

RRR recording sheet

Date: _____

Student: _____

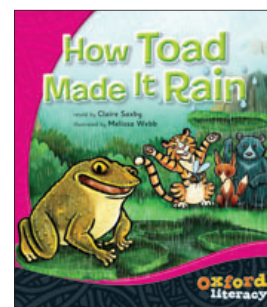
Educator: _____

Text: *How Toad Made It Rain*

Text type: Narrative

Stage of reader: Transitional (GR Level 12)

Word count: 151



| Page | Text | Errors | | SC | Self- |
|-------|---|--------|-------------|-------|--------------------|
| | | Tally | MSV | Tally | corrections MSV |
| 2 | It had not rained for many years. | | | | |
| 3 | The land needed water. The animals needed water, too. | | | | |
| 4 | Toad went to talk to the King. The other animals went with him. | | | | |
| 5 | "Hide until I call you," Toad said to them. | | | | |
| 6 | When the animals had hidden, Toad beat the large drum. | | | | |
| 7 | "Look!" said the King. "It's Toad." <small>50 words</small> He sent Rooster to chase Toad away. | | | | |
| 8 | "Help me, Fox!" said Toad. Fox chased Rooster away. | | | | |
| 9 | The King sent Dog to chase Toad away. "Help me, Bear!" said Toad. Bear chased Dog away. | | | | |
| 10 | Then the angry King sent Thunder to chase Toad away. | | | | |
| 11 | "Help me, Bee! Help me, Tiger," said Toad. <small>100 words</small> Bee chased Thunder round and round. Then Tiger chased Thunder away. | | | | |
| 12 | "Stop!" said the King. "Let's talk. Tell me why you are here." If it does not rain soon, everything will die," said Toad. | | | | |
| 13 | "If you go home, I will make it rain," said the King. <small>150 words</small> | | | | |
| Total | Percentage of reading accuracy (refer to Conversion chart or Conversion calculator): | | M S V | | M S V |

This text was read at the: **independent instructional difficult** level of reading accuracy.

| Error type | Errors |
|---------------------|--------|
| Insertions | |
| Omissions | |
| Repetitions | |
| Substitutions | |
| Asked for help/Told | |

Talking for understanding

Have the student continue holding the text. Say: *I'd like you to tell me about what you just read.* Talk with the student enough for you to be convinced that he or she understands the text. Provide lead statements from the following table if the student appears to need support.

Note: You may wish to highlight the lead statements used.

Lead statements

| | | |
|---|---|---|
| <i>What was the author telling you in this text?</i> | <i>Who was it that...?</i> | <i>Why would... say/do that?</i> |
| <i>Tell me about the part where...</i> | <i>What would happen if...?</i> | <i>What happened before/ after...?</i> |
| <i>What makes...the same as...? What makes...different to...?</i> | <i>How do you know that...?</i> | <i>Why might the author have included that information?</i> |
| <i>Show me where it said...?</i> | <i>What happened when...?</i> | <i>What would you have done if...?</i> |
| <i>Tell me more about...</i> | <i>If you wrote the next part of this text, what would you write?</i> | <i>What else would you like to know about...?</i> |
| <i>What was the best part for you? Why?</i> | <i>Were you surprised by something you read?</i> | <i>Did you expect it to finish like that? Why?</i> |

Did the student refer back to the text to locate information (circle)? Yes/No

Notes about student's understanding:
