

Where's Your Lunch? Level D

Student Name: _____ Accuracy _____ %

Running Word count: **214**

Page	Text	E	S.C.	Errors MSV	Self Corrections MSV
2	I eat my lunch at school.Ihave to pack my lunch every day. I pack my lunch in a lunch box It is made of plastic and it is blue. What do you pack your lunch in?				
4	I pack my lunch in a paper bag. It is made of paper and it is brown. I write my name on the bag. Today I have crackers and cheese, raisins, an apple, a snack bar, and juice.				
6	I pack my lunch in a sack. It is made of cloth and it is colourful. It has dogs on it. Today I have a sandwich, a snack bar, a banana, and some juice.				
8	I pack my lunch in a lunch box. It is made of metal and it is blue and black. It has a handle on it. Today I have a sandwich, cookies, and an orange.				
10	How many plastic lunch boxes do you see? How many paper bags do you see? How many cloth sacks do you see? How many metal lunch boxes do you see?				
12	Let's make a graph to show how many. We will need some chart paper, some markers, and some coloured stickers.				
14	First we write the words. Then we count how many. We put a sticker on for each one.				
	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: