

# Guessing Games Level C



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

Running Word count: 146

Page	Text	E	S.C.	Errors MSV	Self Corrections MSV
2	<b>Frank and Peggy are playing games.</b>				
3	<b>“Peggy, can you guess what I am?” asked Frank. “I am hopping.</b>				
4	<b>“You are a rabbit,” said Peggy. Rabbits hop.</b>				
5	<b>“Frank, can you guess what I am?” asked Peggy.” I am jumping.”</b>				
6	<b>“You are a frog,” said Frank. Frogs jump.</b>				
7	<b>“Peggy, can you guess what I am?” asked Frank. “I am running.”</b>				
8	<b>“You are a dog,” said Peggy. Dogs run.</b>				
9	<b>“Frank, can you guess what I am?” asked Peggy. “I am flying.”</b>				
10	<b>“You are a bird,” said Frank. Birds fly.</b>				
11	<b>“Peggy, can you guess what I am?” asked Frank.” I am swimming.”</b>				
12	<b>“You are a fish,” said Peggy. Fish swim.</b>				
13	<b>“Peggy, can you guess what I am?” asked Frank. “I am wiggling.”</b>				
14	<b>“You are a worm,” said Peggy. Worms wiggle.</b>				
15	<b>Peggy and Frank are climbing. Can you guess what they are?</b>				
16	<b>Did you guess any of these animals?</b>				
	<b>TOTAL</b>				



## 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: