



Dog Safety Rules Level C

Student Name: _____ Accuracy _____ %

Running Word count: 94

| Page | Text | E | S.C. | Errors MSV | Self Corrections MSV |
|------|---|---|------|------------|----------------------|
| 2 | Today we're visiting the animal shelter. Heather teaches children about animals. "An animal shelter helps animals that are lost or that don't have a home," Heather said. | | | | |
| 4 | "Where do you keep the animals?" we ask. Heather takes us into the Lost and Found. There are lots of dogs here! "We also have cats, rabbits, mice, and birds," Heather said. "This is Glorina. She takes care of the dogs. She feeds them and keeps their cages clean." | | | | |
| 6 | "Where do you keep the animals?" we ask. Heather takes us outside. "This is Dave. He is an animal control officer," Heather said. "Dave drives this van. He picks up animals that are lost or don't have homes. He also helps animals that are hurt." | | | | |
| 8 | "What do you do when an animal is sick?" we ask. Heather takes us to the sick room. This is Jenn. She is a vet technician. She's like a nurse for animals," Heather said. "Jenn is giving the cat a needle. The medicine will help the cat stay healthy". | | | | |
| 10 | "If a pet is lost, how do you find its home?" we ask. Heather takes us to the computer at the front desk. "Some cats and dogs have a city tag," Heather said." The tag has a number. We put the number into the computer and it tells us who owns the animal. | | | | |
| | TOTAL | | | | |



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: