATIVE
SOLUTIONS

SO MUCH
TO DO

SURPRISE AND
DISCOVERY

WHAT A
WORLD!

Educational Consultants: David Hornsby & Robyn Platt
Typesetting: Ann Langley & Peter Marshall

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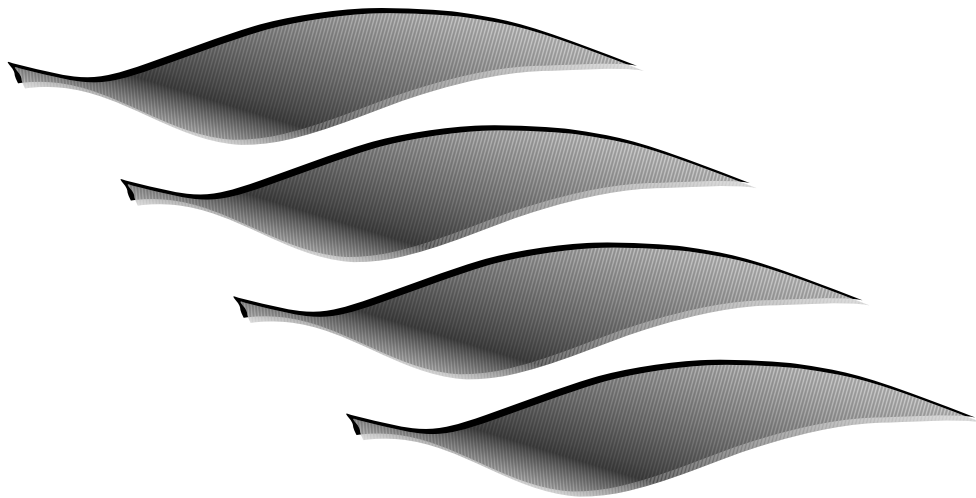
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AND TEACHER'S GUIDE

FLUENT



Contents

- Introduction 3
- Reading Records 14-153 (“T” in the following list indicates Topic Book.)

Creative Solutions

The Big, Bad Cook (T)	14
The Sandwich Hero (T)	16
A Boy and His Donkey (T)	18
Sam’s Solution (T)	20
Awumpalema	22
Turtle Flies South	25
Tommy’s Treasure	28
The Dragon Who Had the Measles	31
He Who Listens	34
Morning Star	37
Friends Are Forever	40
Something Soft for Danny Bear	43
Scare-Kid	46

So Much To Do

Flying Fingers (T)	49
Oscar & Tatiana (T)	51
Beanbag (T)	53
Sidetracked Sam (T)	55
Alison Wendlebury	57
Mr. Pepperpot’s Pet	60
Dogstar	63
The Lonely Giant	66
Oh, Columbus!	69
A Bull in a China Shop	72
The Skeleton on the Bus	75
Lucy Meets a Dragon	78
The Hare and the Tortoise	81

Surprise and Discovery

The Big Catch (T)	84
Fabulous Freckles (T)	86
The Honey Tree (T)	88
The Hat Came Back (T)	90
The Gribblegrot from Outer Space	92
Yellow Overalls	95
Cass Becomes a Star	98
The Best Birthday Present	101
Why the Sea is Salty	104
Bringing the Sea Back Home	107
The Monster of Mirror Mountain	110
Rosie’s House	113
Vicky the High Jumper	116

What a World!

Pookie and Joe (T)	119
The Emperor and the Nightingale (T)	121
The First Morning (T)	123
The Forgotten Princess (T)	125
Baba Yaga	127
Grandad	130
Crosby Crocodile’s Disguise	133
Tony and the Butterfly	136
The Three Magicians	139
Charlie	142
Misha Disappears	145
I Love the Beach	148
Rapunzel	151

- Blank Reading Records 154–155
- Class Record Chart 156

Introduction

The Role of Reading Records

A balanced Literacy programme will include many forms of assessment – both ongoing and periodic. Reading Records have a vital role to play, especially in the early years, in helping to provide a precise and detailed picture of individual children’s reading behaviours.

Each of the Reading Records provided in this resource has two parts:

- an oral reading record[★], which allows you to observe and analyse the child’s use of specific skills and strategies and attention to specific textual cues;
- a section focusing on discussion and retelling, allowing you to assess the child’s comprehension.

The comprehensive information obtained from these assessments will help you to:

- identify and cater for the specific needs of individual children;
- determine the levels of text that are most appropriate for individual children;
- group children effectively for guided reading;
- identify specific teaching points for individual and/or small group instruction (such as guided reading).

What This Resource Provides

At Fluent Level, Reading Records are provided for 13 titles in each Module – 52 titles in all. This wide range means that you have ample choices available when selecting a text suitable for assessment for a particular child.

The pages provided for each title will help you to collect information conveniently and efficiently, and to analyse that information effectively. The pages for each title include:

- a copy of the text, set out for you to mark as the child reads aloud from a copy of the actual book (see samples on page 11);
- an accompanying evaluation sheet, which:
 - makes it easy for you to record and analyse relevant data, including percentage accuracy, miscue and self-correction rates, and strategy use;

★ An Oral Reading Record is similar to a running record and is scored in a similar way. Dame Marie Clay is credited with creating the concept of running records. Her book, *An Observation Survey of Early Literacy Achievement* (see references, p.13), gives a thorough description of running records and how they are used.

– provides a simple format and sample questions for assessing comprehension. Questions cover both literal recall and inferential understanding, helping you to determine how well the child is coping with different levels of meaning.

At Early and Fluent levels, not every Reading Record involves an oral reading of the whole text. Passages selected for oral reading have been kept to a length that is practical and that provides an adequate sample to give detailed information about reading behaviours.

If the oral reading passage is only part of the book, children “read themselves into” the book. An appropriate instruction is provided with your copy of the text, so that it is very easy to see at what point the oral reading record begins.

You may wish to note when you have taken a reading record for a child; the class record sheet at the end of this book provides a convenient format for this.

With some children you will want to take further Reading Records using other books. Two “blank” reading-record pages are provided to help you to do this. On one (see page 155) you can record the text that the child will be reading and mark his or her reading behaviours. On the other you can easily record and analyse the data you collect. (See page 154.)

Using Numerical Data

From mid-way through the Emergent Level, evaluation sheets include a section designed to help you calculate percentage accuracy and miscue and self-correction rates.

Percentages become less reliable as the number of running words the child reads decreases. For this reason, you might sometimes choose to combine raw figures from several shorter texts (of the same level) and complete the numerical analysis based on these. This can be done on a copy of the generic evaluation sheet provided on page 154.

For the first half of the Emergent Level, evaluation sheets include a section focusing on concepts about print in place of the numerical analysis. Information regarding concepts about print provides particularly valuable insights into a child’s reading development at this stage. If teachers also wish to calculate percentages and rates, they can easily do so using a copy of the “blank” evaluation sheet provided.

When to Use Reading Records

Reading Records will help you with both ongoing and periodic assessment and have an important place in each child's assessment portfolio. Comparison of successive Reading Records will help to demonstrate overall progress and the development over time of specific skills and strategies.

How often you take a record of a child's reading behaviours will depend on a number of factors. On the whole, you are likely to use Reading Records *less* often with confident, competent readers who are making rapid progress, and *more* often with less confident readers whose reading behaviours need closer monitoring. Taking more frequent records for these children means that you have a greater chance of discerning *patterns* in a child's miscues and planning effective teaching strategies.

There are also specific times when Reading Records can be particularly valuable:

- within the first few weeks of the school year, to complement your informal observations and help you confirm each child's current reading level;
- at key reporting times (mid-term or end-of-term, when preparing reports for parents, and so on);
- when you want more information about a particular child.
For example:
 - when you observe a significant but puzzling change in a child's reading behaviours
 - when you feel that a child is ready for texts of a higher level than he or she has been reading, or if you feel that a child may need more supportive texts.

Selecting a Text

The text you select for a Reading Record needs to match your *purpose*. Depending on what you wish to find out by taking the record, you may choose a familiar or *seen* book from the child's current instructional level, such as a book that the child has met recently in guided reading, or, more often, an *unseen* book.

Familiar texts are appropriate when your purpose is to determine how well a child integrates various cues (semantic, syntactic and visual) and employs a range of reading strategies.

Unseen texts from the child's current instructional level are suitable when you wish to determine how well a child:

- understands what he or she reads
- uses semantic, syntactic and graphophonic cues
- uses strategies, such as predicting, confirming, self-correcting, rereading and reading on.

Unseen texts from a higher instructional level are appropriate when you wish to determine whether or not a child is ready to be given more challenging texts for instructional reading.

Another possible purpose for taking a Reading Record is to see how well a child benefits from reading a book in an instructional context, such as a guided reading session. In this case, take two Reading Records for the same book: once *before* using it for instructional purposes, and once again *after* the child has experienced this instruction.

Procedure

1. When you have selected a title, copy the relevant pages from this book. Depending on the level, these will comprise one or two pages setting out the text for the Reading Record, and one evaluation sheet.
2. Sit beside the child and explain that:
 - you want him or her to read the book to you
 - he or she needs to try hard to read without your help. (You will only help if the child is unable to proceed.)

With some children, you may also wish to say at this stage that you are going to be asking them to tell you about the story.

3. Give the child the book and read the title aloud.

Briefly discuss the title and the front cover. The aim at this stage is to ensure that the child has a general idea of the content of the book. If this is not clear from the cover and title, give a simple one-sentence introduction, such as *This book is about a little boy's bedtime.*

4. Ask the child to read from the beginning of the book. As the child reads, mark your copy of the text to show his or her reading behaviours. A suggested recording system is set out on page 8.

As children read, also notice if they:

- use picture/visual cues
- ask for help
- look back or read ahead.

Later you will record this information under the *Strategy Use* heading.

Note that sometimes the oral reading record will begin from a little way into the book. This is always specified at the top of your copy of the text. You could still have the child read aloud from the beginning, however, and simply start recording when he or she reaches the appropriate point. Alternatively, you could suggest that the child read the beginning silently.

5. If a child hesitates during the oral reading, allow time for him or her to continue independently. If a child is *unable* to proceed, supply the word. Record this as T (teacher) on the Reading Record. When a child loses meaning, and makes no attempt at self-correction, you might suggest that he or she start at the beginning of the sentence and “try again”. Again, note on your record if this occurs.
6. After the child has read the text, welcome any spontaneous comments. Then ask him or her to retell the story for you or to discuss the book. You might use a simple prompt such as, *Can you retell the story for me?* or *Tell me about the book in your own words.*

At this stage, listen without interrupting. Be interested and encouraging, without indicating whether or not the child’s retelling is accurate. Listen for details about main characters, setting, events, and underlying ideas that might need to be inferred; for example, *how* a character feels or *why* certain events might have occurred.

After this unaided retelling, ask the child any of the questions (provided on your evaluation sheet) that were *not* adequately covered in the retelling.

Suggested Recording System

What you observe	Counts as Miscue?	How to record	Example
Correct reading	/	No notation required (An alternative sometimes used is to put a ✓ above every word.)	It flew out the door.
Substitution	Yes	Write what the child says. Put this above the word in the text.	<i>flies</i> It flew out the door.
Insertion	Yes	Insert the word the child says, using ^.	<i>right</i> It flew [^] out the door
Omission	Yes	Put a line over the word omitted. (An alternative sometimes used is to circle the word.)	It flew <u>out</u> the door.
Repeats a word	No	Write "R" above the word repeated.	^R It flew out the door.
Repeats a number of words	No	Write "R" and signify the phrase by an arrow over the words repeated.	↖ ^R ↗ It flew out the door.
Self-corrects	No	Write "SC" after the miscue, or simply tick.	<i>fly</i> SC It flew out the door.
Repeats to self-correct	No	Write "SC" and signify the phrase by an arrow over the words repeated.	^{SC} ↖ <i>fly</i> ↗ It flew out the door.
Appeals for help	No	Write "A" above the word on which the child appealed.	^A It flew out the door.
Child needs to have word supplied	Yes	Write "T" above the word that you supplied, to indicate "teacher tells".	^T It flew out the door.

Recording and Scoring

As indicated in the chart on page 8, miscues include any substitutions, insertions and omissions for which the child does not supply a self-correction, and instances in which you supply a word for the child.

Next to any line in which miscues occur, the number of miscues in that line is written in the column marked “M”. The number of self-corrections is noted in the column marked “SC”. Totals are recorded in the boxes provided on the evaluation sheet.

The following are some useful guidelines to help with the scoring of miscues. It is also useful to refer to the sample pages in the “Analysing Miscues” section below.

- On the whole, each miscue scores as “1” for each word involved; for example, if a whole line is omitted, count each word in that line as a miscue. However, if the child omits a whole page, count this as just one miscue. Then, when you come to your numerical analysis, deduct the number of words on the omitted page from the original number of running words.
- Sometimes a repeated proper noun, such as a character’s name, is replaced by the same substitution each time; for example, “Jenny” for “Jane”. Score this kind of substitution as a miscue only the first time it occurs. Any other repeated substitutions, such as “run” for “ran”, count as one miscue each time.
- Don’t score as miscues any pronunciation differences associated with language background or caused by speech problems (for example, “free” instead of “three”).
- If only part of a word is read and the child does not self-correct and supply the whole word, code this as an omission. (For example, if the child reads only “sur” for “surprised”.)
- If a child has any tentative “goes” at a word before pronouncing it, this does not count as a miscue as long as the word produced is correct; for example, “sur . . . surp . . . surprised”.

Analysis of Miscues and Self-Corrections

Miscues

Miscue analysis is intended to help you discover *why* a child makes certain mistakes, and in doing so to identify underlying *patterns* in the child's miscues.

After reading the sentence up to the miscue, you will be asking three key questions that focus on the child's use of the different cueing systems:

- *Does the miscue maintain meaning?*
In other words, does it make sense even though it is inaccurate? If so, the child apparently was reading for meaning but may not have been cross-checking his or her response with visual information.
- *Does the miscue maintain syntax?*
Is what the child said possible in a grammatical English sentence? If so, it is likely that the child's oral language (his or her personal "grammar") includes the language structure involved.
If not, the child's grammar may not yet include the structures used in the book. Alternatively, he or she may be allowing attention to print detail, or word-by-word reading, to distract attention from syntax and lead to incorrect choices.
- *Is the miscue visually similar to the word in the text?*
In other words, is the child using visual information from the letters and words (or the layout of the print)?

The examples on page 11 show the way the columns are used to record your answers to these questions. Next to any line in which a miscue occurs, "MSV" is written in the appropriate column, and the relevant letter is circled for each cueing system that you feel the child has used.

For example, where a child has read "I had a *part*" instead of "I had a *parrot*", S is circled to indicate that the child substituted a word that still made a syntactically correct sentence, and V is circled to indicate that visual features of the word *parrot* seem to have influenced the child's choice. However, M is not marked, as the child's miscue does not indicate reading for meaning.

Self-Corrections

When you are analysing a self-correction, your aim is to infer what cueing systems the child was using when he or she made the self-correction. For example, if a child reads “I had a rat” and then self-corrects to “I had a rabbit”, you could infer that the child used *visual* cues to guide the self-correction.

Record your analysis in the self-correction analysis column, using the MSV coding.

Two sample pages are shown below.

Pets					
Name: <u>Marco</u>		Date: <u>4/2</u>			
Page	Text	M	SC	M MSV	SC MSV
2	I had a frog. It jumped out of its ^{ball} bowl.	1		M(S)V	
3	I had a mouse. It ran back to its hole.				
4	I had a ^{frog sc} fish. It ^{ate} too much.	1		M(S)V	
5	I had a ^{rat sc} rabbit. It got out of its ^{hush} hutch.	1		M(S)V	M
6	I had a ^{part} parrot. It flew ^T out the door. ^R	1		M(S)V	
Comments: • Seems to rely on visual information in text. • Gives some attention to syntax. • Encourage more attention to meaning					
Reading Records: Early		© Literacy Links Plus		⑤ ②	

Careful interpretation of miscues is critical. In these examples, both children have the same number of miscues and self-corrections. However, analysis of the reading records shows that the two children are using the cueing systems in different ways.

Pets					
Name: <u>Sofia</u>		Date: <u>4/2</u>			
Page	Text	M	SC	M MSV	SC MSV
2	I had a ^{green} frog. It jumped out of its ^{tank sc} bowl.	1		M(S)V	
3	I had a mouse. It ran back to its ^{nest} hole.	1		M(S)V	
4	I had a fish. It ate <u>too</u> much.	1			
5	I had a rabbit. It got out of its ^{cage} hutch.	1		M(S)V	
6	I had a ^{bird} parrot. It ^{fly} flew out the door. ^{sc}	1		M(S)V	M(S)V
Comments: • Strong evidence of reading for meaning and attending to syntax - wants text to make sense and sound right. • Encourage more use of visual information to cross-check cues.					
Reading Records: Early		© Literacy Links Plus		⑤ ②	

Completing the Calculations

The top left section of each evaluation form is set up to help you calculate results easily. After recording, in the boxes provided, the total number of miscues and the total number of self-corrections:

1. Calculate the child's miscue rate. This is done by dividing the number of running words by the number of miscues. For example, for 4 miscues in 100 running words, your calculation would be: $\frac{100}{4}$

The result is expressed as a ratio of "1: __", in this case 1:25, which means that the child made an average of 1 miscue per 25 words.

2. Use the conversion table on the evaluation sheet to find the percentage that corresponds to the miscue rate. (For example, a miscue rate of 1:25 converts to a percentage accuracy of 96%.) Record this percentage in the box for "percentage accuracy".

Running Words (RW): <input style="width: 50px;" type="text"/>																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Conversion Chart</th> </tr> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr style="background-color: #cccccc;"><td colspan="2"> </td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95			1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	Miscues (M): <input style="width: 50px;" type="text"/> Self-corrections (SC): <input style="width: 50px;" type="text"/> Miscue Rate: $\frac{RW}{M} = \frac{\quad}{\quad}$ MISCUE RATE = 1: <input style="width: 50px;" type="text"/> % ACCURACY: <input style="width: 50px;" type="text"/> (Should be 90–94% for texts used at an instructional level; 95%+ for independent reading.) SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\quad}{\quad} = \quad$ SC rate = 1: <input style="width: 50px;" type="text"/> (rounded)
Conversion Chart																																	
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1:4	75																																
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3. Calculate the child's "self-correction rate". This is done by adding the number of miscues to the number of self-corrections, and dividing the total by the number of self-corrections. The result is then expressed as a ratio of "1: __". For example, if, in a total of 100 running words, the child made 4 miscues and one self-correction, the calculation would be:

$$\frac{4 + 1}{1} = \frac{5}{1} = 1:5.$$

This figure indicates that the child self-corrected an average of 1 out of every 5 miscues.

Using the Information

Selecting Texts for Instructional and Independent Reading

Information obtained from a Reading Record will help you to judge how challenging a particular text is for a particular child. This, in turn, will help you to select other books that will best support that child's reading development.

As noted on each evaluation form in this resource, *general* guidelines include the following:

- a level of accuracy of 90% to 94% generally indicates that the text is appropriate for the child to read in an instructional setting, such as guided reading.
- a level of 95% (or higher) indicates, in most cases, that the text is appropriate for the child to read independently.

However, it is vital that you also take comprehension and strategy use into account before deciding whether a text is suitable for instructional or independent reading, or falls into the "difficult" category. For example, if a child scores 95% for accuracy but does not show adequate comprehension, then you might decide that the level of text is most appropriate for instructional reading, and that the child would benefit from being given slightly easier texts for independent reading.

Identifying Teaching Points

Information from Reading Records will help you to "customise" guided reading sessions to meet specific needs. Remember that Shared Reading, at whole-class or group level, provides ideal opportunities for modelling and discussion. These will help children to use and integrate all the cueing systems and so develop effective reading strategies. For example, you could:

- show how to read on or reread
- demonstrate and discuss the use of pictures or other visual cues
- confirm a word by reference to its initial letter, or its ending
- ask children to join in retellings of a story to help develop depth of comprehension and skill in expressing understanding.

References/Suggested Reading

- Clay, M. 1979, *The Early Detection of Reading Difficulties* 3rd ed., Heinemann, Auckland.
- Clay, M. 1993, *An Observation Survey of Early Literacy Achievement*, Heinemann, Auckland.
- Johnston, P. H. 1992, *Constructive Evaluation of Literate Activity*, Longman, New York.



The Big, Bad Cook



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="114"/>		Strategy Use																																		
<table border="1"> <thead> <tr><th colspan="2">Conversion Chart</th></tr> <tr><th>Miscue Rate</th><th>% accuracy</th></tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95			1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	Miscues (M): <input type="text"/> Self-corrections (SC): <input type="text"/>	Often	Sometimes	Not observed
Conversion Chart																																				
Miscue Rate	% accuracy																																			
1:100	99																																			
1:50	98																																			
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1:4	75																																			
1:3	66																																			
1:2	50																																			
Miscue $\frac{RW}{M} = \frac{114}{114} = 1$ MISCUE RATE = <input type="text" value="1"/>	(Should be 90-94% for texts used at an instructional level; 95%+ for independent reading.)																																			
% ACCURACY: <input type="text"/>		SELF-CORRECTION RATE:																																		
$\frac{M + SC}{SC} = \frac{\text{ } + \text{ }}{\text{ }} = \text{ } \text{ SC rate} = \text{ } 1$ (rounded)		Uses context																																		
		Uses background knowledge																																		
		Uses pictures/visual cues																																		
		Recognises miscues that disrupt meaning																																		
		Self-corrects miscues that disrupt meaning																																		
		Uses graphophonic cues																																		
		Asks for help																																		
		Rereads/looks back																																		
		Reads ahead																																		

Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	Questions to assist retelling and discussion (if necessary). <ul style="list-style-type: none"> What did the wolf decide to eat for breakfast, lunch and dinner? <input type="checkbox"/> <input checked="" type="checkbox"/> if used. How did the wolf want to change the little pigs? <input type="checkbox"/> What did the pigs do with all the food? <input type="checkbox"/> How do you think the pigs would have felt about the restaurant? <input type="checkbox"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

The Big, Bad Cook

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 19.	M	SC	M MSV	SC MSV
19	<p>He knocked on the door of the house of bricks.</p> <p>He knew the pigs were inside. He could hear them talking.</p>				
20	<p>The door opened. There were the three little pigs, looking no fatter than they had before.</p> <p>Wolf looked into the house.</p> <p>There was a party going on.</p>				
22	<p>Wolf saw a big sign that said,</p> <p>SURPRISE!</p> <p>THE BIG, BAD WOLF</p> <p>IS THE WORLD'S</p> <p>BEST COOK!</p>				
23	<p>The pigs had shared all of Wolf's tasty food with their friends!</p>				
24	<p>Wolf was so happy that he didn't eat anyone after all. He went back to his house and opened a restaurant.</p> <p>Now everyone comes from miles around to eat the good food of the BIG, BAD COOK.</p>				

The Sandwich Hero

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from line 5, page 14.	M	SC	M MSV	SC MSV
	<p>Tim unwrapped his sandwich. It looked delicious.</p> <p>He placed it on the centre of the board, and wrapped wire around it.</p> <p>Then he carefully lowered the board through the grate one more time.</p> <p>He felt the board start to wobble and shake.</p> <p>Slowly and carefully he pulled it up.</p> <p>Seven dirty, downy ducklings popped up through the grate. One of the ducklings was gobbling down the last bite of Tim's sandwich.</p>				
16	<p>"Too bad about your lunch," said the lady.</p> <p>"Here's another sandwich," said the shopkeeper, who'd been watching Tim save the ducks.</p> <p>"I want a photo," said the reporter.</p> <p>"There's a story here. I'll call it 'The Sandwich Hero'!"</p> <p>Tim sank his teeth into his delicious sandwich just as the reporter snapped the photo.</p>				

A Boy and His Donkey

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 20.	M	SC	M MSV	SC MSV
20	<p>At this, they all began to laugh.</p> <p>“You think you’re going to convince the donkey? You – you tiny, little thing?” they all said.</p> <p>“I’m a big, bad wolf, and I can’t scare him,” said the wolf.</p> <p>“I’m a crafty fox, and I can’t trick him,” said the fox.</p>				
22	<p>“I’m a speedy rabbit, and I can’t race him,” said the rabbit.</p> <p>“And I’m his master, and I can’t get him to do anything,” said Mark.</p> <p>So the bee went up to the donkey, buzzing, buzzing, zzzzz, zzzzz, zzzzz! The donkey saw the bee, but he wouldn’t budge. The bee buzzed into his ear, zzzzz! And PING!</p> <p>She stung that donkey!</p> <p>“Heeeeeeee-haaaawww!” brayed the donkey, and he jumped to his feet and ran home, with the bee zooming behind him all the way.</p>				



Sam's Solution



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="113"/>		Strategy Use																		
<table border="1"> <thead> <tr><th>Miscue Rate</th><th>% accuracy</th></tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> </tbody> </table>	Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95	Miscues (M): <input type="text"/> Self-corrections (SC): <input type="text"/>	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not observed				
Miscue Rate	% accuracy																			
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1:35	97																			
1:25	96																			
1:20	95																			
Miscue $\frac{RW}{M} = \frac{113}{113} = 1$ MISCUE RATE = <input type="text" value="1"/>	(Should be 90-94% for texts used at an instructional level; 95%+ for independent reading.)	Uses context																		
% ACCURACY: <input type="text"/>		Uses background knowledge																		
SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\text{ } + \text{ }}{\text{ }} = \text{ } \text{ SC rate} = \text{ } 1$ (rounded)		Uses pictures/visual cues																		
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		Self-corrects miscues that disrupt meaning																		
		Uses graphophonic cues																		
		Asks for help																		
		Rereads/looks back																		
		Reads ahead																		

Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	Questions to assist retelling and discussion (if necessary). <p>Why was there a traffic jam? <input type="checkbox"/> ✓ if used.</p> <p>Who tried to get the truck from under the bridge? <input type="checkbox"/></p> <p>What was Sam's solution? <input type="checkbox"/></p> <p>How do you think the truck drivers felt about Sam? <input type="checkbox"/></p>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use and comprehension.)

Easy Instructional Difficult

Sam's Solution

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 15.	M	SC	M MSV	SC MSV
15	<p>The three drivers looked at her.</p> <p>“Well, how would you get the truck out from under the bridge?”</p> <p>“I’d let some air out of its tyres,” said Sam. “Then the truck would be just low enough to go under the bridge.”</p> <p>The drivers looked at one another in amazement, and then looked at Sam.</p> <p>“Why didn’t you tell us before?” they said.</p> <p>“I tried, but you wouldn’t listen,” said Sam.</p>				
16	<p>So Sam watched while the drivers ran around and let some air out of all the tyres – just enough to lower the truck a little.</p> <p>The driver got back in the truck and drove it out from under the bridge – and everyone cheered.</p>				



Awumpalema



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="237"/>		Strategy Use																													
<table border="1"> <thead> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95	1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	Miscues (M): <input type="text"/> Self-corrections (SC): <input type="text"/>	Often Sometimes Not observed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Miscue Rate: $\frac{RW}{M} = \frac{237}{M}$	MISCUE RATE = <input type="text" value="1:"/>																														
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SELF-CORRECTION RATE:																															
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Comprehension

Did the child's retelling include:	Questions to assist retelling and discussion (if necessary).
<ul style="list-style-type: none"> • setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	<ul style="list-style-type: none"> What did the animals want to know? <input type="text"/> Why did some animals forget the name of the tree? <input type="text"/> How did Tortoise remember? <input type="text"/> How do you think the other animals felt about Tortoise in the end? <input type="text"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Awumpalema

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 16.	M	SC	M MSV	SC MSV
16	<p>The other animals were disappointed.</p> <p>“We are so hungry!” they cried. “Who can we trust to bring back the name?”</p>				
17	<p>Tortoise had not spoken before, but now she said, “I will bring back the name of the tree.”</p> <p>The other animals didn’t believe her.</p> <p>“You are too small and too slow,” they laughed. But Tortoise was determined.</p>				
18	<p>Tortoise began her long, slow journey.</p> <p>On she trudged, all day and all evening, up to the top of the mountain.</p> <p>“Great Mountain Spirit,” she said humbly,</p> <p>“Cheetah and Elephant have both failed. Will you tell me the name of the magic tree?”</p>				
19	<p>This time, the mountain spirit replied:</p> <p>“Listen carefully, for this is the last time that I will tell anyone. The name of the magic tree is Awumpalema. Do not</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>forget it!"</p> <p>Tortoise thanked the mountain spirit</p> <p>and plodded back down the mountain.</p>				
20	<p>"Awumpalema," she thought to herself</p> <p>as she passed the mouse.</p> <p>"Awumpalema," she thought to herself</p> <p>as she passed the anthill.</p> <p>"Awumpalema," she thought to herself</p> <p>as she came to the edge of the forest.</p>				
22	<p>Finally, she came to where the other animals</p> <p>waited around the magic tree.</p> <p>"Awumpalema!" shouted Tortoise,</p> <p>and delicious food of all kinds began</p> <p>to drop from the tree. Water welled up</p> <p>from its roots to make a deep pool.</p> <p>All the animals began to eat and drink.</p>				
24	<p>And from that time on, no one ever laughed</p> <p>at Tortoise for her slowness.</p>				



Turtle Flies South



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="277"/>		Strategy Use																																		
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Miscues (M): <input type="text"/> Self-corrections (SC): <input type="text"/>		Uses context																																		
Miscue $\frac{RW}{M} = \frac{277}{}$ MISCUE RATE = <input type="text" value="1:"/>		Uses background knowledge																																		
% ACCURACY: <input type="text"/> (Should be 90–94% for texts used at an instructional level; 95%+ for independent reading.)		Uses pictures/visual cues																																		
SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{}{} = SC rate = $ (rounded)		Recognises miscues that disrupt meaning																																		
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	Questions to assist retelling and discussion (if necessary). <ul style="list-style-type: none"> Why did Turtle want to go with the birds? <input type="checkbox"/> ✓ if used. How did the birds take Turtle with them? <input type="checkbox"/> Why did Turtle fall to the ground? <input type="checkbox"/> What changed because of the foolish turtle? <input type="checkbox"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Turtle Flies South

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 9.	M	SC	M MSV	SC MSV
9	<p>So he grabbed the stick with his mouth, and the two biggest birds flew into the air, holding the stick between them.</p> <p>“But remember,” said one of the other birds, “you must not open your mouth until we get there.”</p>				
10	<p>Turtle liked being up in the sky. He felt that he was finally on the way to adventure.</p> <p>It was fun to look down from the clouds and see how small everything seemed.</p>				
11	<p>But soon he began to wonder how much further it was to the south.</p> <p>He had lots of questions that he wanted to ask – but he remembered that he had to keep his mouth shut.</p>				
12	<p>Turtle tried signalling to the birds. First, he rolled his eyes, but the birds didn’t even notice. Then he tried waving his legs, but the birds just kept on flying.</p>				
13	<p>“Mmmph!” he said, as loudly as he could with his mouth shut. But that still didn’t work.</p>				

Turtle Flies South (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>Finally, he became so angry that he lost his temper and shouted, "Why...aaaagh!"</p> <p>But that was all he said.</p>				
14	<p>Down and down and down he fell.</p> <p>He pulled his legs and his head inside his shell and closed his eyes tightly.</p> <p>Thud!</p> <p>He hit the ground, and his thick, smooth shell cracked all over.</p>				
15	<p>Turtle was very unhappy. He decided he'd seen enough of the world to last him a lifetime.</p> <p>He crawled away to the nearest pond and dug himself into the mud at the bottom.</p> <p>Then he fell asleep.</p>				
16	<p>Ever since the time of that foolish turtle, turtles sleep all through the winter.</p> <p>They know when to keep their mouths shut, too. And they no longer have smooth shells!</p>				



Tommy's Treasure



Seen Unseen

Reading
Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="164"/>		Strategy Use																																		
<table border="1"> <tr><th colspan="2">Conversion Chart</th></tr> <tr><th>Miscue Rate</th><th>% accuracy</th></tr> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </table>	Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95			1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	Miscues (M): <input type="text"/> Self-corrections (SC): <input type="text"/>	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Not observed	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Not observed	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Not observed
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Miscue $\frac{RW}{M} = \frac{164}{M}$ MISCUE RATE = <input type="text" value="1:"/>		(Should be 90-94% for texts used at an instructional level; 95%+ for independent reading.)	Uses context																																	
% ACCURACY: <input type="text"/>			Uses background knowledge																																	
SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\text{input}}{\text{input}} = \text{input}$ SC rate = <input type="text" value="1:"/> (rounded)			Uses pictures/visual cues																																	
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	Questions to assist retelling and discussion (if necessary). <ul style="list-style-type: none"> Who asked Tommy about his treasure? <input type="checkbox"/> ✓ if used. How did he answer their questions? <input type="checkbox"/> How did he explain his treasure to his mother? <input type="checkbox"/> Why do you think Tommy's idea worked? <input type="checkbox"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Tommy's Treasure

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 8.	M	SC	M MSV	SC MSV
8	<p>He went past the fire station.</p> <p>A fire fighter noticed him.</p> <p>“What have you got there, young fellow?” he asked.</p> <p>“It looks interesting.”</p> <p>“I can’t tell you,” said Tommy,</p> <p>“but yes, it’s interesting.”</p>				
10	<p>He passed a man painting pictures in the park.</p> <p>“What have you got there?” asked the man.</p> <p>“Is it beautiful?”</p> <p>“I can’t tell you,” said Tommy,</p> <p>“but yes, it’s beautiful.”</p>				
12	<p>He passed the local police officer.</p> <p>“What have you got there, Tommy? Is it legal?” she joked.</p> <p>“I can’t tell you,” said Tommy,</p> <p>“but yes, it’s legal.”</p>				
14	<p>Dad was home early.</p>				

Tommy's Treasure (Cont.) Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>“Hello, son,” said Dad.</p> <p>“What have you got there?</p> <p>It is a surprise</p> <p>for your mother?”</p> <p>“It’s certainly a surprise,”</p> <p>said Tommy,</p> <p>and he went inside.</p>				
15	<p>“What have you got there, dear?”</p> <p>asked his mother.</p> <p>Tommy opened his hands.</p> <p>His mother couldn’t see anything</p> <p>at all.</p>				
16	<p>“It’s a magic spell,” said Tommy.</p> <p>“It makes people notice me.</p> <p>It’s a secret, valuable,</p> <p>interesting, beautiful,</p> <p>legal, surprising spell–</p> <p>and it really works!”</p>				



The Dragon Who Had the Measles



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="207"/>		Strategy Use																																		
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Miscue $\frac{RW}{M} = \frac{207}{}$ MISCUE RATE = <input type="text" value="1:"/>		Uses background knowledge																																		
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	Questions to assist retelling and discussion (if necessary). <ul style="list-style-type: none"> How did everyone look after Puffy? <input type="checkbox"/> ✓ if used. What happened to Aunt Fiddlesticks? <input type="checkbox"/> How was Puffy at the end of the week? <input type="checkbox"/> What would they all have to do for Princess Petra? <input type="checkbox"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

The Dragon Who Had the Measles

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 5.	M	SC	M MSV	SC MSV
5	<p>The castle doctor was sent for immediately.</p> <p>“Measles,” he said.</p> <p>“He must be put to bed, kept warm, and his eyes kept out of the light.”</p>				
7	<p>The maids put ten mattresses down the corridor, and they stitched thirty quilts together.</p> <p>Princess Petra put Puffy to bed with a hundred and fifty hot-water bottles and gave him a pair of swish sunglasses.</p> <p>But Puffy McDuffy was not very happy.</p>				
9	<p>Aunt Fiddlesticks, the king’s fairy aunt, flew in.</p> <p>“I’ll fix him,” she said.</p> <p>She waved her wand over poor old Puffy.</p> <p>He gave an almighty sneeze and blew Aunt Fiddlesticks away.</p> <p>But he still had the measles.</p>				

The Dragon Who

Had the Measles (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
11	<p>“Poor Puffy!” said the queen.</p> <p>“You need some fruit juice.”</p> <p>So she ordered fourteen gallons of fruit juice,</p> <p>and Puffy drank it all up</p> <p>through a big blue straw.</p>				
13	<p>Princess Petra kept on refilling</p> <p>the hot-water bottles.</p> <p>She read him lots of stories.</p>				
15	<p>At the end of the week, Puffy woke up.</p> <p>The sun was shining.</p> <p>“The spots have gone!” cried the queen.</p> <p>“Disappeared!” cheered the maids.</p> <p>“No more measles!” shouted the king.</p> <p>Everyone was happy – Puffy McDuffy,</p> <p>the doctor, the queen, the king,</p> <p>Aunt Fiddlesticks, and the maids.</p>				
16	<p>But Princess Petra was not happy.</p> <p>Now she had the measles!</p>				



He Who Listens



Seen Unseen

Reading
Record

Name: _____ Age: ____ Date: _____

Oral Reading

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Conversion Chart</th> </tr> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr style="background-color: #cccccc;"><td> </td><td> </td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95			1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	<p>Running Words (RW): <input style="width: 50px;" type="text" value="223"/></p> <p>Miscues (M): <input style="width: 50px;" type="text"/> Self-corrections (SC): <input style="width: 50px;" type="text"/></p> <p>Miscue $\frac{RW}{M} = \frac{223}{\quad}$ MISCUE RATE = <input style="width: 50px;" type="text" value="1:"/> (Should be 90-94% for texts used at an instructional level; 95%+ for independent reading.)</p> <p>% ACCURACY: <input style="width: 50px;" type="text"/></p> <p>SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\quad}{\quad} = \quad$ SC rate = <input style="width: 50px;" type="text" value="1:"/> (rounded)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Strategy Use</th> <th style="width: 10%;">Often</th> <th style="width: 10%;">Sometimes</th> <th style="width: 10%;">Not observed</th> </tr> </thead> <tbody> <tr style="background-color: #cccccc;"><td>Uses context</td><td></td><td></td><td></td></tr> <tr><td>Uses background knowledge</td><td></td><td></td><td></td></tr> <tr style="background-color: #cccccc;"><td>Uses pictures/visual cues</td><td></td><td></td><td></td></tr> <tr><td>Recognises miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr style="background-color: #cccccc;"><td>Self-corrects miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Uses graphophonic cues</td><td></td><td></td><td></td></tr> <tr style="background-color: #cccccc;"><td>Asks for help</td><td></td><td></td><td></td></tr> <tr><td>Rereads/looks back</td><td></td><td></td><td></td></tr> <tr style="background-color: #cccccc;"><td>Reads ahead</td><td></td><td></td><td></td></tr> </tbody> </table>	Strategy Use	Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead			
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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">✓ if used.</p> <p>What was the old man doing? <input style="width: 50px;" type="text"/></p> <p>What happened when he shouted at the children? <input style="width: 50px;" type="text"/></p> <p>Where did the old man run to? <input style="width: 50px;" type="text"/></p> <p>Why do the Eskimos call Venus "He Who Listens"? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

<p>Reading Level (Taking into account % accuracy, strategy use and comprehension.)</p>		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

He Who Listens

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
2	Once upon a time, an old man was out on the ice hunting seals. He crouched in the cold air, listening, listening, for the sounds that would tell him that the seals were coming up their breathing holes in the ice.				
4	As he waited motionless, some children ran near him, and their laughter and noise scared the seals away.				
6	The old man was very angry, and he shouted at the children. His shouting caused an ice cliff to fall on the children. As the cliff crashed down, only one boy escaped.				
8	The boy ran home and told his father and mother what had happened. They called the other people in the village, and, together, they all ran out to the ice.				

He Who Listens (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
10	The old man saw them coming, and, terrified that they were coming to kill him, he ran off across the ice.				
12	Faster and faster he ran, until he was running so fast that his feet began to climb into the sky. Up there, he turned into the star we call Venus.				
14	Venus always appears to be low in the sky. The Eskimos say that it is really the old man, listening for the sound of the seals coming up at their breathing holes.				
16	We often call Venus the morning or evening star, but the Eskimo name for it is He Who Listens.				



Morning Star



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="161"/>		Strategy Use																																		
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no • inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	Questions to assist retelling and discussion (if necessary). <ul style="list-style-type: none"> Why did Little Star want to stay later than the other stars? <input type="checkbox"/> ✓ if used. What did Sun ask Moon about Little Star? <input type="checkbox"/> What happened to Little Star? <input type="checkbox"/> Why do you think Little Star's name changed? <input type="checkbox"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Morning Star

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 10.	M	SC	M MSV	SC MSV
10	<p>“And so you shall,”</p> <p>said Sun.</p> <p>“You can keep me company today.”</p> <p>Sun and Little Star</p> <p>talked and roamed</p> <p>across the blue sky all day.</p>				
12	<p>In the evening,</p> <p>when Moon and all the stars</p> <p>ran into the sky,</p> <p>Little Star hurried</p> <p>to join them.</p> <p>“Where have you been?”</p> <p>asked Moon, anxiously.</p> <p>But before Little Star</p> <p>could answer,</p> <p>Sun called to Moon.</p> <p>“Moon! Let him stay later</p> <p>than the rest,”</p> <p>he said,</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>“long enough for me to chat with him.”</p> <p>And with that, Sun slipped down behind the edge of the world, and the sky grew dark.</p>				
14	<p>From then on, Little Star stayed in the sky to talk to Sun.</p> <p>And if you get up early one morning, look up into the sky. You might see Little Star there.</p> <p>He’ll be twinkling as brightly as a diamond, while he waits for Sun.</p>				
16	<p>But he isn’t called Little Star now. Sun and Moon gave him a new name. They called him MORNING STAR.</p>				



Friends Are Forever



Seen Unseen

Reading
Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="237"/>		Strategy Use																																		
<table border="1"> <thead> <tr> <th colspan="2">Conversion Chart</th> </tr> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>		Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95			1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	Often	Sometimes	Not observed
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> no • character? yes <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> no • main events? yes <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> no • inference? yes <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> no 	Questions to assist retelling and discussion (if necessary). <ul style="list-style-type: none"> What did Lion ask when other animals wanted to borrow his crown? <input type="checkbox"/> ✓ if used. What happened to the crown? <input type="checkbox"/> How did Lion's friends help him? <input type="checkbox"/> How was Duck different to Lion's other friends? <input type="checkbox"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Friends Are Forever

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 12.	M	SC	M MSV	SC MSV
12	<p>“Oh, good friend,” cried Donkey,</p> <p>“I would like to help,</p> <p>but I’m in such a hurry today.</p> <p>I must not be late for my appointment.”</p> <p>Donkey trotted quickly away.</p>				
14	<p>“Oh, special friend,” replied Zebra,</p> <p>“I would also help you if I could,</p> <p>but I do not like water</p> <p>and I’m afraid of the river.”</p> <p>So Zebra ran off, too.</p>				
16	<p>“Oh, best friend,” answered Giraffe,</p> <p>“I would be pleased to help,</p> <p>but I do not have time.</p> <p>I have to play my flute</p> <p>at a concert this afternoon.”</p> <p>Giraffe hurried away, too.</p>				
18	<p>Lion sat beside the river and wept.</p> <p>His friends disappeared</p> <p>and his sparkling crown drifted out of sight.</p>				
20	<p>Just then, Duck appeared.</p>				

Friends Are Forever (Cont.) Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>“Why do you cry, Lion?” he asked.</p> <p>Lion told Duck about his crown.</p> <p>“Dear friend,” smiled Duck, “do not cry.</p> <p>I will find your crown</p> <p>and bring it back for you.”</p>				
22	<p>So Duck swam away down the river</p> <p>to save Lion’s crown.</p> <p>It was a long time before Duck returned.</p> <p>Around his neck was Lion’s crown.</p> <p>“Oh, Duck,” cried Lion,</p> <p>“what can I give you to say thank you?”</p> <p>“I’m your friend,” said Duck.</p> <p>“I don’t want anything in return.”</p>				
24	<p>Then Lion and Duck sang this song together</p> <p>as they watched the sun sparkle</p> <p>on the river and on Lion’s crown:</p> <p>Friends are friends forever –</p> <p>They are helpful, they are true.</p> <p>Oh, I’m happy I can say</p> <p>That I have a friend like you.</p>				



Something Soft for Danny Bear



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="216"/>		Strategy Use																		
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SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\text{input}}{\text{input}} = \text{input}$ SC rate = <input type="text" value="1:"/> (rounded)		Uses pictures/visual cues																		
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		Reads ahead																		

Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> setting? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no character? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no main events? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no inference? yes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> no 	Questions to assist retelling and discussion (if necessary). <ul style="list-style-type: none"> Why did Danny Bear want something soft? <input type="checkbox"/> ✓ if used. What things did Danny Bear take home from the tip? <input type="checkbox"/> What did the Bears all do? <input type="checkbox"/> How do you think Blackie Crow felt? <input type="checkbox"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Something Soft for Danny Bear

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 15.	M	SC	M MSV	SC MSV
15	<p>After dinner that night, Mama napped peacefully in her chair.</p> <p>Papa stretched out on the sofa.</p> <p>Soon happy snores were heard throughout the house.</p>				
16	<p>The next morning, there was a nip in the air and snowflakes were starting to drift lazily down.</p> <p>“Oh, Blackie, I just have to find something soft today,” cried Danny.</p> <p>“Don’t worry kid, we’ll find something soft for you.”</p>				
18	<p>And find something they did! For it wasn’t long before Blackie cried out,</p> <p>“Lookie here!”</p> <p>Under chairs, boxes, pails and mops was the softest feathered mattress you ever did see. It even had its own blanket.</p>				

Something Soft for Danny Bear (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
20	<p>“Now, this is soft,” said Blackie, sinking down into the feathered mattress. “Just sink in, pull the blanket up to your chin, close your eyes, and you’re in heaven.”</p>				
21	<p>“And it’s just my size,” laughed Danny.</p>				
22	<p>So pushing and pulling, grunting and groaning, they finally got the mattress into the third room of Danny’s house.</p>				
23	<p>That night after dinner Mama napped in her chair. Papa snored happily on the sofa. And Danny sank deep into his feathered mattress, pulled the blanket up to his chin, closed his eyes, and soon fell sound asleep.</p>				
24	<p>As for Blackie Crow, well, he knew that with all that softness in Danny’s house, he wouldn’t see his little friend again until spring.</p>				



Scare-Kid



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="212"/>		Strategy Use																																		
<table border="1"> <thead> <tr><th colspan="2">Conversion Chart</th></tr> <tr><th>Miscue Rate</th><th>% accuracy</th></tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95			1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	Miscues (M): <input type="text"/> Self-corrections (SC): <input type="text"/>	Often	Sometimes	Not observed
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Comprehension

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Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use and comprehension.)

Easy Instructional Difficult

Scare-Kid

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 10.	M	SC	M MSV	SC MSV
10	<p>A black crow circled down from the sky.</p> <p>“Why don’t you build a scare-kid,” she suggested.</p> <p>“After all, those silly people put scarecrows in their fields to keep us out.”</p>				
12	<p>That very night, the birds began to build.</p> <p>Crows collected feathers.</p> <p>Robins carried mud.</p> <p>All the rest gathered sticks and twigs and pine needles and cones.</p>				
14	<p>Under the light of the moon, the scare-kid took shape.</p> <p>Using creepers and vines, the bigger birds suspended the scare-kid from an ancient cedar, where it hung, huge and ghostly, swooping and swaying in the breeze.</p>				
16	<p>The next morning, three children, their pails rattling, came scrambling up the steep hill.</p>				

Scare-Kid (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	The moment they appeared over the bluff, all the birds flew into action.				
18	Screeching and cawing, the birds swooped down, sending the scare-kid sailing through the air. The vine snapped. The scare-kid crashed to the ground and began rolling down the hill.				
20	“A monster! Run!” cried the children. Dropping their pails, the children tore through the bushes, rolling and tumbling and screaming down the hill.				
22	They never saw the pile of mud and feathers where the scare-kid hit the ground. Nobody ever saw it, because no one – except, of course, the birds – ever dared pick blueberries on Branagan’s Bluff again.				



Flying Fingers



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="130"/>		Strategy Use <table border="1"> <thead> <tr> <th></th> <th>Often</th> <th>Sometimes</th> <th>Not observed</th> </tr> </thead> <tbody> <tr> <td>Uses context</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses background knowledge</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses pictures/visual cues</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recognises miscues that disrupt meaning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Self-corrects miscues that disrupt meaning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses graphophonic cues</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asks for help</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rereads/looks back</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reads ahead</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead			
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Comprehension

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Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Flying Fingers

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 20.	M	SC	M MSV	SC MSV
20	<p>“This is a little tune named <i>Flying Fingers</i>,”</p> <p>said Gran, “and my granddaughter, Clea, will be playing the piano!”</p> <p>Clea sat down and began playing the tune.</p> <p>The whole band joined in.</p>				
21	<p>When they had finished, the audience clapped, stamped and yelled for more –</p> <p>so they played it again!</p> <p>Someone rushed up and took Clea’s photo with the band.</p> <p>“You’re a real performer now!” said Gran.</p>				
22	<p>Clea was still excited when she got back to school and told her friends Tessa and Kate what had happened. She showed them the photo.</p> <p>“Let’s start our own band!” she said.</p> <p>“We’ll call it <i>Clea and the Cool Cats!</i>”</p>				
24	<p>When <i>Clea and the Cool Cats</i> play in the school hall, sometimes her gran joins in, too.</p> <p>Now Clea thinks Grandparents’ Day is great!</p>				



Oscar & Tatiana



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">4 if used.</p> <p>Why were Mum and the children writing letters? <input style="width: 50px;" type="text"/></p> <p>How did Oscar look after Tatiana? <input style="width: 50px;" type="text"/></p> <p>Why did Grandpa cry? <input style="width: 50px;" type="text"/></p> <p>How do you think the children would feel when Mum arrived? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Oscar & Tatiana

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 22.	M	SC	M MSV	SC MSV
22	<p>Dear Oscar and Tatiana,</p> <p>Oscar, I'm proud of you, too. You do</p> <p>take good care of yourself and your sister.</p> <p>You don't need to write to me anymore!</p> <p>Guess why! I got all my work finished and</p> <p>my boss has agreed to let me leave two days</p> <p>early to join you! I can't wait. I just know</p> <p>I'm going to cry when I see you, so tell</p> <p>Grandpa to bring plenty of tissues to the</p> <p>station.</p> <p>I'll be there in a couple of days. If you</p> <p>get tired of waiting, ask Grandpa to do his</p> <p>paper trick for you. See you soon.</p> <p>Much love,</p> <p>Mum</p>				



Beanbag



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

<p>Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)</p>		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

Beanbag

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from line 6, page 22.	M	SC	M MSV	SC MSV
22	<p>“Change your clothes,” said Mum.</p> <p>“He never goes far. We can find him before you go to Sue’s party.”</p> <p>“I’m not going to Sue’s party,” said Tom, cheering up a little.</p> <p>“Oh, yes you are,” said Mum firmly.</p>				
23	<p>Although Tom tried to explain, Mum didn’t change her mind until she called Sue’s mum.</p> <p>“Oh dear. I <i>am</i> sorry,” Mum kept saying.</p> <p>“I suppose we’d better not come, then.”</p> <p>Tom went into his bedroom, and there in the middle of his bed was...</p>				
24	<p>a huge, round shape breathing in and out, purring “<i>Zum zum zumty-zum.</i>”</p> <p>The large cat uncurled one paw, opened one eye, and let the eyelid slowly drip shut again.</p> <p>It was one of Beanbag’s most wicked winks.</p>				



Sidetracked Sam



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

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Sidetracked Sam

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from line 7, page 21.	M	SC	M MSV	SC MSV
21	<p>“Sure!” said Sam. “I’ll ask Dad if it’s okay.”</p> <p>“By the way, will you give him this wrench for me, Sam?”</p> <p>asked Uncle John.</p> <p>“He loaned it to me weeks ago.”</p>				
22	<p>Sam crossed behind two houses and peeked over the fence.</p>				
23	<p>Dad was working under the hood of the car.</p> <p>“I’m back, Dad,” said Sam.</p> <p>Dad took the wrench from Sam and helped her to climb over the fence.</p> <p>“That’s my girl!” said Dad.</p> <p>“And you didn’t even get sidetracked.”</p>				
24	<p>“Well, Dad,” said Sam,</p> <p>“you know you can count on me.”</p> <p>“Yes, Sam,” said Dad, “I know I can.”</p>				



Alison Wendlebury



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use and comprehension.)

Easy Instructional Difficult

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 19.	M	SC	M MSV	SC MSV
19	<p>“No,” said Alison. “I feel like skipping.” Then she said, “GET OFF THOSE ROPES!”</p> <p>“No,” I said.</p> <p>“Well, I’m going to play ball,” said Faye. “You can have your dumb old skipping ropes.”</p>				
20	<p>Alison looked at me.</p> <p>“I like skipping,” she said.</p> <p>I moved my lunch-box, just a little.</p> <p>I moved my drink bottle, just a little.</p> <p>But I didn’t stop sitting on the skipping ropes.</p>				
21	<p>Alison leaned closer. “If you give me a skipping rope I’ll be your very best friend,” she whispered.</p> <p>I said, “I thought you already were my very best friend.”</p> <p>Alison said, “I’ll be your super</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>best friend.”</p> <p>“Okay,” I said, and I stopped sitting on the ropes.</p>				
22	<p>“I like the red one best,” I said.</p> <p>“Okay,” said Alison, “you can have the red one, because you’re my very best friend.”</p>				
23	<p>The next day on the bus, Alison didn’t sit next to Faye Diggins.</p> <p>She sat next to me. She said, “You can have the window seat.”</p> <p>So now Alison and I sit together again, just like we used to.</p>				
24	<p>We share my lunch, just like we used to, and we skip, just like we used to – but I have the red rope.</p> <p>Alison Wendlebury is my very best friend – I think.</p>				



Mr. Pepperpot's Pet



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes _____ no _____ • character? yes _____ no _____ • main events? yes _____ no _____ • inference? yes _____ no _____ 	Questions to assist retelling and discussion (if necessary). <p style="text-align: right;">4 if used.</p> Who took their pets to the vet? <input type="text"/> What were some of the unusual ways people carried their pets? <input type="text"/> What happened after the dog barked? <input type="text"/> What do you think the other pet owners thought about Mr. Pepperpot's pet? <input type="text"/>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Mr. Pepperpot's Pet

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>Mr. Collywobble's cat howled and clawed its way out of the box.</p> <p>It scrambled onto Mrs. Fooglefum's shoulders and climbed up the curtains.</p>				
19	<p>Mrs. Fooglefum's frog jumped out of the jar.</p> <p>It hopped high in the air and landed in the fishtank.</p>				
20	<p>Mr. Tiddlewink's tortoise tumbled out of the bowl and tried to hide in Mrs. Muddleberry's handbag.</p> <p>Mrs. Muddleberry dropped the glove and her mouse ran across the floor and up Mr. Pifflesniff's leg.</p>				
21	<p>The door of the cage broke open and Mr. Pifflesniff's parrot flew out.</p> <p>It squawked as it flew around</p>				

Mr. Pepperpot's Pet (Cont.) Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>the room, and then it landed on top of the heater.</p> <p>Mr. Collywobble's cat tried to catch the parrot.</p> <p>Mr. Dragalong's dog tried to catch the cat.</p>				
22	<p>The sack moved again.</p> <p>"SSSSS!" it said, and Mr. Pepperpot finally woke up.</p>				
23	<p>Just then the vet opened the door.</p> <p>"What noisy pets!" he said.</p> <p>"Now, who's first?"</p> <p>He looked at his list.</p> <p>"Ah, yes. Mr. Pepperpot's python, please."</p> <p>"So that's what's in the sack!" said everyone.</p>				
24	<p>Mr. Pepperpot carried his pet out of the waiting room.</p> <p>"SSSSS!" it said.</p>				



Dogstar



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Conversion Chart</th> </tr> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td>1:17</td><td>94</td></tr> <tr><td>1:14</td><td>93</td></tr> <tr><td>1:13</td><td>92</td></tr> <tr><td>1:12</td><td>91</td></tr> <tr><td>1:10</td><td>90</td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95	1:17	94	1:14	93	1:13	92	1:12	91	1:10	90	1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	<p>Running Words (RW): <input style="width: 50px;" type="text" value="182"/></p> <p>Miscues (M): <input style="width: 50px;" type="text"/> Self-corrections (SC): <input style="width: 50px;" type="text"/></p> <p>Miscue $\frac{RW}{M} = \frac{182}{\quad}$ MISCUE RATE = <input style="width: 50px;" type="text" value="1:"/> (Should be 90–94% for texts used at an instructional level; 95%+ for independent reading.)</p> <p>% ACCURACY: <input style="width: 50px;" type="text"/></p> <p>SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\quad}{\quad} = \quad$ SC rate = <input style="width: 50px;" type="text" value="1:"/> (rounded)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Strategy Use</th> <th style="width: 10%;">Often</th> <th style="width: 10%;">Sometimes</th> <th style="width: 10%;">Not observed</th> </tr> </thead> <tbody> <tr><td>Uses context</td><td></td><td></td><td></td></tr> <tr><td>Uses background knowledge</td><td></td><td></td><td></td></tr> <tr><td>Uses pictures/visual cues</td><td></td><td></td><td></td></tr> <tr><td>Recognises miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Self-corrects miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Uses graphophonic cues</td><td></td><td></td><td></td></tr> <tr><td>Asks for help</td><td></td><td></td><td></td></tr> <tr><td>Rereads/looks back</td><td></td><td></td><td></td></tr> <tr><td>Reads ahead</td><td></td><td></td><td></td></tr> </tbody> </table>	Strategy Use	Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead			
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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">4 if used.</p> <p>What were some of Muddy's tricks? <input style="width: 50px;" type="text"/></p> <p>How did he start doing these tricks? <input style="width: 50px;" type="text"/></p> <p>How did these tricks help Tom? <input style="width: 50px;" type="text"/></p> <p>How did Muddy become a star? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

<p>Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)</p>		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 19.	M	SC	M MSV	SC MSV
19	<p>I raced back to Tom</p> <p>as fast as I could.</p> <p>“It’s okay, Muddy,” he said.</p> <p>Then Big Voice boomed again ...</p>				
20	<p>“I have a television show</p> <p>and I want your dog to be</p> <p>my guest star!”</p> <p>“I’ll have to ask Muddy,”</p> <p>said Tom.</p> <p>“I’d like him to come</p> <p>to the studio right now,”</p> <p>said Big Voice.</p> <p>Tom looked at me.</p> <p>“Is that okay, Muddy?”</p> <p>I barked, “Yes!”</p>				
21	<p>“I’ll bring my guitar,” said Tom.</p> <p>Big Voice shook his head.</p> <p>“Er ... no thanks.</p> <p>I only want the dog.”</p> <p>I sat down.</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>I wasn't going without Tom.</p>				
22	<p>The next day, Big Voice came back for Tom <i>and</i> me. And I became a star. Now you can see my photograph in the papers. Fans want my pawprint in their autograph books. My song called "Barking" is in the Top Ten, and my video clip is on television every night.</p>				
23	<p>Tom has a new job, too. He's my agent. He takes good care of me.</p>				
24	<p>And while I'm doing my acts, Tom plays his guitar, his bells, his drums, <i>and</i> his trumpet, in a special sound-proof room.</p>				



The Lonely Giant



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy

Instructional

Difficult

The Lonely Giant

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 14.	M	SC	M MSV	SC MSV
14	<p>“I think you are very rude,”</p> <p>said the old woman.</p> <p>“Now stop your shouting</p> <p>and showing off.</p> <p>I’ve got work to do!”</p>				
15	<p>The giant did as he was told.</p> <p>“Sorry,” he said,</p> <p>in a very little voice.</p>				
16	<p>Before long,</p> <p><i>clickety clack, clickety ...</i></p> <p>the old woman put away</p> <p>her knitting needles.</p> <p>“Now you have a look</p> <p>at what I’ve got,” she said.</p> <p>“And let’s see if the size is right.”</p>				
17	<p>The giant couldn’t believe his eyes.</p>				
18	<p>There was a warm woolly hat</p> <p>for his great big head.</p>				
19	<p>There was a warm woolly scarf</p> <p>for his great big neck.</p>				

The Lonely Giant (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
20	There were warm woolly gloves for his great big hands,				
21	and there were warm woolly socks for his great big feet.				
22	Suddenly, the giant had an idea. He ran to the woods and gathered a great pile of firewood, big enough to last all winter long.				
23	“Now you can be warm, too,” he said. The old woman smiled. “Thank you very much,” she said. And before long, a beautiful fire was blazing.				
24	From that day on, the old woman and the giant kept each other company. “After all,” they said, “that’s what friends are for.” And the lonely giant wasn’t lonely any more.				



Oh, Columbus!



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes _____ no _____ • character? yes _____ no _____ • main events? yes _____ no _____ • inference? yes _____ no _____ 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">4 if used.</p> <p>What did Columbus try to do after Isabella arrived? <input style="width: 50px;" type="text"/></p> <p>Why did Isabella run away? <input style="width: 50px;" type="text"/></p> <p>How did Columbus and Isabella become friends? <input style="width: 50px;" type="text"/></p> <p>Do you think Isabella and Columbus were both happy in the end? Why? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

<p>Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)</p>		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

Oh, Columbus!

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>But that evening, Columbus heard</p> <p>an awful screech. A thin, wet Isabella</p> <p>flew out of the bathroom window, across</p> <p>the lawn, and through a gap in the fence.</p> <p>Columbus was so surprised that</p> <p>he didn't even chase her.</p>				
19	<p>The twins came running out.</p> <p>"I don't think we should have washed</p> <p>Isabella," said Jake. "She didn't like it!"</p> <p>"Now Isabella's gone," sobbed Kirsty.</p> <p>Columbus quietly licked her hand.</p> <p>"Oh, Columbus," she said. "Good dog."</p>				
20	<p>Early next morning, Columbus went to</p> <p>the gap in the fence. He squeezed through.</p> <p>Then he stopped, and sniffed.</p> <p>What was that smell? <i>Mouse!</i></p> <p>There it was – crouched in front of him.</p> <p>Columbus began to back away, shivering.</p> <p>Suddenly, a furry streak pounced at the mouse.</p> <p>Isabella! He'd been saved by a cat!</p>				

Page	Text	M	SC	M MSV	SC MSV
22	<p>As Columbus squeezed back through the fence, Isabella followed him.</p> <p>“Perhaps she’s not so bad – for a cat, and just to keep the mice away,” he thought.</p> <p>Everyone ran to meet them.</p>				
23	<p>“Look! Clever Columbus has found Isabella!” said Mum.</p> <p>“Aren’t you a good boy!” said Dad, patting him.</p> <p>“What a dog!” said Jake, stroking him.</p> <p>“Oh, Columbus!” cried Kirsty, flinging her arms around him.</p>				
24	<p>Columbus walked into the house, with Isabella close behind. He settled down for a rest, and she snuggled up beside him.</p> <p>“And now that she knows I’m an old scaredy-dog,” Columbus thought,</p> <p>“I suppose I’ll just have to put up with her.”</p>				



A Bull in a China Shop



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Conversion Chart</th> </tr> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td>1:17</td><td>94</td></tr> <tr><td>1:14</td><td>93</td></tr> <tr><td>1:13</td><td>92</td></tr> <tr><td>1:12</td><td>91</td></tr> <tr><td>1:10</td><td>90</td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Conversion Chart		Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95	1:17	94	1:14	93	1:13	92	1:12	91	1:10	90	1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	<p>Running Words (RW): <input style="width: 50px;" type="text" value="241"/></p> <p>Miscues (M): <input style="width: 50px;" type="text"/> Self-corrections (SC): <input style="width: 50px;" type="text"/></p> <p>Miscue $\frac{RW}{M} = \frac{241}{\quad}$ MISCUE RATE = <input style="width: 50px;" type="text" value="1:"/> (Should be 90–94% for texts used at an instructional level; 95%+ for independent reading.)</p> <p>% ACCURACY: <input style="width: 50px;" type="text"/></p> <p>SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\quad}{\quad} = \quad$ SC rate = <input style="width: 50px;" type="text" value="1:"/> (rounded)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Strategy Use</th> <th style="width: 10%;">Often</th> <th style="width: 10%;">Sometimes</th> <th style="width: 10%;">Not observed</th> </tr> </thead> <tbody> <tr><td>Uses context</td><td></td><td></td><td></td></tr> <tr><td>Uses background knowledge</td><td></td><td></td><td></td></tr> <tr><td>Uses pictures/visual cues</td><td></td><td></td><td></td></tr> <tr><td>Recognises miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Self-corrects miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Uses graphophonic cues</td><td></td><td></td><td></td></tr> <tr><td>Asks for help</td><td></td><td></td><td></td></tr> <tr><td>Rereads/looks back</td><td></td><td></td><td></td></tr> <tr><td>Reads ahead</td><td></td><td></td><td></td></tr> </tbody> </table>	Strategy Use	Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead			
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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy

Instructional

Difficult

A Bull in a China Shop

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 6.	M	SC	M MSV	SC MSV
6	<p>Fred dashed straight across the road, Although the lights were red. A car whizzed past behind him, And nearly flattened Fred!</p>				
8	<p>He knocked the fruit stand to the ground, And one that sold straw hats. Then he went on past the pet shop, And frightened all the cats.</p>				
10	<p>He popped his head inside a shop, Where something caught his eye. But no one seemed to welcome him, So he just walked on by.</p>				
12	<p>He tried the supermarket next, And people ran away. He took a shopping trolley out, And didn't stop to pay!</p>				
14	<p>The next was poor Miss Bliss's shop, With china, crystal, glass. Miss Bliss peered out from near the door And hoped the bull would pass.</p>				

A Bull in a China Shop (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
16	<p>But Fred strolled in and stared around.</p> <p>He really was quite meek,</p> <p>Until Miss Bliss, who quaked with fear,</p> <p>Gave out a piercing shriek.</p>				
18	<p>Then Fred's horns hit the chandelier.</p> <p>It came down with a CRASH!</p> <p>Miss Bliss took one more look at Fred,</p> <p>And made a sudden dash.</p>				
20	<p>She tried to push him out the door,</p> <p>But that brought more bad luck.</p> <p>Fred's big end smashed the plates and cups</p> <p>Just like a ten-tonne truck!</p>				
22	<p>The farmer came to rescue Fred.</p> <p>A sorry scene was there.</p> <p>Fred's horns were hung with tea cups,</p> <p>And his head hung in despair.</p>				
24	<p>A sign was nailed upon that door,</p> <p>And this is what it read:</p> <p>NO BULLS ALLOWED, BY ORDER:</p> <p>ESPECIALLY BULLS NAMED FRED!</p>				



The Skeleton on the Bus



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

The Skeleton on the Bus

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 16.	M	SC	M MSV	SC MSV
16	<p>Then she said to Sam,</p> <p>“Do you mind if I measure this against your friend?</p> <p>He’s just the same size as my husband.”</p> <p>Sam held the skeleton’s arms out.</p>				
17	<p>The lady put her knitting around the skeleton’s shoulders.</p> <p>“Just right!” she said. “Thank you. You’ve both been very helpful.”</p> <p>And she began knitting happily.</p>				
18	<p>But around the corner the bus stopped to pick up a man who was carrying a poodle.</p> <p>The poodle barked at the skeleton.</p> <p>Then it grabbed the skeleton’s leg.</p> <p>“Let go!” yelled Sam.</p>				
19	<p>But the poodle wouldn’t let go.</p> <p>Soon it was tangled in the knitting.</p> <p>“Shoo!” said the lady.</p> <p>“Fifi, come here!” called the man.</p> <p>“Let go!” yelled Sam.</p>				
20	<p>The bus stopped with a jerk.</p>				

The Skeleton on the Bus (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>The bus driver got out of his seat.</p> <p>He shook the poodle off the skeleton and untangled the wool.</p>				
21	<p>Then he bent over and picked up the skeleton.</p> <p>“What are you going to do?” said Sam.</p> <p>“You’ll see,” said the bus driver.</p>				
22	<p>He sat the skeleton in the front seat and clicked on the seat belt.</p> <p>“There, I’ve had enough trouble on the bus for one day. Now sit still.”</p>				
23	<p>Sam’s bus stop was the last one.</p> <p>The bus driver carried the skeleton down the stairs and sighed,</p> <p>“Good-bye Sam. I’ll see you and your friend on Monday.”</p>				
24	<p>As the bus driver drove away he smiled to himself.</p> <p>“Skeletons really shouldn’t travel on buses!” he said.</p>				



Lucy Meets a Dragon



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="157"/>		Strategy Use																																										
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes _____ no _____ • character? yes _____ no _____ • main events? yes _____ no _____ • inference? yes _____ no _____ 	Questions to assist retelling and discussion (if necessary). <p>4 if used.</p> <p>What did Lucy find in the new house? <input type="text"/></p> <p>What happened in the story during the night? <input type="text"/></p> <p>What made Lucy happy? <input type="text"/></p> <p>What do you think really happened during the night? <input type="text"/></p>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Lucy Meets a Dragon

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 19 to 23.	M	SC	M MSV	SC MSV
19	<p>The dragon looked in the mirror.</p> <p>“I look fantastic!” he said happily.</p> <p>“And I <i>feel</i> wonderful,” he yawned. “I’m much too excited to sleep.”</p> <p>But very soon the dragon was snoring.</p>				
20	<p>In the morning, Lucy and her father were carrying the dragon downstairs when the telephone rang.</p> <p>It was the people who had owned the house before.</p> <p>“We think we left our dragon behind. Can we come and get him?” they asked.</p> <p>They were very pleased</p>				

Lucy Meets a Dragon (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>to see that their dragon was safe and sound. “He looks even better than we remember!” they said.</p>				
21	<p>Then they said something that made Lucy very happy. “Perhaps you would like to help carry our dragon in the parade next Saturday.” Lucy nodded with delight, and she was sure that the dragon gave her a wink.</p>				
22	<p>On Saturday, the dragon led the parade down Main Street.</p>				
23	<p>He danced and pranced along the street, sending puffs of smoke toward the laughing crowd.</p>				



The Hare and the Tortoise



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="229"/>		Strategy Use																																																																																
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes _____ no _____ • character? yes _____ no _____ • main events? yes _____ no _____ • inference? yes _____ no _____ 	Questions to assist retelling and discussion (if necessary). <p style="text-align: right;">4 if used.</p> <p>What were some things Harry Hare did while the race was on? <input type="text"/></p> <p>What did Tommy Tortoise repeat to Harry? <input type="text"/></p> <p>Why didn't Harry start running sooner? <input type="text"/></p> <p>How do you think Tommy felt at the end of the race? <input type="text"/></p>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

The Hare and the Tortoise

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 16.	M	SC	M MSV	SC MSV
16	<p>“Why, of course I have!”</p> <p>laughed Harry Hare.</p> <p>“I still have plenty of time to win the race.”</p>				
17	<p>“Come along whenever you’re ready. I’ll keep going, slow and steady,” replied Tommy Tortoise.</p> <p>Harry Hare rode the bicycle around and around and thought himself very clever.</p>				
18	<p>When Harry Hare caught up this time, Tommy Tortoise was halfway down the hill. The finishing line was in sight.</p> <p>But Harry Hare wasn’t worried. “Still only this far?” he laughed. “Why, I have time to take a nap and still win the race.”</p>				
19	<p>“Come along whenever you’re ready. I’ll keep going, slow and steady,” said Tommy Tortoise.</p> <p>Harry Hare lay down under a shady tree. “Win a race with a tortoise? Why, I could do it</p>				

The Hare and the Tortoise (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	in my sleep!"				
20	Tommy Tortoise didn't stop to listen to this boasting. On he went, slow and steady, slow and steady.				
21	When he was almost at the finishing line the animals gave a mighty cheer. Felix Fox called out, "Harry Hare, open your eyes – I think you're in for a big surprise!"				
22	Harry Hare leaped to his feet. When he saw Tommy Tortoise so close to the finishing line he was amazed. Down the hill he went, running like the wind. "Here I come!" he cried. "No one beats Harry Hare!"				
23	And you should have seen Harry Hare's face, when he crossed the line ...				
24	in <u>second</u> place!				



The Big Catch



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

The Big Catch

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 20.	M	SC	M MSV	SC MSV
20	<p>“I’ve got one!” shouted Dad, “I’ve got one!”</p> <p>He was fighting with the fishing rod, and Michael could see from the fight that it was something really big.</p>				
21	<p>“Don’t let it get away!” Michael shouted. He jumped up and down, cheering Dad on.</p>				
22	<p>For some time, Dad fought the fish. Finally, Dad said, “Get the net, Michael, it’s coming in – I’ve got it now!”</p> <p>Michael waded into the water with the net. He tried to scoop up the fish, but it was too big. Dad had to help him carry it ashore.</p>				
23	<p>They just stood there with their mouths wide open when they saw the size of the fish.</p> <p>“It’s huge, Dad!” Michael said.</p> <p>“Wow!” said Dad.</p>				
24	<p>“This time you did catch something enormous, Dad,” said Michael, smiling. Then he asked,</p> <p>“When can we come back fishing again?”</p> <p>“Whenever you want, Michael,” answered Dad.</p>				



Fabulous Freckles



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Fabulous Freckles

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 20 to 23.	M	SC	M MSV	SC MSV
20	<p>All of a sudden, Patty’s mouth dropped open.</p> <p>Right in front of her she saw</p> <p>the Fabulous Freckles exhibit displayed</p> <p>by the County Kids with Freckles Club.</p>				
21	<p>“Hi,” one of the girls said to Patty.</p> <p>“What fabulous freckles you have!</p> <p>Can I show you our exhibit?”</p> <p>She pointed to the pictures on display.</p> <p>“Did you know that only a special few</p> <p>get the gift of freckles?” she asked.</p>				
22	<p>She showed Patty pictures of freckled kids,</p> <p>famous people with freckles, freckled insects,</p> <p>freckled flowers, freckled wild animals,</p> <p>freckled pets, birds’ eggs, butterflies,</p> <p>and even freckled caterpillars.</p>				
23	<p>“Wow!” said Patty.</p> <p>“I had no idea freckles were so special.”</p> <p>“You’re so lucky,” said Margaret.</p> <p>“I wish I had <i>more</i>.”</p> <p>Then a boy gave each of them</p> <p>a <i>Freckles Are Fabulous</i> button.</p> <p>They pinned them on and said thanks.</p>				



The Honey Tree



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

The Honey Tree

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from line 8, page 18.	M	SC	M MSV	SC MSV
	<p>A swarm of angry bees appeared at the entrance to the honey tree.</p> <p>The birds tried to sneak by the bees, but the bees stung them.</p>				
20	<p>Finally a tiny hummingbird darted between the bees. He disappeared for a moment, then emerged with the honey in his beak!</p> <p>He hovered over the other forest animals, releasing little drops of honey into their mouths.</p>				
22	<p>Some of the forest animals swallowed the honey at once, but most of them took the honey back to their homes.</p> <p>They planted the drops like seeds into the ground.</p> <p>From each drop a new honey tree grew.</p> <p>The bees made these trees their homes and that is why there is plenty of honey for everyone to this very day.</p>				



The Hat Came Back



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

The Hat Came Back

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from line 6, page 18.	M	SC	M MSV	SC MSV
18	<p>A dog grabbed it and ran away.</p> <p>“Goodbye hat,” Grandma said, and she smiled.</p>				
20	<p>Then people came running from everywhere.</p> <p>“I’ll get it!” they cried. “Stop that dog!”</p> <p>The dog ran back towards us, and dropped the hat at Grandma’s feet.</p> <p>“Good dog,” said Grandma.</p>				
22	<p>But Grandma told me that she was still going to get a new hat tomorrow.</p> <p>“Oh, no, not tomorrow,” I said.</p> <p>“Tomorrow is your birthday, remember?”</p> <p>And then I went up to my room.</p> <p>I wanted to write a story for Grandma’s birthday.</p>				
24	<p>The next day, when I gave Grandma her birthday present, she smiled.</p> <p>“Yes, my old hat <i>has</i> had a lot of adventures,” she said.</p> <p>“It’s a good old hat, and I think I’ll keep it forever.”</p>				



The Gribblegrot from Outer Space



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

The Gribblegrot from Outer Space

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 6.	M	SC	M MSV	SC MSV
6	<p>Books didn't help Zoe, or give her a clue.</p> <p>Where could she look? What could she do?</p> <p>Somewhere, somehow, she hoped she would find</p> <p>That the creature out there wasn't just in her mind.</p>				
8	<p>Zoe, in despair and wanting to cry,</p> <p>Said to the creature she thought it might die.</p> <p>But just as she spoke, she suddenly saw</p> <p>A red switch turned off right under its jaw.</p>				
10	<p>She turned on the switch, and the creature awoke,</p> <p>And these are the things it said when it spoke:</p> <p>"You'll never find me anywhere in a book,</p> <p>But come see my world – it's well worth a look."</p>				
12	<p>"I'm a Gribblegrot," it said, then sped her away</p> <p>Out into space, where they found time to play.</p> <p>Zippering along, they flew far quite soon.</p> <p>Why, before Zoe knew it, they'd reached the moon!</p>				
14	<p>Whizzing along without a worry or care,</p> <p>They zoomed past satellites spinning out there.</p> <p>Ducking and diving, they were going so fast</p> <p>That Venus and Mercury soon had been passed.</p>				

The Gribblegrot from Outer Space (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
16	<p>Warming her hands in front of the sun, Zoe thought this to be the best kind of fun. They flew away fast, then saw in the stars A little, red ball that looked just like Mars.</p>				
18	<p>Yelling and shouting and feeling quite sick, From riding along on a comet so quick, Zoe and the Gribblegrot wanted to land, But out there in space, they had nowhere to stand.</p>				
20	<p>Rushing ahead, they raced far into space. The edge of the universe Zoe now faced! With nothing ahead and so much behind, Wherever she looked, there was nothing to find.</p>				
22	<p>Surfing along on the Gribblegrot's back, Zoe came to a star that was blacker than black. Spinning and spiralling down, down, down, down, Towards a black hole in which galaxies drown...</p>				
24	<p>Twisting and turning, with a hiss and a roar, Head over heels, Zoe fell more and more. A bright lightning bolt, then a thunderous boom, And Zoe woke up safe in her bed in her room.</p>				



Yellow Overalls



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">4 if used.</p> <p>What were all the wives doing while their husbands prepared for battle? <input style="width: 50px;" type="text"/></p> <p>What was the Queen's plan? <input style="width: 50px;" type="text"/></p> <p>What happened when all the soldiers met? <input style="width: 50px;" type="text"/></p> <p>How did the story end? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Yellow Overalls

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 19.	M	SC	M MSV	SC MSV
19	<p>The King of Biddlikurri and his men marched out of the town and down to the battlefield.</p> <p>The King of Gunjee and his men marched out to meet them.</p> <p>Two streams of yellow overalls flowed down the hillsides and met at the bottom.</p> <p>But which side was which? No one could tell. They were all dressed alike.</p>				
20	<p>The King of Biddlikurri shouted to the King of Gunjee, “How can we fight when we all look as though we’re on the same side?”</p> <p>“Where did you get your overalls?” said the King of Gunjee.</p> <p>“From my wife,” replied the King of Biddlikurri. “Where did you get yours?”</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>“One guess!” said the King of Gunjee.</p> <p>“Oh-oh!” they both said.</p>				
22	<p>The soldiers soon got tired</p> <p>of trying to fight when they</p> <p>didn’t know who they were fighting.</p> <p>In the end, they all sat</p> <p>on the ground, looking like</p> <p>buttercups, and had a picnic.</p>				
24	<p>The Queen of Biddlikurri</p> <p>and the Queen of Gunjee</p> <p>watched them.</p> <p>“Yellow is so beautiful,” they said.</p>				



Cass Becomes a Star



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="268"/>		Strategy Use <table border="1"> <thead> <tr> <th></th> <th>Often</th> <th>Sometimes</th> <th>Not observed</th> </tr> </thead> <tbody> <tr> <td>Uses context</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses background knowledge</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses pictures/visual cues</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recognises miscues that disrupt meaning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Self-corrects miscues that disrupt meaning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses graphophonic cues</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asks for help</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rereads/looks back</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reads ahead</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead																	
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Comprehension

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Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Cass Becomes a Star

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 15.	M	SC	M MSV	SC MSV
15	<p>For the next scene,</p> <p>she had to carry the yellow bag out through the stadium entrance.</p> <p>She did it right the first time.</p> <p>All the people watching clapped.</p>				
16	<p>After that, everyone got into buses and cars and drove to a new location. It was a park.</p> <p>Cass watched and waited while the camera crew set up their equipment.</p>				
17	<p>She also made some more friends.</p> <p>Then it was time for her to act out another scene.</p>				
18	<p>She had to sit still,</p> <p>then run to Dave when he called her.</p> <p>He was out of sight,</p> <p>so in the film it would look as if she was just running through the park.</p> <p>She had to do that twice,</p> <p>because the first time she didn't run straight.</p> <p>But the second time, she did it perfectly.</p>				
21	<p>In the last scene,</p> <p>Cass had to run to Dave again.</p>				

Cass Becomes a Star (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>But this time, it was in a different part of the park, and she had to carry the yellow bag. She did it right the first time. Everyone cheered for her and clapped their hands. She was a star!</p>				
22	<p>Then it was all over and time to leave. When she got home, Dave gave her a big hug and an extra-special dinner. She ate it all in about one minute.</p>				
24	<p>Cass had enjoyed her day, but she was tired. Soon she had fallen fast asleep. Perhaps she dreamed about all the things that had happened that day, and the people she had met. But one thing was certain: she was now a star! And as for Dave, he couldn't wait to see Cass on TV.</p>				



The Best Birthday Present



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="246"/>		Strategy Use																																										
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Comprehension

Did the child's retelling include: <ul style="list-style-type: none"> • setting? yes <input type="text"/> no <input type="text"/> • character? yes <input type="text"/> no <input type="text"/> • main events? yes <input type="text"/> no <input type="text"/> • inference? yes <input type="text"/> no <input type="text"/> 	Questions to assist retelling and discussion (if necessary). <p>4 if used.</p> <p>What was Nicky worrying about? <input type="text"/></p> <p>What gave him his idea for the present? <input type="text"/></p> <p>How did Jake feel about his present? <input type="text"/></p> <p>How do you think Nicky would have felt? <input type="text"/></p>
Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use and comprehension.)

Easy Instructional Difficult

The Best Birthday Present

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>Dr. Evans said that Nicky could brush Thunder every afternoon. He showed Nicky how to feed her, too.</p> <p>On the day before Jake's birthday, Dr. Evans said, "It's great to have you help me look after Thunder. I'll have to think of something that I can do for you."</p>				
19	<p>"Well," said Nicky ...</p> <p>"Maybe you can help me give Jake a special birthday present."</p>				
20	<p>"Where are we going?" asked Jake, as Nicky pushed him down the track the next day.</p> <p>"You'll see," said Nicky, smiling to himself with excitement.</p> <p>Jake looked surprised when they stopped at Dr. Evans' farm.</p> <p>"I didn't know Dr. Evans had a horse," he said.</p>				
21	<p>"Her name's Thunder," said Nicky, "and she's going to give you your birthday present."</p>				

The Best Birthday Present (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>Dr. Evans said, “Are you ready to go for a ride, Jake?”</p> <p>Jake opened his eyes really wide, and then he nodded his head.</p>				
22	<p>Dr. Evans lifted Jake out of his wheelchair and onto Thunder’s back.</p> <p>“Hold onto the saddle tightly,” he said.</p> <p>Nicky put Jake’s feet into the stirrups.</p> <p>Thunder snorted.</p> <p>Jake still didn’t say anything, but Nicky watched his face.</p> <p>Dr. Evans led Thunder and Jake around and around the yard – slowly at first, and then a little faster.</p>				
23	<p>Jake looked nervous for a moment or two, but soon he started to smile, and suddenly he laughed out loud.</p>				
24	<p>“This is great!” Jake yelled, and then he looked down at his little brother.</p> <p>“Thanks Nicky! This is the <i>best</i> birthday present ever.”</p>				



Why the Sea is Salty



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Miscue Rate</th> <th style="text-align: left;">% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td>1:17</td><td>94</td></tr> <tr><td>1:14</td><td>93</td></tr> <tr><td>1:13</td><td>92</td></tr> <tr><td>1:12</td><td>91</td></tr> <tr><td>1:10</td><td>90</td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95	1:17	94	1:14	93	1:13	92	1:12	91	1:10	90	1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	<p>Running Words (RW): <input style="width: 50px;" type="text" value="199"/></p> <p>Miscues (M): <input style="width: 50px;" type="text"/> Self-corrections (SC): <input style="width: 50px;" type="text"/></p> <p>Miscue Rate: $\frac{RW}{M} = \frac{199}{\quad}$ MISCUE RATE = <input style="width: 50px;" type="text" value="1:"/> (Should be 90–94% for texts used at an instructional level; 95%+ for independent reading.)</p> <p>% ACCURACY: <input style="width: 50px;" type="text"/></p> <p>SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\quad}{\quad} = \quad$ SC rate = <input style="width: 50px;" type="text" value="1:"/> (rounded)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Strategy Use</th> <th style="text-align: center;">Often</th> <th style="text-align: center;">Sometimes</th> <th style="text-align: center;">Not observed</th> </tr> </thead> <tbody> <tr><td>Uses context</td><td></td><td></td><td></td></tr> <tr><td>Uses background knowledge</td><td></td><td></td><td></td></tr> <tr><td>Uses pictures/visual cues</td><td></td><td></td><td></td></tr> <tr><td>Recognises miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Self-corrects miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Uses graphophonic cues</td><td></td><td></td><td></td></tr> <tr><td>Asks for help</td><td></td><td></td><td></td></tr> <tr><td>Rereads/looks back</td><td></td><td></td><td></td></tr> <tr><td>Reads ahead</td><td></td><td></td><td></td></tr> </tbody> </table>	Strategy Use	Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead			
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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes _____ no _____ • character? yes _____ no _____ • main events? yes _____ no _____ • inference? yes _____ no _____ 	<p>Questions to assist retelling and discussion (if necessary). 4 if used.</p> <p>Why did the old man give the poor brother the magic quern? <input style="width: 50px;" type="text"/></p> <p>What difference did the quern make to the man and his wife? <input style="width: 50px;" type="text"/></p> <p>Why did the sea captain steal the quern? <input style="width: 50px;" type="text"/></p> <p>Why is the sea salty, according to this story? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

Why the Sea is Salty

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>One day, a sea captain came to visit.</p> <p>He had heard of all the treasures and the house of gold, and he wanted to see them with his very own eyes.</p> <p>Most of all he wanted to see the quern.</p> <p>“Can it grind out salt?” he asked.</p> <p>“It can grind out anything you wish,” said the rich brother.</p> <p>And he asked the quern to grind out salt.</p> <p>The sea captain was tired of bringing salt from the lands far beyond the sea.</p> <p>That night, he stole the magic quern, took it to his ship, and set sail at once.</p>				

Why the Sea is Salty (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
21	<p>When he was far away from land, he put the magic quern on the deck and commanded it to make salt. The quern began to grind out salt. It worked and worked until the ship's hold was full of salt.</p>				
22	<p>The sea captain did not know the magic words to stop the quern from working. It kept on making more and more salt, until the ship was so loaded with salt that it sank to the bottom of the sea.</p>				
24	<p>Stories say that the quern is grinding there to this very day, and that is why the sea is salty.</p>				



Bringing the Sea Back Home



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary). 4 if used.</p> <p>What did Milly decide to take to her grandpa? <input style="width: 50px;" type="text"/></p> <p>What did the animals tell Milly about the sea? <input style="width: 50px;" type="text"/></p> <p>How did the lighthouse keeper help Milly? <input style="width: 50px;" type="text"/></p> <p>What might Milly go looking for next? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

Bringing the Sea Back Home

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 20.	M	SC	M MSV	SC MSV
20	<p>“Thank you very, very much for everything!” said Milly. “And now I really must get back to Grandpa with my shell and my pictures.”</p> <p>“Goodbye little donkey!” said the man, as Milly set off down the road.</p> <p>When Milly got home her grandpa was asleep. She didn’t wake him right away, but she got out her shell and put it gently against Grandpa’s ear.</p> <p>“Grandpa!” she whispered. “Listen!”</p> <p>Grandpa opened his eyes. He heard the whooshing of the waves and he sat up in surprise. “What’s that sound, Milly?”</p>				
22	<p>“It’s the sea, Grandpa. I found it for you and I brought it back.”</p> <p>Then Grandpa looked at what Milly was holding and his eyes opened even wider. It was one of her photos.</p> <p>Grandpa looked at the sparkling sea and</p>				

Bringing the Sea Back Home (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>shook his head in amazement.</p> <p>“It’s wonderful!” he said.</p>				
23	<p>Milly told Grandpa all about her adventures, and all about the kind man who had shown her how to bring the sea back home.</p> <p>“You’ve made me a very happy donkey,” said Grandpa. “But would you do one more thing for me, Milly? Would you put the sea pictures around the window. Then I can see our hill and the sea at the same time.”</p> <p>“Like this?” said Milly.</p> <p>“That’s perfect,” said Grandpa. “Now I have everything.”</p>				
24	<p>Then he said, “Well, almost everything.”</p> <p>“Almost everything?” said Milly. “What do you mean, Grandpa?”</p> <p>Grandpa smiled to himself and a faraway look came into his eyes.</p> <p>“Snow,” he said. “I’ve never seen the snow.”</p>				



The Monster of Mirror Mountain



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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The Monster of Mirror Mountain

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 16.	M	SC	M MSV	SC MSV
16	<p>Mr. Talon tried to feel brave, but he couldn't help wondering whether a scary monster might be just up ahead, waiting to pounce.</p>				
17	<p>"I'm nearly at the top and I haven't seen any monsters yet," he called.</p> <p>"I'm not scared!"</p> <p>Mr. Talon was so busy trying to feel brave that he didn't see the eagle's nest.</p> <p>He put his head straight through the middle.</p> <p>The eagle seemed very angry, even though Mr. Talon did say sorry.</p>				
18	<p>Now Mr. Talon felt even more determined.</p> <p>"I'm going right to the top!" he called.</p> <p>"I don't believe in monsters!"</p> <p>Up he climbed.</p> <p>There was only a little way to go before Mr. Talon would be at the very top.</p> <p>Up he climbed and ...</p>				
19	<p>"AAAARGHHH!" Mr. Talon screamed.</p>				
20	<p>Mr. Talon let go and began to fall.</p>				

The Monster of Mirror Mountain (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>On his way down he went through the eagle's nest again.</p> <p>He flew right over the muddy patch.</p>				
21	<p>By the time he hit the brambles he was going at top speed.</p> <p>Luckily the brambles were so thick that they slowed him down.</p>				
22	<p>Finally he landed with a thump in front of the villagers.</p> <p>Everyone was shouting at once.</p>				
23	<p>"Tell us about the monster! Tell us about the monster!" the children shouted.</p>				
24	<p>"It's horrible!" Mr. Talon answered with a shiver of fear.</p> <p>"The Monster of Mirror Mountain is the most horrible thing I've ever seen!"</p>				



Rosie's House



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Rosie's House

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>Mrs. Field began to think that her garden would be trampled flat.</p> <p>“FREEZE!” she yelled, and everyone stood still. “We’re frightening her. Let’s stand still and wait until she comes out. Then we’ll grab her.”</p> <p>So they stood very still.</p>				
19	<p>Just then Mr. Field arrived home and found his garden full of people, all standing as still as statues.</p> <p>“What are you all doing?” he asked in surprise.</p> <p>“Sshh, we’re waiting for Rosie,” whispered Mrs. Field.</p>				
20	<p>The next door neighbour looked over the bushes and stared in surprise. But before she could ask what they were doing ...</p> <p>“Sshh,” whispered Mrs. Field.</p> <p>“We’re waiting for Rosie.”</p>				
21	<p>A delivery van pulled up next door.</p> <p>“Are you playing statues?” the driver</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>laughed. "Can I play, too?"</p> <p>Mrs. Field began to whisper, "Sshh, we're waiting for ..." but just then Rosie darted out from under a bush and everyone dived to grab her.</p>				
22	<p>Suddenly there was a huge pile of people all whooping and yelling.</p> <p>And underneath was Simon, with Rosie safely in his arms.</p> <p>Everyone wanted to see Rosie. She was quite a star.</p>				
23	<p>Simon turned to Nick, "Do you think you could help me to build a hutch like yours so that Rosie doesn't escape again?"</p> <p>"Sure," said Nick. "When do we start?"</p>				
24	<p>"Mum, we've found Rosie!" called Simon. "Nick and I are going to build her a new hutch with this old wood and wire that Mrs. Field gave us.</p> <p>I really think that Rosie would like a new house, too."</p>				



Vicky the High Jumper



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">4 if used.</p> <p>How did Vicky become Tammy's pet? <input style="width: 50px;" type="text"/></p> <p>What did they find out Vicky could do? <input style="width: 50px;" type="text"/></p> <p>What was the most exciting part of the competition? Why? <input style="width: 50px;" type="text"/></p> <p>How did the family all feel about Vicky? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

<p>Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)</p>		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

Vicky the High Jumper

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 16.	M	SC	M MSV	SC MSV
16	<p>The Dog High Jump was a big event.</p> <p>There were all sorts of dogs: spaniels, greyhounds, poodles and terriers.</p> <p>Their owners all wanted to win the big prize.</p>				
17	<p>Gradually the fence was built higher and higher. Tammy tried to make Vicky concentrate, instead of playing with the other dogs.</p>				
18	<p>Some owners threw sticks and bones over the fence to encourage their dogs to jump.</p> <p>Some of the owners even clambered over the fence themselves.</p> <p>Their dogs didn't always follow them!</p>				
19	<p>When it was Vicky's turn, Tammy stood on the other side of the fence and called, "Vicky, Vicky, come on!"</p> <p>Vicky's ears pricked up when she heard Tammy call, and she sailed over the fence every time.</p>				
20	<p>Soon there were only two dogs left.</p> <p>There was Vicky, and there was</p>				

Vicky the High Jumper (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>a small terrier with crooked ears.</p> <p>The fence was getting higher and higher.</p> <p>At last the little terrier couldn't make it over.</p> <p>The crowd's hearts were in their mouths when it was Vicky's turn to jump.</p>				
21	<p>Tammy called, "Come on Vicky, come on!"</p> <p>Vicky scrambled up the high fence.</p> <p>She got stuck on top, with her front legs on one side of the fence, and her hind legs on the other!</p>				
22	<p>Finally she made it over.</p> <p>"Hooray, hooray, Vicky is the champion!" shouted Tammy.</p> <p>Tammy's family jumped up and down.</p>				
23	<p>The judge tied a blue ribbon around Vicky's neck, and gave Tammy the prize money.</p> <p>"At last, Vicky is earning her keep!" said Dad.</p>				
24	<p>Then Dad bought ice cream for everyone – even Vicky!</p>				



Pookie and Joe



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy

Instructional

Difficult

Pookie and Joe

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 20.	M	SC	M MSV	SC MSV
20	<p>Next morning, Aunt Sofia put a lead on Joe's collar, tied a floppy pink bow around his neck, and took him for a walk with Pookie. Joe slunk along with his tail between his legs. He had never been so embarrassed in his life. He shook his head, and the lead jerked out of Aunt Sofia's hand. He was free! Down the street he ran, as fast as he could. "Stop, Joe!" called Aunt Sofia. "Come back!" But Joe ran faster and faster.</p>				
22	<p>All day Joe walked and walked, and as evening fell he came to the farm. For a moment he stood at the gate and sniffed the sweet smell of the fresh green grass. He felt the wind as it ruffled his ears.</p>				
24	<p>Then he saw Carlotta. Barking happily, he ran to her. Carlotta was so pleased to see Joe that she hugged him more tightly than ever. "Good dog, Joe!" she said. "I don't know what I would do without you." And Joe was thinking the very same thing!</p>				



The Emperor and the Nightingale



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy

Instructional

Difficult

The Emperor and the Nightingale

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from line 4, page 23.	M	SC	M MSV	SC MSV
23	<p>The little brown nightingale was perched upon her shoulder. “Nightingale, please, please sing for me and make me well again,” said the emperor. And the plain little beak opened, and out poured the beautiful song of the real bird. On and on it sang, filling the palace with its sweet sound. The emperor felt his strength returning.</p>				
24	<p>He had tears in his eyes as he listened to the beautiful song. “How foolish I was to value a toy more than a real bird!” he said. From that day on, the little brown bird often came to the palace to sing for the emperor. And they were both contented for the rest of their lives.</p>				



The First Morning



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary). 4 if used.</p> <p>Which animals went to get some light? <input style="width: 50px;" type="text"/></p> <p>How did the animals complete the tasks they were given by the king? <input style="width: 50px;" type="text"/></p> <p>Why did the animals think they had been tricked? <input style="width: 50px;" type="text"/></p> <p>How do you think the animals felt when they saw the light? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

The First Morning

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 23.	M	SC	M MSV	SC MSV
23	<p>Back on earth all the animals gathered around.</p> <p>“Open the box,” they all cried.</p> <p>Ever so slowly, Mouse lifted the lid.</p> <p>A large bird stared back at her.</p> <p>“This is not light!” roared Lion.</p> <p>“It is only a bird!”</p> <p>Mouse hung her head in shame.</p> <p>She and her small friends had been tricked, after all.</p> <p>But none of the animals knew that the bird was a rooster!</p> <p>Suddenly the rooster jumped up.</p> <p><i>Cock-a-doodle-doo</i>, he crowed.</p> <p><i>Cock-a-doodle-doo</i>, he crowed again.</p>				
24	<p><i>Cock-a-doodle-doo</i>, he crowed for a third time, and golden light flooded the earth.</p> <p>The rooster had called up the sun and brought the first morning.</p> <p>And from that day to this, roosters call up the sun every day!</p>				



The Forgotten Princess



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

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The Forgotten Princess

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 21.	M	SC	M MSV	SC MSV
21	<p>The young man opened the door, and Rosa smiled politely.</p> <p>“Would you please teach me to juggle?” she asked. “I could work in your shop to pay for the lessons.”</p>				
22	<p>Time passed, and Rosa the princess was almost forgotten at the palace.</p> <p>Now she was Rosa the juggler and fruit-seller, and in the town the people loved her. So did the young man.</p>				
23	<p>Rosa was happy, and she tried not to think of the palace at all.</p> <p>But then, one day, the young man said, “Rosa, come and look! I often see a girl’s face at the window of the castle tower. I have heard that it is the princess.”</p>				
24	<p>Rosa looked up and saw that it was her sister. “It <i>is</i> the princess,” she said.</p> <p>“I wonder if she is as happy as I am.”</p>				



Baba Yaga



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="204"/>		Strategy Use <table border="1"> <thead> <tr> <th></th> <th>Often</th> <th>Sometimes</th> <th>Not observed</th> </tr> </thead> <tbody> <tr> <td>Uses context</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses background knowledge</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses pictures/visual cues</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recognises miscues that disrupt meaning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Self-corrects miscues that disrupt meaning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uses graphophonic cues</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asks for help</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rereads/looks back</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reads ahead</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead			
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Comprehension

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Overall comprehension:	1 2 3 4 5 poor adequate excellent

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Baba Yaga

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 20.	M	SC	M MSV	SC MSV
20	<p>Baba Yaga gnashed her teeth</p> <p>and sparks flew like hot, red rain.</p> <p>She may well have boiled the pot</p> <p>with her sizzling breath, but suddenly</p> <p>the hut jumped up on its chicken feet.</p> <p>The fierce woman lost her balance</p> <p>and fell backwards, her skirts over her head.</p> <p>The door of the hut flew open.</p> <p>“Run, little sister! Run!”</p> <p>said the hut in a faint, shivery voice.</p> <p>The little girl ran out the door</p> <p>as fast as she could go.</p>				
22	<p>Baba Yaga leaped up.</p> <p>She would have caught the little girl,</p> <p>but the door of the hut slammed</p> <p>and locked itself on the outside.</p> <p>Then the hut got up on its chicken feet</p> <p>and ran away through the forest.</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>Baba Yaga screamed and raged, sending streams of sparks up through the chimney.</p> <p>But every time she thumped on the door, the hut went skippety-jump, and she fell backwards, her bony legs waving in the air.</p>				
24	<p>The little girl ran home, stopping a moment on the way to pick some ripe berries for her mother and father to make into a pie.</p> <p>As for Baba Yaga, the boney-legged woman, she was never seen again in that forest.</p> <p>Who knows where she might be now?</p>				



Granddad



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">4 if used.</p> <p>Why was Adam unhappy? <input style="width: 50px;" type="text"/></p> <p>What were some of the good things Grandad did? <input style="width: 50px;" type="text"/></p> <p>What did Adam learn from his Grandad? <input style="width: 50px;" type="text"/></p> <p>How do you think he felt about his Grandad? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

<p>Reading Level (Taking into account % accuracy, strategy use <i>and</i> comprehension.)</p>		
Easy <input style="width: 50px;" type="text"/>	Instructional <input style="width: 50px;" type="text"/>	Difficult <input style="width: 50px;" type="text"/>

Grandad

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>One night Grandad brought out the heavy box.</p> <p>It was full of coins</p> <p>from countries he had been to years ago.</p> <p>Grandad started telling Judy and Peter</p> <p>stories about all the different places.</p> <p>“Hey, turn off the TV</p> <p>and come and listen, Adam,” said Judy.</p> <p>I stared at Judy,</p> <p>but I was actually talking to Grandad.</p> <p>“I want to watch TV,</p> <p>not look at dumb old coins,” I said rudely.</p> <p>“That’s OK, lad,” said Grandad.</p> <p>He smiled kindly.</p> <p>“That’s fine with me.”</p>				
19	<p>“It’s not fine with <i>me</i>,”</p> <p>said Mum’s voice at the door.</p> <p>“You apologize, Adam, and go to your room.”</p>				
20	<p>The next day Mum made me take Grandad</p> <p>to meet Mrs Timlin.</p> <p>I felt really silly,</p> <p>but Grandad and Mrs Timlin got on fine.</p> <p>They didn’t go red or anything.</p>				

Grandad (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>I sat and watched them, and suddenly I knew that old people didn't mind who their friends were – men, women, old people, young people.</p> <p>I guess they've been around long enough to practise getting on with everybody.</p>				
22	<p>I got used to Grandad being at our house.</p> <p>He didn't change things much.</p> <p>He made friends with lots of people.</p> <p>When they all went out,</p> <p>I sometimes wished Grandad was around to play cards with me.</p> <p>You should have heard the stories he could tell!</p>				
24	<p>David and I asked him to come to our class when we were learning about wars.</p> <p>You could have heard a pin drop when he told his stories.</p> <p>I felt really proud of my Grandad.</p>				



Crosby Crocodile's Disguise



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Crosby Crocodile's Disguise

Name: _____ Date: _____

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18	<p>“And as for your tail,”</p> <p>Uncle Dilly began,</p> <p>“bumpy or smooth,</p> <p>it is just right.”</p> <p>“For what?” asked Crosby.</p> <p>“For swishing and</p> <p>splashing and sloshing</p> <p>in the water.”</p> <p>“That’s true,”</p> <p>said Crosby.</p> <p>He looked down.</p>				
20	<p>“If only my body were not so long.”</p> <p>“Nonsense,” cried Aunt Snapwell.</p> <p>“Your body is the perfect length.”</p> <p>“For what?”</p> <p>“For sliding</p> <p>down mud banks,</p> <p>and rolling in the river.”</p>				

Crosby

Crocodile's Disguise (Cont.) Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>"So it is," agreed Crosby.</p> <p>"I guess I'm not so ugly after all ...</p> <p>except for my big mouth."</p>				
22	<p>"But my dear," Uncle Dilly said,</p> <p>"your mouth happens to be</p> <p>exactly the right size."</p> <p>"The right size for what?"</p> <p>Crosby asked.</p> <p>"For a great, big crocodile smile!"</p> <p>Crosby felt one of those great,</p> <p>big smiles spreading across his face.</p> <p>He threw off his disguise and ran</p> <p>to look at himself in the mirror.</p>				
24	<p>"I do look good," he cried.</p> <p>"I look just like a crocodile should."</p> <p>And he did!</p>				



Tony and the Butterfly



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Tony and the Butterfly

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 12.	M	SC	M MSV	SC MSV
12	<p>The man at the zoo explained that butterflies have long, hollow tongues like straws so that they can drink water and the nectar of flowers.</p> <p>He said, "Put a little water in the butterfly's dish."</p>				
14	<p>Then he said, "I must tell you the truth. There's no way to mend a butterfly's wing. It will never fly again; and if it can't fly, it will not live."</p> <p>Tony's mother thanked the man, and went outside to tell Tony what he had said.</p>				
16	<p>Tony felt very, very sad. He put some water in the dish and the butterfly fluttered one wing. It sipped the water and sipped some more, but it did not move.</p> <p>Tony sat for a long, long time, until the butterfly stopped sipping the water</p>				

Tony and the Butterfly (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	and was very, very still.				
18	<p>“My butterfly has died,” he said.</p> <p>He lifted it gently in his hands</p> <p>and walked over to the tree</p> <p>where he had first found it.</p>				
21	<p>He dug a hole</p> <p>and placed the butterfly in it.</p> <p>Then he covered it</p> <p>and put some pretty leaves on top.</p> <p>Tony cried,</p> <p>because he wanted the butterfly</p> <p>to flutter its wings and soar away,</p> <p>to live and dance among the flowers.</p>				
22	<p>“I’m sad too,”</p> <p>Tony’s mother said, hugging him.</p> <p>“It was a most beautiful butterfly.”</p> <p>Then she wiped the tears from his cheeks.</p> <p>“It was a lucky butterfly too,” she said,</p> <p>“because you cared for it</p> <p>when it was dying.”</p>				
24	<p>She hugged Tony.</p> <p>“I’m very proud of you,” she said.</p>				



The Three Magicians



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary). 4 if used.</p> <p>How did Billy know magicians were around him? <input style="width: 50px;" type="text"/></p> <p>What magical sights did Billy see? <input style="width: 50px;" type="text"/></p> <p>Why didn't Billy recognise the magicians? <input style="width: 50px;" type="text"/></p> <p>Where do you think Billy might have looked next? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

The Three Magicians

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>The next morning</p> <p>Billy said to the girl,</p> <p>the horse and the hedgehog,</p> <p>“My thumbs are pricking</p> <p>more and more.</p> <p>There must be magicians all around me.</p> <p>They must be too shy to come out</p> <p>when they see that I have company.</p> <p>I’d better go on alone.”</p> <p>“Why do you want to find a magician?”</p> <p>asked the girl.</p> <p>“Well, I want to be a magician myself some day,”</p> <p>Billy replied. “I want to change the world.”</p> <p>Then he went off on his own.</p>				
20	<p>The girl, the hedgehog and the horse</p> <p>sat on the edge of the green sea.</p> <p>The girl played a green violin,</p> <p>and fish came out of the sea</p> <p>and danced.</p> <p>The hedgehog</p> <p>played a red whistle,</p> <p>and birds came out of the air</p>				

The Three Magicians (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>and danced.</p> <p>The horse beat on a blue drum, and mice came out of the sand and danced.</p>				
22	<p>And as they played they sang a soft, sad song.</p> <p><i>Wander and wonder, along and around.</i></p> <p><i>Through air, across water, and over the ground...</i></p> <p><i>Unless you can see what's in front of your eyes,</i></p> <p><i>You'll never meet magic or get a surprise.</i></p> <p><i>For all the surprises will rustle and run,</i></p> <p><i>And magicians live over the next hill but one.</i></p>				
24	<p>So Billy went on looking for a magician, and the three magicians all went home to bed.</p>				



Charlie



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

Running Words (RW): <input type="text" value="179"/>		Strategy Use																																							
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Comprehension

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use and comprehension.)

Easy Instructional Difficult

Charlie

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 18.	M	SC	M MSV	SC MSV
18	<p>Charlie was so heavy, his bulging belly scraped across the mountaintops, causing great spears of lightning to stab the hills and fields.</p>				
20	<p>Charlie began to feel cold and lonesome. From the corner of his eye, a small drop of water squeezed out. From the other eye, another drop slipped out. A storm of tears gushed from Charlie's eyes. The more he cried, the smaller he shrank, until there wasn't a single tear left, and Charlie fell into a deep sleep.</p>				
22	<p>For a while, all was quiet. Suddenly, a voice rang out from below.</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>“Look at that beautiful little cloud!”</p> <p>Charlie opened his eyes</p> <p>and looked all around.</p> <p>There were no other clouds in the sky.</p> <p>All the people in the village,</p> <p>the animals, the birds,</p> <p>even the sun and mountains,</p> <p>were smiling at him.</p> <p>Charlie looked down at his reflection</p> <p>in the water.</p> <p>“Why is everyone smiling at me?”</p> <p>he wondered.</p> <p>“I’m not doing anything special.</p> <p>I’m just being myself.”</p>				
24	<p>A soft voice from deep within Charlie answered,</p> <p>“Being yourself</p> <p>is the most special thing</p> <p>you can ever be.”</p>				



Misha Disappears



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

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<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy Instructional Difficult

Misha Disappears

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 21.	M	SC	M MSV	SC MSV
21	<p>Ben tugged the clothes from the line.</p> <p>The pegs flew off in all directions, and one landed right on top of Misha's hutch.</p> <p>PLOP!</p> <p>Ben saw a tiny flash of brown and white inside the cage.</p> <p>Poor Misha, he thought.</p> <p>She always got a fright when pegs thumped on top of her hutch like that.</p>				
22	<p>MISHA...</p> <p>Ben dropped the clothes on the wet grass.</p> <p>MISHA...</p> <p>Ben reached the hutch in one enormous leap.</p> <p>MISHA WAS BACK!</p> <p>Ben's mother stood on the doorstep, laughing.</p> <p>"Guess where she was, Ben!" she called.</p> <p>"Misha was in the garage.</p> <p>She must have hopped inside</p>				

Page	Text	M	SC	M MSV	SC MSV
	<p>when the repairman was fixing the door.</p> <p>Dad found her there this morning –</p> <p>very dusty and very hungry, but very happy.”</p> <p>Ben hugged Misha tightly.</p> <p>He thought of his terrible fears.</p> <p>He thought of how miserable he had been,</p> <p>and he thought of the dinner</p> <p>he had missed last night.</p>				
24	<p>Misha’s soft nose tickled Ben’s neck</p> <p>as if to say sorry</p> <p>for all the trouble she’d caused.</p> <p>“You’re forgiven,” said Ben,</p> <p>stroking Misha’s soft head,</p> <p>“and I’ll be more careful of you</p> <p>in the future.”</p> <p>Ben smiled happily at his mother and said,</p> <p>“Now could I have something to eat, please?”</p>				



I Love the Beach



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes <input style="width: 50px;" type="text"/> no • character? yes <input style="width: 50px;" type="text"/> no • main events? yes <input style="width: 50px;" type="text"/> no • inference? yes <input style="width: 50px;" type="text"/> no 	<p>Questions to assist retelling and discussion (if necessary).</p> <p style="text-align: right;">4 if used.</p> <p>What were some things the boy loved about the beach? <input style="width: 50px;" type="text"/></p> <p>What changed with different weather? <input style="width: 50px;" type="text"/></p> <p>What did the boy imagine when he was at the beach? <input style="width: 50px;" type="text"/></p> <p>What other messages might he have written in the sand? <input style="width: 50px;" type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy

Instructional

Difficult

I Love the Beach

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 14.	M	SC	M MSV	SC MSV
14	<p>When I run, the dry sand spurts out behind my feet in sudden little sprays.</p>				
15	<p>I trickle it through parted fingers, and, like water running, it pours between them, smooth and flowing.</p>				
16	<p>I climb to the top of a sandhill mountain and shout loudly under the blue bowl of the sky, "I am King!"</p>				
17	<p>The grasses bow at my feet, while the seagulls screech and wheel. And I jump down to the bottom of the sandhill, showering sand like rain.</p>				
19	<p>When I grow up, I could be a sailor on a ship</p>				

I Love the Beach (Cont.)

Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>that goes far out across the ocean, until our beach, and then our country, are just fading specks.</p> <p>In days of old, I could have been a pirate! "Heave ho, me hearties!" I'd wave my cutlass at my fearsome crew.</p> <p>And those who didn't obey would have to walk the plank.</p>				
21	<p>Where the tide has marked the sand with wetness, I stand and trample my feet up and down, up and down.</p> <p>The sand turns to porridge, clinging around my ankles.</p> <p>Then, in comes the cold rush of waves on my shins.</p>				
23	<p>Beyond the reach of the tide, where the sand lies firm, but damp, I use a sea-tossed stick to write important messages.</p>				
24	<p>I like the beach best when there aren't many people there.</p> <p>The sea and sand and sky all belong to me.</p>				



Rapunzel



Seen Unseen

Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

<p>Running Words (RW): <input type="text" value="196"/></p>		<p>Strategy Use</p>																																								
<table border="1"> <thead> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> </thead> <tbody> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td>1:17</td><td>94</td></tr> <tr><td>1:14</td><td>93</td></tr> <tr><td>1:13</td><td>92</td></tr> <tr><td>1:12</td><td>91</td></tr> <tr><td>1:10</td><td>90</td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </tbody> </table>	Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95	1:17	94	1:14	93	1:13	92	1:12	91	1:10	90	1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	<p>Miscues (M): <input type="text"/></p> <p>Self-corrections (SC): <input type="text"/></p> <p>Miscue $\frac{RW}{M} = \frac{196}{\quad}$ MISCUE RATE = <input type="text" value="1:"/></p> <p>(Should be 90–94% for texts used at an instructional level; 95%+ for independent reading.)</p> <p>% ACCURACY: <input type="text"/></p> <p>SELF-CORRECTION RATE:</p> <p>$\frac{M + SC}{SC} = \frac{\quad}{\quad} = \quad$ SC rate = <input type="text" value="1:"/> (rounded)</p>	<p>Often</p>	<p>Sometimes</p>	<p>Not observed</p>
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Comprehension

<p>Did the child's retelling include:</p> <ul style="list-style-type: none"> • setting? yes _____ no • character? yes _____ no • main events? yes _____ no • inference? yes _____ no 	<p>Questions to assist retelling and discussion (if necessary). 4 if used.</p> <p>Why did the witch take the baby away? <input type="text"/></p> <p>How did the prince learn how to climb into the tower? <input type="text"/></p> <p>How was the witch's spell broken? <input type="text"/></p> <p>How do you think Rapunzel's parents felt when she was taken away? <input type="text"/></p>
<p>Overall comprehension:</p>	<p>1 2 3 4 5</p> <p>poor adequate excellent</p>

Reading Level (Taking into account % accuracy, strategy use *and* comprehension.)

Easy

Instructional

Difficult

Rapunzel

Name: _____ Date: _____

Page	Ask the child to read from the beginning of the book. Take the Oral Reading Record from page 21 to line 8 on page 24.	M	SC	M MSV	SC MSV
21	<p>That night,</p> <p>the prince visited the tower</p> <p>once again.</p> <p>Not knowing what had happened,</p> <p>he called as usual:</p> <p><i>Rapunzel! Rapunzel!</i></p> <p><i>Let down your hair.</i></p> <p>The witch let down the long hair,</p> <p>and the unsuspecting prince</p> <p>climbed up into the tower room.</p> <p>To his horror,</p> <p>instead of being greeted</p> <p>by the beautiful Rapunzel,</p> <p>he came face to face with the witch.</p>				
22	<p>“I will punish you</p> <p>for visiting Rapunzel!” she cried.</p> <p>“I have sent her away to die.</p> <p>Your eyes will never see her again!”</p> <p>In terror,</p> <p>the prince leapt out the window</p>				

Rapunzel (Cont.)

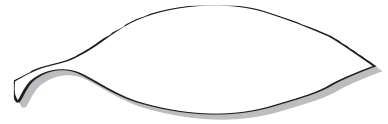
Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV
	<p>and tumbled to the ground.</p> <p>Although he was not killed,</p> <p>he fell into a thorn bush</p> <p>and was blinded.</p>				
23	<p>For many days and nights,</p> <p>he wandered helplessly through the forest,</p> <p>weeping at the loss of his bride.</p> <p>By chance, he finally came to the wilderness,</p> <p>where Rapunzel had managed to survive</p> <p>on wild fruits and berries.</p> <p>He heard her voice and called out to her.</p>				
24	<p>When Rapunzel</p> <p>saw her beloved prince,</p> <p>she took him in her arms and wept.</p> <p>Two of her tears fell on his eyes.</p> <p>The witch's spell was broken,</p> <p>and he could see again.</p> <p>They were both overjoyed</p> <p>to find one another.</p>				



Title: _____

Seen Unseen



Reading Record

Name: _____ Age: ____ Date: _____

Oral Reading

<table border="1"> <caption>Conversion Chart</caption> <tr> <th>Miscue Rate</th> <th>% accuracy</th> </tr> <tr><td>1:100</td><td>99</td></tr> <tr><td>1:50</td><td>98</td></tr> <tr><td>1:35</td><td>97</td></tr> <tr><td>1:25</td><td>96</td></tr> <tr><td>1:20</td><td>95</td></tr> <tr><td>1:17</td><td>94</td></tr> <tr><td>1:14</td><td>93</td></tr> <tr><td>1:13</td><td>92</td></tr> <tr><td>1:12</td><td>91</td></tr> <tr><td>1:10</td><td>90</td></tr> <tr><td>1:9</td><td>89</td></tr> <tr><td>1:8</td><td>88</td></tr> <tr><td>1:7</td><td>86</td></tr> <tr><td>1:6</td><td>83</td></tr> <tr><td>1:5</td><td>80</td></tr> <tr><td>1:4</td><td>75</td></tr> <tr><td>1:3</td><td>66</td></tr> <tr><td>1:2</td><td>50</td></tr> </table>	Miscue Rate	% accuracy	1:100	99	1:50	98	1:35	97	1:25	96	1:20	95	1:17	94	1:14	93	1:13	92	1:12	91	1:10	90	1:9	89	1:8	88	1:7	86	1:6	83	1:5	80	1:4	75	1:3	66	1:2	50	<p>Running Words (RW): <input type="text"/></p> <p>Miscues (M): <input type="text"/> Self-corrections (SC): <input type="text"/></p> <p>Miscue Rate: $\frac{RW}{M} = \frac{\quad}{\quad}$ MISCUE RATE = $\frac{\quad}{1}$</p> <p>% ACCURACY: <input type="text"/> (Should be 90–94% for texts used at an instructional level; 95%+ for independent reading.)</p> <p>SELF-CORRECTION RATE: $\frac{M + SC}{SC} = \frac{\quad}{\quad} = \frac{\quad}{1}$ SC rate = $\frac{\quad}{1}$ (rounded)</p>	<p>Strategy Use</p> <table border="1"> <thead> <tr> <th></th> <th>Often</th> <th>Sometimes</th> <th>Not observed</th> </tr> </thead> <tbody> <tr><td>Uses context</td><td></td><td></td><td></td></tr> <tr><td>Uses background knowledge</td><td></td><td></td><td></td></tr> <tr><td>Uses pictures/visual cues</td><td></td><td></td><td></td></tr> <tr><td>Recognises miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Self-corrects miscues that disrupt meaning</td><td></td><td></td><td></td></tr> <tr><td>Uses graphophonic cues</td><td></td><td></td><td></td></tr> <tr><td>Asks for help</td><td></td><td></td><td></td></tr> <tr><td>Rereads/looks back</td><td></td><td></td><td></td></tr> <tr><td>Reads ahead</td><td></td><td></td><td></td></tr> </tbody> </table>		Often	Sometimes	Not observed	Uses context				Uses background knowledge				Uses pictures/visual cues				Recognises miscues that disrupt meaning				Self-corrects miscues that disrupt meaning				Uses graphophonic cues				Asks for help				Rereads/looks back				Reads ahead			
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Reading Level (Taking into account % accuracy, strategy use and comprehension.)

Easy Instructional Difficult

Title: _____ Name: _____ Date: _____

Page	Text	M	SC	M MSV	SC MSV

