

Grandma's Good Food Level D



Student Name: _____ Accuracy _____ %

Running Word count: 149

| Page | Text | E | S.C. | Errors MSV | Self Corrections MSV |
|-------|--|---|------|------------|----------------------|
| 2 | “ Mark! Jeff! Andrea! I am going to work now,” said Dad. “ Who will stay with us?” cried Andrea. | | | | |
| 4 | “ Grandma is here to stay with you, “ said Dad. The children were happy. Grandma would play games and read stories. She was a good cook, too! | | | | |
| 6 | “ What would you like for dinner?” asked Grandma. “ Chocolate cake!” said Mark. “ Cookies and pop!” said Jeff. “ Ice cream! “ said Andrea. “ Oh, no! That’s not good!” said Grandma. | | | | |
| 8 | “ There are four groups of food that you need to eat every day, “ said Grandma. “ Can you guess what they are?” The children guessed chips, jellybeans, cookies, and gum. “ No, “ laughed Grandma. | | | | |
| 10 | “ The first group is grain products,” said Grandma. | | | | |
| 11 | “ The second group is vegetables and fruits,” said Grandma. | | | | |
| 12 | “ The third group is milk products, “ said Grandma. “ I’m sure you know some of them! | | | | |
| 13 | The fourth group includes meat, fish, and beans,” said Grandma. | | | | |
| 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: