

Making a Community Work



Level J

Student Name: _____ Accuracy _____ %

Running Word count: 266

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Morning is always a busy time. Each family member has to get ready for their day. Mr. & Mrs. Wilson are getting ready for work. Scott and Tessa are putting school things in their backpacks.				
4	Soon Mr. Wilson leaves for his job at the factory.				
5	His factory makes steel. Steel is used to make cars, machinery, buildings, and many other things we need.				
6	Mrs. Wilson leaves for her job driving a city bus. She helps people go to work, school, shopping malls, and other places they need to go.				
8	Scott walks Tessa to her school. She sees her best friend Alka. Tessa says goodbye to Scott, and then runs happily to her friend. Scott walks on to his high school.				
10	In school, Tessa's teacher helps the children to learn. One of Tessa's favourite school activities is helping her reading buddy.				
12	During lunch, Alka's father helps out in the lunchroom.				
13	After lunch, the school caretaker empties the trash cans, wipes off the tables, and sweeps the floor. He helps keep the school clean.				
14	It is election day in the city, so Tessa's teacher talks to the children about voting. People vote to choose who will run their city and make the laws.				
16	After a busy day, the whole family returns home. As they eat dinner, they tell each other about their day. They also talk about the election.				
18	On the way to hockey practice, the family stops at the polling station so Mr. and Mrs. Wilson can vote. They know it's important for every adult to vote. Scott and Tessa can't vote because they aren't old enough.				



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: