

A Tale of Two Cultures



Level L

Student Name: _____ Accuracy _____ %

Running Word count: 273

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Jean and Terry are neighbours who play together. Terry said, "Let's go to my house to find something to play with." "Okay," answered Jean.				
4	While looking around, Jean found something that she didn't recognize. "What's this?" she asked. "A toy," replied Terry. "I've never seen a toy like this before," said Jean. "My grandmother gave it to me," said Terry, "It is a Native game. It's called a bone and toggle. Let me show you how it works." Jean said, "That looks like fun. May I try it?" Terry showed her how to use it.				
6	Jean said, "I'd like to learn more about your family." "Maybe you could come to the reserve with me to see my grandmother," said Terry. "She is the best storyteller! She tells me stories that her grandmother told to her." Terry's mother said, "We're going to the reserve this weekend because there's a powwow. A powwow is a big festival. Would you like to come?"				
8	The next weekend, Terry's family and Jean drove to the reserve to see the powwow. The grand entry began the powwow. It brought all the dancers into the arena. There are many kinds of dances. The dancers wear different regalia. Feathers, beaded moccasins, headdresses, beaded belts, and ankle bells can be part of their regalia.				
9	Native women and children dance too. Native and non-Native spectators are often invited to join in the dancing.				
12	Later, Jean and Terry played lacrosse with other children. "Lacrosse was first played by Native people long ago," explained Terry.				
13	My ancestors, who came from Scotland, were the first to play golf," said Jean. "It's a fun game, too."				



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: