

Solving Problems Level F



Student Name: _____ Accuracy _____ %

Running Word count: 211

Page	Text	E	S.C.	Errors MSV	Self Corrections MSV
2	Dad, Jason, Ben, and Kim were having dinner. The children looked sad. "What's wrong?" Dad asked.				
3	"I had a bad day," said Jason." So did I," said Ben." Me, too," said Kim.				
4	Jason went first. He said," I was playing football with my friend. Then some big boys came to the park. They took the ball away and wouldn't give it back. I didn't know what to do."				
6	"Something like that happened to me, too, Jason!" said Ben." I was walking home from school with Michael. Two big boys came up to us. They made us carry their heavy bags."				
8	"Some children bothered me today, too." Kim said. "It was snacktime. I had crackers and cheese. Some children didn't have a snack and wanted mine. I told them I could share my snack with them. They said they wanted ALL my snack."				
10	Dad said." All of you have had a problem today with other children. What did you do?"				
11	Jason said," I asked for the ball back. Then I asked the big boys to play with us. We had a good time."				
12	Ben said," I looked for a block parent sign. I went to the door and asked for help. The block parent helped us."				
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: