

### Can You Guess? Level D

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

Running Word count: 174

Page	Text	E	S.C.	Errors MSV	Self Corrections MSV
2	Look at what's in the circle. You're seeing just a part of something. Take a close look and guess what it is.				
3	Guess what this is. Then turn the page.				
4	This is a zebra from Africa. Are the stripes white or black?				
5	What do you think this is? Turn the page to find out.				
6	This is one kind of daisy. Daisies can be many colours.				
7	What does this look like? Turn the page to see.				
8	A ladybug is a kind of beetle. Does a ladybug fly or crawl?				
9	Guess what this is. Then turn the page.				
10	This is a leaf from a maple tree. What happens to it in the fall?				
11	What do you think this is? Turn the page to find out.				
12	This bird is a cardinal. Its beak is for cracking seeds.				
13	What does this look like? Turn the page to see what it is.				
14	Is it a monkey? No, it is a ring-tailed lemur.				
15	What do you think this is? Turn the page to find out.				



## 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: