

Up and Down and All Around



Level I

Student Name: _____ Accuracy _____%

Running Word count: 250

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Grandpa said, "Slow down, Greg! You're bouncing like a rubber ball." Greg said, "I like bouncing. I can bounce like a rubber ball. I can bounce like a beach ball. I can bounce like a ping-pong ball."				
4	Greg asked, "Can you bounce, Grandpa?" "I can bounce on this trampoline," Grandpa answered.				
6	Grandpa said, "Slow down, Greg. You're spinning like a top. You're making me dizzy." Greg said, "I like spinning. I can spin like a top. I can spin like a helicopter blade. I can spin like a figure skater."				
8	"Grandpa, can you spin?" Greg asked. "I can spin in this chair," Grandpa answered.				
10	Grandpa said, "Take it easy, Greg. You're swinging on those bars like a monkey." "I like swinging," said Greg. "I can swing like a monkey. I can swing like a trapeze acrobat. I can swing like the tail on our cat clock."				
12	"Grandpa, do you like to swing?" asked Greg. "All I need is a push," Grandpa answered.				
14	"Relax," Grandpa said. "You're vibrating like a violin string." "I like to vibrate," said Greg. "I can vibrate like a violin string. I can vibrate like the dryer. I can vibrate like the stereo speakers."				
16	"Do you like to vibrate, Grandpa?" asked Greg. "I let my chair do it for me," answered Grandpa.				
18	"That's good, Greg. You're turning like a wheel," said Grandpa. "I like turning," said Greg. "I can turn like a wheel. I can turn like a Ferris wheel. I can turn like a ceiling fan."				



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: