

My Family Tree



Level K

Student Name: _____ Accuracy _____ %

Running Word count: 274

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	My family has just moved. We all like our new house. We planted a tree in our new backyard. “It will grow, just like you children will grow,” said Mom. “It will be our family tree!” said my little sister, Katie.				
4	“All families have another kind of family tree,” said Dad. “Do you know what I mean, Anna?” he asked. “Yes,” I said. “A family tree means all the people in your family.”				
5	“That’s right,” said Dad. “Your grandparents, aunts, uncles, and cousins are on your family tree, too.” “All your relatives are on your family tree,” said Mom.				
6	“Can I be on the family tree, too?” asked Katie. Everybody laughed. “You already are,” said Mom.				
7	That night, Dad got out some old photo albums. “We can look at pictures of people who are part of our family tree,” he said. We all sat at the kitchen table to look at family photos.				
8	Dad pointed to a photo. “This is your great-grandfather,” he said. “He was Grampa Cole’s father. He’s also part of our family tree.				
9	This picture was taken a long time ago,” said Dad. “Your great-grandfather had just come back from fighting in a war. Everyone was happy when he came home safely.				
10	I learned the camping song from him when I was a little boy,” Dad said. “We learned that song from you,” I said. “Is that the song we sing around the campfire?” asked Katie. “That’s right,” said Mom.				
11	The next day we went to visit my Gramma Vanderhof. She is my mother’s mother. Gramma took us up to her attic. “I have some things to show you,” she said.				



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: