

<b>Text: <i>Monkey Beach</i></b>		<b>Text type: Narrative</b>	<b>Word count: 170</b>
Student:	Year level:	Age:	
School:	Educator:	Date:	

**STEP 1: PROVIDE TEXT INTRODUCTION**

Say: This text is called *Monkey Beach* and is written by Carmel Reilly.

Ryan and Jasmine King go on a holiday to Monkey Beach Resort with their mum and dad, but the King family's things go missing while they are at the beach.

**STEP 2: TAKE READING RECORD AND TALLY ERRORS (ANALYSIS OCCURS LATER)**

Say: I'd like you to read this text to me. Then I'll ask you to tell me about it. I'll also ask you some questions about what you read. I'll be taking some notes, which will help me choose the best texts for you to read.

PAGE	TEXT	ERROR TALLY	ERROR MSV	SC TALLY	SC MSV
2	One day, the King family went on a holiday to Monkey Beach Resort.				
3	As they walked to their room, Ryan saw a monkey in a tree.				
	"Look at the monkey, Jasmine!" said Ryan. "It's so cute!"				
4	The King family put their bags in their room. Then they went to <u>the</u> beach. <small>50 words</small>				
	Dad got some food and drinks on the way.				
5	They sat at a table near some trees.				
	There was a family sitting at the next table.				
6	"Who wants to go for a swim?" asked Dad.				
	"Me!" said Ryan and Jasmine.				
	"I'll stay here and read my book," said <u>Mum</u> . <small>100 words</small>				
7	After a while, Mum ran down to the water.				

PAGE	TEXT	ERROR TALLY	ERROR MSV	SC TALLY	SC MSV
8	<p>“What’s wrong, Mum?” called Ryan.</p> <p>“I fell asleep and now our food and drinks have gone!” she called out.</p> <p>They all rushed back to their table.</p> <p>“My hat has gone, too!” said Dad.</p>				
9	<p>They looked around.</p> <p>Everyone else had gone.</p>				
10	<p>“Do you think that other family took our things?” asked Jasmine.</p> <p>Just then, the other family came back to their table.</p>				
<p><b>PERCENTAGE OF READING ACCURACY</b></p> <p>(Refer to Conversion charts): <input type="text"/> <b>SC RATE: 1:</b> <input type="text"/></p> <p>Level of reading accuracy:      <b>INDEPENDENT</b>      <b>INSTRUCTIONAL</b>      <b>DIFFICULT</b></p> <p>   (95%–100%)      (90%–94%)      (89% or below)</p>			<b>M</b> <b>S</b> <b>V</b>		<b>M</b> <b>S</b> <b>V</b>

**STEP 3A: RETELL** (CHECK BOXES)

Have student continue holding the text after reading.

Say: Tell me everything you remember about this text. Start from the beginning and tell me in order what you read about.

1. POOR <input type="checkbox"/>	2. FAIR <input type="checkbox"/>	3. GOOD <input type="checkbox"/>	4. VERY GOOD <input type="checkbox"/>
Little/no recall of main ideas and supporting details. <input type="checkbox"/>	Basic/fragmented recall of main ideas and supporting details. <input type="checkbox"/>	Sound recall of main ideas and supporting details. <input type="checkbox"/>	Comprehensive recall of main ideas and supporting details. <input type="checkbox"/>
Retell out of sequence. <input type="checkbox"/>	Some items in sequence. <input type="checkbox"/>	Most items in sequence. <input type="checkbox"/>	Retell fully in sequence. <input type="checkbox"/>

Did student refer back to text? **Yes/No** (please circle)

**STEP 3B: RECORD STUDENT’S COMPREHENSION** (CHECK BOXES)

- What did Ryan see on his way to their room at the resort? (*a monkey in a tree*)
- What did the King family do after they put their bags in their room? (*They went to the beach.*)
- What did Mum do while Dad and the children went for a swim? (*Mum read a book.*)

LITERAL	1. POOR <input type="checkbox"/>	2. FAIR <input type="checkbox"/>	3. GOOD <input type="checkbox"/>	4. VERY GOOD <input type="checkbox"/>
	Recalls or finds no/few main ideas and supporting details explicitly stated in text.	Recalls or finds some main ideas and supporting details explicitly stated in text.	Recalls or finds most main ideas and supporting details explicitly stated in text.	Recalls or finds all main ideas and supporting details explicitly stated in text.

- Why did Dad get some food and drinks on the way to the beach? (*They were hungry after travelling to the resort./They planned to spend the day at the beach and would need food and drinks.*)
- Why didn't Mum see what happened to their things? (*She fell asleep.*)
- Why did Jasmine wonder if the other family took their things? (*The other family had been sitting close by./They were the only other people on the beach.*)

INFERENTIAL	1. POOR <input type="checkbox"/>	2. FAIR <input type="checkbox"/>	3. GOOD <input type="checkbox"/>	4. VERY GOOD <input type="checkbox"/>
	Unable to read between the lines by using information explicitly stated in text and own ideas.	With prompting, reads between the lines by using information explicitly stated in text and own ideas.	Generally reads between the lines by using information explicitly stated in text and own ideas.	Independently/thoughtfully reads between the lines by using information explicitly stated in text and own ideas.

- How has the author used the illustrations to give hints about what happened to the family's things? (*Answers will vary.*)
- How would you feel if the events in this story happened to you? Why? (*Answers will vary.*)
- Could the events in this story happen in real life? Why or why not? (*Answers will vary.*)

EVALUATIVE	1. POOR <input type="checkbox"/>	2. FAIR <input type="checkbox"/>	3. GOOD <input type="checkbox"/>	4. VERY GOOD <input type="checkbox"/>
	Little/no links made beyond text, e.g. with other texts/own experiences. <input type="checkbox"/>	Some links made beyond text, e.g. with other texts/own experiences but not all relevant. <input type="checkbox"/>	Good links made beyond text, e.g. with other texts/own experiences and ideas. Mostly relevant. <input type="checkbox"/>	Many relevant links made beyond the text, e.g. with other texts/own experiences and ideas. <input type="checkbox"/>
Unable to express and support an opinion. <input type="checkbox"/>	Expresses opinions but not all are supported or relevant. <input type="checkbox"/>	Opinions expressed are generally supported and relevant. <input type="checkbox"/>	Opinions expressed are well supported and highly relevant. <input type="checkbox"/>	

#### STEP 4: RECORD STUDENT'S READING FLUENCY (CHECK BOXES)

ACCURACY	1. POOR <input type="checkbox"/>	2. FAIR <input type="checkbox"/>	3. GOOD <input type="checkbox"/>	4. VERY GOOD <input type="checkbox"/>
	Many errors and non-words. <input type="checkbox"/>	Some errors. <input type="checkbox"/>	Few errors. <input type="checkbox"/>	Rare/no errors. <input type="checkbox"/>
Many pauses. <input type="checkbox"/>	Some pauses. <input type="checkbox"/>	Few pauses. <input type="checkbox"/>	Rare/no pauses. <input type="checkbox"/>	
No/rare self-correction. <input type="checkbox"/>	Some self-correction. <input type="checkbox"/>	Frequent self-correction. <input type="checkbox"/>	Self-correction as needed. <input type="checkbox"/>	

RATE	1. POOR <input type="checkbox"/>	2. FAIR <input type="checkbox"/>	3. GOOD <input type="checkbox"/>	4. VERY GOOD <input type="checkbox"/>
	Halting, slow, disjointed OR Inappropriately fast. <input type="checkbox"/>	A number of hesitations. <input type="checkbox"/>	Read at expected rate with occasional hesitations. <input type="checkbox"/>	Read smoothly and effortlessly. <input type="checkbox"/>
	Mostly acceptable rate; sometimes uneven. <input type="checkbox"/>			

PROSODY	1. POOR <input type="checkbox"/>	2. FAIR <input type="checkbox"/>	3. GOOD <input type="checkbox"/>	4. VERY GOOD <input type="checkbox"/>
	Monotone expression. <input type="checkbox"/>	Some expression. <input type="checkbox"/>	Generally good expression. <input type="checkbox"/>	Natural expression. <input type="checkbox"/>
Ignored punctuation. <input type="checkbox"/>	Sometimes used punctuation. <input type="checkbox"/>	Often used punctuation. <input type="checkbox"/>	Competent use of punctuation. <input type="checkbox"/>	
Incorrect phrasing. <input type="checkbox"/>	Some meaningful phrases. <input type="checkbox"/>	Mostly meaningful phrases. <input type="checkbox"/>	Meaningful phrases. <input type="checkbox"/>	
Incorrect stress on words. <input type="checkbox"/>	Correct stress on some words. <input type="checkbox"/>	Mostly correct stress on words. <input type="checkbox"/>	Correct stress on words. <input type="checkbox"/>	

**STEP 5: RECORD STUDENT'S READING BEHAVIOURS** (PLEASE CIRCLE)

READING BEHAVIOURS	READING BEHAVIOURS	NOTES:
Interested in text? <b>Yes/No</b>	Finger-pointed? <b>Yes/No</b>	
Confident when reading? <b>Yes/No</b>	Lost place? <b>Yes/No</b>	
Offered commentary/asides? <b>Yes/No</b>	Attended to visuals? <b>Yes/No</b>	
Moved head unnecessarily? <b>Yes/No</b>		

**STEP 6: CLASSIFY STUDENT'S ERRORS AND READING BEHAVIOURS** (AS NOTATED ON READING RECORD)

ERROR TYPE	ERRORS
Insertions	
Omissions	
Substitutions (including reversals and transpositions)	
Told student	
Told to try again	
Asked for help	
Repetitions (including repeated words/phrase)	

**STEP 7: MSV ANALYSIS**

Go back to the reading record. Analyse errors and self-corrections in terms of Meaning (M), Structure (S) and Visual (V) processes, then tally them.

**STEP 8: PLAN FOR INSTRUCTION**

Based on the data collected, what does this student need to know next?  
(For teaching strategies, refer to the 'Respond' section of *Read Record Respond*.)

**MSV PROCESSES:**

**RETELL:**

**COMPREHENSION:**

**FLUENCY:**

**READING BEHAVIOURS:**

**ERROR TYPES:**