

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Going to the River

## Reading Record

Have the student read aloud the text below. Identify when she or he makes an error or miscue that interferes with the understanding of the text or self-corrects. Record the student's miscues (M) and self-corrects (SC) above the text.

(39 words)	M	SC		M	SC
Elephant is going to the river.			Buffalo is going to the river.		
Zebra is going to the river.			Lion is going to the river.		
Monkey is going to the river.			Run! Run! Run!		
Hippo is going to the river.			<b>Total</b>		
				<b>Accuracy Rate:</b>	
				<b>Self-correction Rate:</b>	

Percentage	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0			1		2		3		4		

### Retelling

After the student has finished reading, ask him or her to retell the story.

	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Many facts/ideas (4 or more)</td> <td style="border: 1px solid black; width: 30px; text-align: center;">3</td> </tr> <tr> <td style="padding: 2px;">Few facts/ideas (1 or more)</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> <tr> <td style="padding: 2px;">No facts/ideas</td> <td style="border: 1px solid black; text-align: center;">0</td> </tr> </table>	Many facts/ideas (4 or more)	3	Few facts/ideas (1 or more)	1	No facts/ideas	0
Many facts/ideas (4 or more)	3						
Few facts/ideas (1 or more)	1						
No facts/ideas	0						

### Summary of Reading Behaviors

Fix-up Strategies	Fluency
<input type="checkbox"/> Uses letters and sounds <input type="checkbox"/> Uses picture cues	<input type="checkbox"/> Slow, word by word
<input type="checkbox"/> Uses little words in unknown words <input type="checkbox"/> Asks for help	<input type="checkbox"/> Some phrasing
<input type="checkbox"/> Skips the word and reads on <input type="checkbox"/> Other:	<input type="checkbox"/> Phrased and fluent
<input type="checkbox"/> Rereads the sentence	<input type="checkbox"/> Appropriate intonation and expression

### Next Steps

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