

The Three Little Pigs Go into Town



Level J

Student Name: _____ Accuracy _____%

Running Word count: 283

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Remember the Three Little Pigs? They liked to build houses. Remember the Big Bad Wolf? He liked to huff and puff and blow houses down.				
4	The Three Little Pigs lived in the brick house. They read and ate and slept in the brick house, safe from the Big Bad Wolf.				
5	One day, they needed to go into town. They needed a plan to get to town and back without being eaten by the Big Bad Wolf.				
6	The Big Bad Wolf was big and fast. The Three Little Pigs were small and not so fast. They needed a plan that would slow down the Big Bad Wolf and make them go faster. They worked and worked and worked on a plan and finally it was ready.				
8	Early in the morning, before the Big Bad Wolf was awake, the Three Little Pigs got their bikes out and tiptoed past the Big Bad Wolf.				
9	When they got to the end of the driveway, they turned around and yelled, "Hey Mr. Wolf! We're going into town." Then they hurried around the corner and disappeared.				
10	The Big Bad Wolf woke up and jumped to his feet.				
11	He ran to the end of the driveway, but the pigs were gone. He jumped on his bike. "I can take this shortcut and be waiting for the pigs when they get into town," he thought.				
12	The Three Little Pigs were hiding in the bushes behind the sign. They wanted the Big Bad Wolf to take the shortcut. It wasn't really a shortcut at all.				
13	First, the shortcut went through some tall grass. Next, the shortcut went up a hill. Then the shortcut went down the hill, but the road was rocky.				



Highlight or circle applicable statements.

Strategies Student Used	Areas of Concern
<ul style="list-style-type: none"> • Becomes familiar with story language patterns. • Uses pictures to predict/support the text • Recognizes high frequency words • Attempts to decode unknown words independently • Will read on then revisit to decode • Reads for meaning (it makes sense) • Will reread text to construct meaning • Uses contextual clues to decode unknown words • Can make reasonable predictions • Reads with fluency • Reads with expression • When reading: <ul style="list-style-type: none">omits words from text repeats words makes substitutions inserts additions self corrects 	<ul style="list-style-type: none"> • Ignores sound/letter relationships • Fails to use pictures for support • Limited eight word vocabulary • Will stop at unknown words • Depends upon teacher for support • Reads without meaning • Continues reading after meaning loss • Ignores contextual clues when reading • Hesitant to predict • Reads word for word • Reads with a lack of expression

Notes: