

Safety Label Search



Level I

Student Name: _____ Accuracy _____%

Running Word count: 267

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	“Hello, Aunt Cathy!” said Sandy. “Hello Sandy,” said Aunt Cathy. “Have you come to play with your cousin?” “Yes! Where is Nick?” asked Sandy.				
4	“Nick is asleep,” whispered Aunt Cathy, but until he wakes up, could you help me? Pretty soon Nick will be crawling and getting into everything. Many things in the house are not safe. Can you help me find these things so I can put them where Nick can’t get them?” “Good idea” said Sandy.				
6	“First, let me show you what we are looking for. Many things that could be dangerous have labels on them,” Aunt Cathy explained.				
7	“Each label has a symbol that shows how it can hurt you,” said Aunt Cathy. “Let’s go through the house and look for anything that has one of these labels.”				
8	“Look, Aunt Cathy!” said Sandy. “This furniture polish can catch fire and explode. This dishwasher detergent can burn your skin. This cleaner is a poison and the symbol is a different shape.” “The shape tells you just how dangerous it is. Look at your chart,” explained Aunt Cathy.				
10	“I’m going to put a lock on this cupboard so Nick won’t be able to open it,” said Aunt Cathy.				
12	“Look, Aunt Cathy!” said Sandy. “This toilet bowl cleaner can burn your skin. This air freshener can catch fire and explode. This can of shaving foam can explode.”				
14	I’ll put these things up on the top shelf so Nick can’t reach them,” said Aunt Cathy.				
16	“Look, Aunt Cathy,” said Sandy. This paintbrush cleaner is a poison. This wood stain is a poison, too. This bug killer can explode.				



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: