

# When Beep-Beep Came to Earth



## Level K

Student Name: \_\_\_\_\_ Accuracy \_\_\_\_\_%

Running Word count: 270

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Beep-Beep had never been to Earth before. When he came to visit, Rosie had to teach him many things. She had to teach him how to wait for a green light before crossing the street. She told him not to be afraid of cats. She showed him that shoes can come off, but hair can't.				
5	"We use lots of different machines," Rosie explained. "Machines help Earthlings do work." "Beep! I like machines," Beep-Beep dinged.				
7	"Beep! Look at that!" Beep-Beep pointed. "Gronk machine!" he chirped. "Gronk" was alien language for "cool." "It's a shovel," Rosie told him. "It's not a machine." Then she looked at it again. "I guess it must be a machine. It works as a lever." "Gronk machine!" Beep-Beep blinked.				
9	"Beep! Look at that!" Beep-Beep pointed. "Gronk machine." "That ramp?" Rosie asked. She thought about whether it was a machine. "It does make it easier to get up and down," Rosie said. "I guess it is a type of machine." "Gronk!" Beep-Beep chirped.				
11	Beep-Beep had never seen a lake before. "Beep! Look at that!" He pointed. "Gronk machine." "That's a fishing rod," Rosie told him. She thought about it. "It's a machine, too. It uses a pulley and a lever to lift fish out of the water," Rosie said. Beep-beep whirred, "Gronk!"				
13	They peered through the window of a diner. "Super-gronk machine," Beep-Beep flashed. Rosie nodded. "It's an eggbeater," she told him. "The handle turns the big wheel. The big wheel turns the little wheels. The little wheels turn the axles. See how the blades move faster than the handle does?" "Super-gronk!" Beep-Beep clanged.				



## Highlight or circle applicable statements.

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

Notes: