

Assessment

Assessing the development of reading and writing is a complex task for all classroom teachers. Many experts recommend that teachers use a variety of methods to observe and record children's growth in language and literacy (Goodman 1991; Hiebert 1991; Hiebert and Calfee 1992). These methods may include checklists, portfolios and work samples, dialogue journals and learning logs, anecdotal records, and observations of the processes children use as they read and write. Self-evaluation involving the children themselves is also an important aspect of developing strategic and reflective learners (Goodman 1991; Cochran and Castillo 1993).

In the TLC environment, you will observe students in whole class and small group situations. These observations will help you evaluate what strategies students use to solve problems and complete activities, how they work in cooperative groups and independently, and where they might need special assistance.

Observing how students use the built-in support features of *Stories and More* will help you determine what strategies students are using as they read and write. Questions you might ask as you observe your students at the computer include the following:

- Do students listen to the computer read before reading on their own?
- Do students read books multiple times?
- How do students use the right mouse button voice support?
- How do students use the Idea icon in the response boxes?
- Are students able to follow activity instructions?
- Do students confer with other students to complete activities?
- Do students use the Help and Clue icons?
- Does the text-to-speech read-back feature prompt students to edit their written work?
- What books do students choose to read from the online library?

Many **Starting Off** and **Thinking About** activities include response boxes that require students to respond to open-ended questions related to the book. Their responses are saved in individual folders, and the students can view them or print them. These writing samples can give you a view of your students' progress and how they are responding to what they read. Information stored in the teacher report includes: which activities they have done, and how long they have spent on each one. This information along with students' written work can be included in their portfolios or can serve as an information source for the anecdotal records, checklists, or conferences useful to primary teachers interested in alternative assessment models (Reardon 1993; Church 1993; Tierney, Carter, and Desai 1991).

Assessing Student Reading

Working with Leveled books

The pages to follow contain the titles of all Stories and More I and II books, both Core and Library, complete with levels.¹ It is important to note that levels are not an absolute designation – children bring with them to the classroom their own unique experiences, strengths and knowledge. Teachers should use these levels as a guideline for Guided Reading, to be adjusted to fit their individual student populations.

It is also important to remember that there is a range within each level. At level K, for example, some books will be more difficult than others at that same level. Teachers need to use their own expertise and knowledge of their students to make decisions within at a given level.

Stories and More I and II contain an impressive list of quality titles, both fiction and non-fiction. Not all of these titles are narrative, nor would they all be used for instructional purposes. For example, the book *Where the Forest Meets the Sea*, would blend nicely into an Environmental Studies theme – in this case, the levels are there to assist teachers with integration, not necessarily instruction.

Finally, the Stories and More books have been carefully leveled to assist teachers with their Guided Reading programs. Keep in mind; if students have had a title ‘read to them’ on the computer, they are coming to the experience with an increased level of knowledge. If teachers are planning to use a particular title with a Read-Aloud Record to gain information about a reader, he/she may not wish to assign that story first on the computer – rather, the computer story and activities could be used as a quality extension to the reading.



Note:

Stories can be printed off the computer one page at a time by pressing the Print Screen key.

¹ Fountas, Irene C. and Pinnell, Gay Su; *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3*; Heinemann, Portsmouth, NH 1999.

Level Equivalence Chart

Fountas & Pinnell	Grade	
A	SK	Emergent
B	SK - 1	Emergent
C	SK - 1	Emergent
D	1	Early
E	1	Early
F	1	Early
G	1	Early
H	1-2	Transitional
I	1-2	Transitional
J	2	Transitional
K	2	Transitional
L	2	Transitional
M	2-3	Self-Extending
N	3	Self-Extending

Stories and More I - Book List

(as presented in order of software)

Stories and More I	Level	Words
I Need a Lunchbox	E	236
The Little Red Hen	E	319
The Happy Day	G	145
The Carrot Seed	G	116
Peter's Chair	I	308
Three Billy Goats Gruff	I	476
If You Give a Mouse a Cookie	K	322
The Gunny Wolf	G	499
Morris the Moose	E	378
The Hare and the Tortoise	J	476
Owl and the Moon	K	397
Donna O'Neeshuck was chased by some Cows	K	616
The Lion and the Mouse	J	418
Marvin's Mouse House Mess	J	557
Frog and Toad are Friends - The Letter	K	492
Through Moon and Stars and Night Skies	K	672
Library		
Machines at Work	C	73
Bear Child's Book of Hours	D	133
Old Mother Hubbard	J	181
Me Too! Me Too!	H	202
The Dog and the Bone	I	273
The House that Jack Built	K	333
My Five Senses	I	324
Wild and Wacky Acrobats	I	115
Addie Runs Away	K	483
Sledding	I	155
Loonie Limericks	J	192
Goldie	I	179
The Tale of Peter Rabbit	M	976
The Trouble with Elephants	J	214
The Shoemaker and the Elves	I	460
Why the Bear is Stumpy Tailed	I	429
Aunt Eater Solves a Mystery	K	423
Dinosaur Time	K	497
Frog and Toad are Friends - Spring	K	433
Goldilocks and the Three Bears	K - Instructional I or J - If story is known	568

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(by level)

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The House that Jack Built	K	333
Through Moon and Stars and Night Skies	K	672
The Tale of Peter Rabbit	M	976

Stories and More II - Book List

(as presented in order of software)

Stories and More II	Level	Words
The Trek	I	168
Shadows Here, There, and Everywhere	L	677
When the Tide is Low	K	133
Roxaboxen	L	854
The House on Maple Street	M	1121
Galimoto	L	1087
Nine O'clock Lullaby	M	491
House and Homes	E - Instructional A - If teacher reads aloud first	89
World Water Watch	N	645
An Octopus is Amazing	M	1047
Fireflies in the Night	K	600
Lizard in the Sun	K	514
Library		
Eight Hands Round	N	2653
Margaret and Margarita	F - If reading English (pink) words only	286
On the Go	F	188
Look Out for Turtles	M	1174
June Mountain Secret	L	536
Skin, Scales, Feathers and Fur	N	837
Where the Forest Meets the Sea	K	256
Return of the Shadows	M	542
The Sea-Breeze Hotel	M	647
Who Shrank my Grandmother's House?	N	1674

Stories and More II - Book List

(by level)

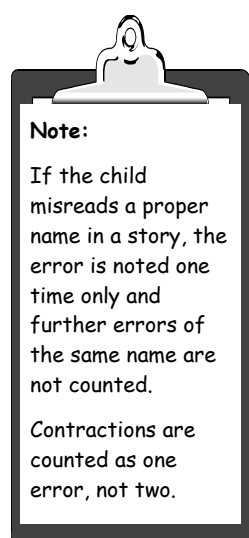
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World Water Watch	N	645

Read-Aloud Records

Keeping a record of each child's reading on a consistent basis provides teachers with vital information on student reading behavior. Read-Aloud Records are one method of collecting this information. The following information is intended to provide teachers with a *brief* look at obtaining this data. For further reading in this area, please refer to Marie Clay's, *An Observation Survey: Of Early Literacy Achievement* (Heinemann).

Taking a Read-Aloud Record

As the teacher sits next to one student with a copy of the Read-Aloud Record in hand, he/she listens to the student read the text and notes each error and self-correction in the **E** and **SC** columns.



Errors (E)

Errors are noted in the appropriate column each time the child does one of the following:

- Inserts a word not in the text
- Omits a word in the text
- Is told a word by an adult
- Misreads a word in the text

Self Correction (SC)

A self-correction takes place when a child realizes an error and corrects it. When a student makes a self-correction, the previous substitution is not scored as an error.

Notations on a Read-Aloud Record

It is important to provide the most detailed view of the child's reading behavior to gain the most information for analysis. While sitting next to the child, follow the book text and mark each word on the Read-Aloud Record Form using the notations on the chart that follows. Record a check over each word that is read correctly. It is important to pay attention to the cues (meaning (M), structure (S) and visual (V)) the child is using to gather meaning from the text. If the child reads incorrectly, mark the word(s) that the child reads. Use the notations below to help script exactly what and how the child is reading.

Frequently Used Teacher Notations

Teacher Notation	Behavior
T	told (teacher gave word)
SC	self-correct
-	skipped word
^	inserted word (make note of the word as well)
TTA	"try that again"
R	repetition
- R	repetition -line is drawn to the starting point of the repeat
W	wait (student hesitated awhile before reading correct word)
A	appeal (student asked for help)

Analyzing the Running Record

Later, it is important to analyze the errors and self-corrections as **M, S, or V (Meaning, Structure, Visual)** - aiding the understanding of the cueing systems the student uses when reading.

Meaning (M) - cues involve making sense of the story by thinking about the story background, the meaning of the story, or checking the pictures.

Structure (S) Structure implies the structure of language and is often referred to as syntax. Knowledge of the structure of language helps the reader know if what was read *sounded* correct.

Visual (V) cues, also called "graphophonics" cues, are related to the look of the letter in a word and the word itself. They are visible when a student analyzes a word phonetically or attempts to recall it from prior experience.

Marking M, S, and V on a Read-Aloud Record

When a child makes an error or a self-correction in a line of text, record the error over the text. Then analyze by using one of the two right columns on the Read-Aloud Record Form (use the second column from the right for errors and the right column for self-corrections). Write M, S, and V in the appropriate column to the right of the sentence. Then circle M, S, and/or V, depending on the source(s) of information the child used.

In analyzing the errors and self-corrections using **MSV**, the teacher will begin to see patterns. The student may rely consistently on one cueing system to read, at the expense of the other two. Self-monitoring is a strategy used regularly by good readers and is to be encouraged. It leads to good comprehension and independence in reading. The goal for each teacher should be to help each child become a balanced reader, making use of many strategies and cueing systems, self-monitoring as he/she does so.

Scoring a Read-Aloud Record

Qualitative Analysis

The qualitative analysis is formed by observations made during the running record. It involves analyzing how the child uses the meaning (M), structural (S), and visual (V) cues to help him or her read. It also involves attention to fluency, intonation, and phrasing. All of these things help form a picture of a child's reading development.

Scoring

The information recorded while doing a Read-Aloud Record is then used to evaluate error, accuracy, and self-correction rates. Directions for calculating these rates are given below. These calculated rates, along with qualitative information and the child's comprehension of the text, are used together to determine a child's reading behavior.

Error Rate

Error rate is determined as a ratio and is calculated by dividing the total number of words read by the total number of errors made.

Total words / total errors = Error rate

Example: $140 / 7 = 20$

Therefore, the ratio is 1:20. So, for each error made, the student read 20 words correctly.

Accuracy Rate

Accuracy rate is a percentage which is calculated by using the following formula: $(\text{Total words read} - \text{total errors}) / \text{total words read} \times 100 = \text{Accuracy rate}$.

Example: $(140 - 7) / 140 \times 100 = \text{Accuracy rate}$

$133/140 \times 100 = \text{Accuracy rate}$

$.95 \times 100 = 95\%$

Accuracy rate is used to determine whether the text read is easy enough for independent reading, challenging enough to use for guided instruction, or too difficult for the reader. Below is the outline of these three categories:

	Accuracy rate
Good for independent reading	95 – 100%
Instructional level	90 – 94%
Too difficult - will be frustrating	89% and below

Self-correction Rate

Self-correction is expressed as a ratio and is determined using this formula: $(\text{Errors} + \text{self-correction}) / \text{self-correction} = \text{Self-correction rate}$

Example:

$(10 + 5) / 5 = \text{SC}$

$15 / 5 = \text{SC}$

$3 = \text{SC}$

This SC would be expressed as 1:3. In other words, this child corrects 1 out of every 3 errors. If a student is self-correcting at a rate of 1:3 or less, she or he is self-monitoring reading.

Not taken into account with these figures, but equally vital are notes about the student’s reading behaviors. It is important to make note of the child’s fluency, flexibility, interest, independence, self-awareness, risk-taking, enjoyment, and any other pertinent behaviors in order to get the richest, most accurate picture of reading.

Read-Aloud Record Form

I Need A Lunch Box

Name _____ Date _____

Level E
Words: 236

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	My sister Doris got a brand new lunch box. I need a lunch box too. But Mommy said no lunch box until I start school.				
3	Last week Daddy bought us new shoes. Brown school shoes for Doris. Black sneakers with yellow laces for me.				
4	We walked past the lunch box counter, twice. I need a lunch box!				
5	Doris got a pencil case with a ruler, two new pencils, and two pink erasers.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
6	All I got was a coloring book about space men and a box of crayons- but no lunch box.				
7	Yesterday Doris got book covers, a raincoat, and an umbrella- all because she's going to first grade.				
8	If I had a lunch box I could keep my crayons in it. Or my marbles, or bug collection, or toy animals.				
9	I dreamed I had five lunch boxes, one for every day. Blue for Monday...				
10	Green for Tuesday...				
11	Red for Wednesday...				

I Need a Lunch Box

Page	E = errors M = meaning	SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
12	Purple for Thursday...					
13	Yellow for Friday.					
14	I filled them with peanut butter and jelly sandwiches, apples, oranges, chocolate cake, cookies and pies and donuts. And then we had a lunch box parade.					
15	Doris starts school today. I felt sorta bad when Mommy handed Doris her brand new lunch box. But then Daddy said, "I have a surprise for you."					
16	Wow! I got a lunch box too!					
17	The End					

Accuracy ____%

Read-Aloud Record Form

The Little Red Hen

Name _____ Date _____

Level E
Words: 319

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	One day the Little Red Hen was scratching for food in the farmyard. She found a grain of wheat.				
3	"Who will help me plant this grain of wheat?" asked the Little Red Hen. "Not I," said the duck. "Not I," said the cat. "Not I," said the pig.				
4	"Very well then," said the Little Red Hen, "I will do it myself." And she did.				
5	After some time the wheat grew tall. Soon it was yellow and ready to be cut. "Who will help me				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	cut the wheat?" asked the Little Red Hen. "Not I," said the duck. "Not I," said the cat. "Not I," said the pig.				
6	"Very well then," said the Little Red Hen, "I will do it myself." And she did.				
7	"Now," said the Little Red Hen, "Who will help me take the wheat to the mill?" "Not I," said the duck. "Not I," said the cat. "Not I," said the pig.				
8	"Very well then," said the Little Red Hen, "I will do it myself." And she did.				
9	Soon the wheat was made into flour. "Who will help me make this flour into bread?" asked the little red hen.				

The Little Red Hen

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
9 cont.	"Not I," said the duck. "Not I," said the cat. "Not I," said the pig.				
10	"Very well then," said the Little Red Hen, "I will do it myself." And she did.				
11	The Little Red Hen took a loaf of warm bread from the oven. "Who will help me eat the bread?" Asked the Little Red Hen. "I will," said the duck. "I will," said the cat. "I will," said the pig.				
12	"Oh, no you won't!" said the Little Red Hen. "I found the grain of wheat. I planted the seed. I cut the wheat. I took it to the mill. I baked the bread."				
13	"I will eat it myself." And she did.				

The Little Red Hen

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
14	The End				

Accuracy ____%

Read-Aloud Record Form

The Happy Day

Name _____ Date _____

Level G
Words: 145

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Snow is falling. The field mice are sleeping,				
3	the bears are sleeping,				
4	the little snails sleep in their shells;				
5	and the squirrels sleep in the trees,				
6	the ground hogs sleep in the ground.				
7	Now, they open their eyes. They sniff. The field mice sniff,				
8	the bears sniff,				
9	the little snails, sniff in their shells;				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
10	and the squirrels sniff in the trees,				
11	the ground hogs sniff in the ground.				
12	They sniff. They run. The field mice run, the bears run,				
13	the little snails run with their shells,				
14	and the squirrels run out of the trees,				
15	the ground hogs run out of the ground.				
16	They sniff. They run. They run. They sniff.				
17	They sniff. They run. They stop.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
18	They stop. They laugh. They laugh. They dance.				
19	They cry, "Oh! A flower is growing in the snow."				
20	The End				

Accuracy ____%

Read-Aloud Record Form

The Carrot Seed

Name _____ Date _____

Level G
Words: 116

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	A little boy planted a carrot seed.				
3	His mother said, "I'm afraid it won't come up."				
4	His father said, "I'm afraid it won't come up."				
5	And his big brother said, "It won't come up."				
6	Every day the little boy pulled up the weeds around the seed and sprinkled the ground with water.				
7	But nothing came up.				
8	And nothing came up.				
9	Everyone kept saying it wouldn't come up.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
10	But he still pulled up the weeds around it every day and sprinkled the ground with water.				
11	And then, one day,				
12	a carrot came up				
13	just as the little boy had known it would.				
14	The End				

Accuracy ____%

Read-Aloud Record Form

Peter's Chair

Name _____ Date _____

Level I
Words: 308

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	Peter stretched as high as he could. There! His tall building was finished.				
3	CRASH! Down it came. "Shhhh!" called his mother. "You'll have to play more quietly. Remember, we have a new baby in the house."				
4	Peter looked into his sister Susie's room. His mother was fussing around the cradle. "That's my cradle," he thought, "and they painted it pink!"				
5	"Hi, Peter," said his father.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	"Would you like to help paint sister's high chair?" "It's my high chair," whispered Peter.				
6	He saw his crib and muttered, "My crib, it's painted pink too." Not far away stood his old chair. "They didn't paint that yet!" Peter shouted.				
7	He picked it up and ran to his room.				
8	"Let's run away, Willie," he said. Peter filled a shopping bag with cookies and dog biscuits. "We'll take my blue chair, my toy crocodile, and the picture of me when I was a baby." Willie got his bone.				
9	They went outside and stood in front of his house.				

Peter's Chair

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
9 cont.	"This is a good place," said Peter. He arranged his things very nicely and decided to sit in his chair for a while.				
10	But he couldn't fit in the chair. He was too big!				
11	His mother came to the window and called, "Won't you come back to us, Peter dear? We have something very special for lunch." Peter and Willie made believe they didn't hear. But Peter got an idea.				
12	Soon his mother saw signs that Peter was home. "That rascal is hiding behind the curtain," she said happily.				
13	She moved the curtain away. But he wasn't there! "Here I am,"				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
13	shouted Peter.				
14	Peter sat in a grown-up chair. His father sat next to him. "Daddy," said Peter, "let's paint the little chair pink for Susie."				
15	And they did.				
16	The End				

Accuracy ____%

Read-Aloud Record Form

The Three Billy Goats Gruff

Name _____ Date _____

Level I
Words: 476

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Once upon a time there were three billy goats named Gruff. They could see a field of greener grass on another hillside.				
3	To eat the greener grass, they had to cross a bridge. Under the bridge lived a mean, ugly troll.				
4	The troll had eyes as big as saucers and a nose as long as a poker. He was always hungry for billy goats.				
5	Little Billy Goat Gruff was the first to cross the bridge. Trip-trap, clicked his little hooves across the rickety-rackety bridge.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
6	<p>"Who's that tripping over my bridge?"</p> <p>the mean, ugly troll roared.</p>				
7	<p>"It is only I," cried Little Billy Goat Gruff</p> <p>in his tiny billy goat voice.</p> <p>"I am going to the other hillside</p> <p>to eat greener grass."</p>				
8	<p>"Oh no you're not, Little Billy Goat Gruff,"</p> <p>the mean troll growled.</p> <p>"I am going to gobble you up."</p>				
9	<p>"No, no, please do not eat me!"</p> <p>Little Billy Goat Gruff begged.</p> <p>"I am much too little.</p> <p>Wait for the second billy goat.</p> <p>He is bigger than I."</p> <p>"Very well then. Be off with you,"</p> <p>the troll roared.</p>				
10	<p>Later that day, Middle Billy Goat Gruff</p> <p>came to cross the bridge.</p> <p>Trip-Trap! Trip-Trap!</p> <p>clacked his middle-sized hooves</p> <p>across the rickety-rackety bridge.</p>				

The Three Billy Goats Gruff

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
11	"Who's that tripping over my bridge?" roared the troll. "It is only I," said Middle Billy Goat Gruff. "I am going to the other hillside to eat greener grass."				
12	"No you're not," the troll growled. "I am going to gobble you up."				
13	"Oh, do not eat me," said Middle Billy Goat Gruff in his middle-sized voice. "Wait for Big Billy Goat Gruff to cross the bridge. He is much bigger than I."				
14	"Very well then. I will wait for the biggest Billy Goat," the troll roared. "Be off with you."				
15	The third billy goat to cross the bridge was Big Billy Goat Gruff.				

The Three Billy Goats Gruff

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
15 cont.	TRIP-TRAP! TRIP-TRAP! TRIP-TRAP! clanked his big hooves across the rickety- rackety bridge.				
16	"Who's that tramping over my bridge?" roared the troll. "It is I!" rumbled Big Billy Goat Gruff in his deep billy goat voice.				
17	"Heh! Heh! Heh! I have been waiting for you. I am mean and hungry, and I am going to gobble you up!" the troll shouted as he climbed out from under the bridge.				
18	But Big Billy Goat Gruff thundered back, "You have waited just to meet A billy goat you will not eat. I will toss you with my horns Down into a pile of thorns."				

The Three Billy Goats Gruff

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
19	And Big Billy Goat Gruff did just that.				
20	Then Big Billy Goat Gruff crossed the bridge and joined the others on the hillside. The three billy goats ate and ate and ate. From that day on, the three billy goats crossed the bridge whenever they pleased.				
21	The End				

Accuracy ____%

Read-Aloud Record Form

If You Give a Mouse a Cookie

Name _____ Date _____

Level K
Words: 322

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	If you give a mouse a cookie,				
3	he's going to ask for a glass of milk.				
4	When you give him the milk,				
5	he'll probably ask you for a straw.				
6	When he's finished, he'll ask for a napkin.				
7	Then he'll want to look in a mirror to make sure he doesn't have a milk mustache.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
8	When he looks into the mirror, he might notice his hair needs a trim. So he'll probably ask for a pair of nail scissors.				
9	When he's finished giving himself a trim, he'll want a broom to sweep up.				
10	He'll start sweeping. He might get carried away and sweep every room in the house.				
11	He may even end up washing the floors as well!				
12	When he's done, he'll probably want to take a nap.				
13	You'll have to fix up a little				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
13 cont.	box for him with a blanket and a pillow.				
14	He'll crawl in, make himself comfortable and fluff the pillow a few times.				
15	He'll probably ask you to read him a story. So you'll read to him from one of your books, and he'll ask to see the pictures.				
16	When he looks at the pictures, he'll get so excited he'll want to draw one of his own. He'll ask for paper and crayons.				
17	He'll draw a picture.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
18	When the picture is finished, he'll want to sign his name				
19	with a pen.				
20	Then he'll want to hang his picture on your refrigerator. Which means he'll need Scotch tape.				
21	He'll hang up his drawing and stand back to look at it.				
22	Looking at the refrigerator will remind him that he's thirsty.				
23	So... he'll ask for a glass of milk.				
24	And chances are				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
24 cont.	if he asks for a glass of milk,				
25	he's going to want a cookie to go with it.				
26	The End				

Accuracy ___%

Read-Aloud Record Form

The Gunnywolf

Name _____ Date _____

Level G
Words: 499

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Once upon a time, a Little Girl and her father lived next to a deep, dark woods.				
3	The Little Girl never went into the woods. Nobody did. The Gunnywolf lived there.				
4	But one day, the Little Girl saw a flower blooming just inside the woods.				
5	The Little Girl forgot all about the Gunnywolf. She stepped between the trees and picked the flower. And she sang, "A B C D E F G H I J K L M N O P Q R S T U V W X Y Z."				
6	When the Little Girl looked up, she saw more flowers. Again she forgot about the Gunnywolf.				
7	The Little Girl skipped deeper into the woods				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
7 cont.	and picked the flowers. And she sang, " A B C D E F G H I J K L M N O P Q R S T U V--"				
8	When the Little Girl looked up, she saw even more flowers. Again she forgot about the Gunnywolf.				
9	The Little Girl ran deep into the woods and picked the flowers. And she sang, "A B C D E F G H I J K L M N O P--"				
10	The Little Girl was far from home. Holding her flowers, she turned to go, and--				
11	THERE WAS THE GUNNYWOLF!				
12	"Little Girl!" said the Gunnywolf. "Sing that good, sweet song to me."				
13	"abcdefghijklmnopqrstuvwxy," sang the Little Girl in a tiny voice.				
14	"M M N A B," sang the Gunnywolf,				

The Gunnywolf

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
	and he fell sound asleep.				
15	The Little Girl ran away as fast as she could. Pit-a-pat, pit-a-pat, pit-a-pat, pit-a-pat!				
16	The Gunnywolf woke up! Un-ka-cha! Un-ka-cha! Un-ka-cha! Un-ka-cha! He ran, and soon he caught up with the Little Girl.				
17	"Little Girl!" said the Gunnywolf. "Sing that good, sweet song again."				
18	"A B C D E F G H I J K L M N O P Q R S T U V W X Y Z," sang the Little Girl.				
19	"Q R L S P," sang the Gunnywolf, and he fell sound asleep.				
20	Pit-a-pat, pit-a-pat, pit-a-pat, pit-a-pat!				

The Gunnywolf

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
	The Little Girl ran back through the woods as fast as she could.				
21	The Gunnywolf woke up! Un-ka-cha! Un-ka-cha! Un-ka-cha! Un-ka-cha! He ran, and again he caught up with the Little Girl.				
22	"Little Girl!" said the Gunnywolf. "Sing that good, sweet song again."				
23	"A B C D E F G H I J K L M N O P Q R S T U V W X Y Z," sang the Little Girl.				
24	"X Y Z Z z," sang the Gunnywolf, and he fell sound asleep.				
25	Pit-a-pat, pit-a-pat, pit-a-pat, pit-a-pat! The Little Girl ran out of the woods.				

The Gunnywolf

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
26	"Whew!" said the Little Girl.				
27 27 cont.	But the next day and every day after that, when the Little Girl went outside, she gathered flowers and more flowers and even more flowers.				
28	And she sang, "A B C D E F G H I J K L M N O P Q R S T U V W X Y Z."				
29	The End				

Accuracy ____%

Read-Aloud Record Form

Morris the Moose

Name _____ Date _____

Level E
Words: 378

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	One day Morris the Moose saw a cow. "You are a funny-looking moose," he said.				
3	"I am a COW. "I am not a MOOSE! said the cow.				
4	"You have four legs and a tail and things on your head," said Morris. "You are a moose."				
5	"But I say MOO!" said the cow. "I can say MOO too!" said Morris.				
6	The cow said, "I give MILK to people."				
7	"So you are a moose who				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
7 cont.	gives milk to people!" said Morris.				
8	"But my mother is a COW!" said the cow.				
9	"You are a MOOSE," said Morris. "So your mother must be a moose too!"				
10	"What can I tell you?" the cow said. "You can tell me you are a moose," said Morris. "No!" cried the cow. "I am NOT a moose!"				
11	"Ask him. He will tell you what I am."				
12	"What is she?" Morris asked the deer. The deer said, "She has four legs and a tail and things on her head."				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
12 cont.	She is a deer, like me."				
13	"She is a MOOSE, like ME!" Morris yelled. "You? You are not a moose. You are a deer too!" The deer laughed.				
14	"I am a MOOSE!" cried Morris. "You are a DEER!" shouted the deer.				
15	"What can I tell you?" asked Morris. "You can tell me you are a deer," said the deer.				
16	"Let's ask somebody else," said the cow. "Okay, Moose," said Morris the Moose. "Okay, Deer," said the deer.				
17	They walked until				

Morris the Moose

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
17 cont.	they found a horse. "Hello, you horses!" said the horse. "What are those funny things on your heads?"				
18	"Oh, dear." The cow sighed. "Let's ask somebody else. But first, let's get a drink." Morris, the cow, and the deer drank from a cool, blue stream.				
19	Morris looked at himself in the water and smiled. "You two do not look at all like me," he said. "You cannot be moose."				
20	"You mean, you are not DEER," said the deer. "You don't look at all like me."				
21	"See?" said the cow. "I am not a moose or a deer. I am a COW!"				

Morris the Moose

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
21 cont.	You made a MISTAKE." "I did not," said Morris.				
22	"I made a MOOSEtake!"				
23	The End				

Accuracy ____%

Read-Aloud Record Form

The Hare and the Tortoise

Name _____ Date _____

Level J
Words: 476

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Once there was a hare who lived in a grassy meadow at the edge of the woods. He liked to race all the animals in the meadow. He ran fast! He never lost a race.				
3	One summer morning the hare stood on top of the hill and bragged, "I am the fastest runner in all the meadow. I can run faster than the squirrel and the fox. No one can beat me."				
4	Then he pointed at the tortoise and laughed, "You are so slow. Everyone can beat you." The other animals laughed at the tortoise.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
5	The poor tortoise looked down at the ground. "I may be slow, but I will not let that hare tease me," he thought.				
6	So he stretched his neck and called to the hare, "Stop bragging, Hare. Maybe you are the fastest runner in all the meadow, but I challenge you to a race.				
7	"Ha!" the hare laughed, "You are much too slow for me. I will be finished with the race before you begin." "Well then, let's get on with the race," the tortoise said.				
8	The squirrels and the skunk cleared a trail for the race. The fox was chosen as the judge. And all the animals in the forest				

The Hare and the Tortoise

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
8 cont.	gathered to watch the big race.				
9	The hare and the tortoise waited at the starting line. The fox gave a sharp bark, and the race was on.				
10	The hare sped off and left the tortoise in a cloud of dust. The animals watched the hare dash up the hill and down the trail. "Look at him run," the crowd shouted. "He runs so fast we can barely see him."				
11	Then the squirrel called to the crowd, "Look, look at the tortoise. He is barely moving." The animals looked. And they laughed. The tortoise crawled and crawled. He moved so slowly it was hard to tell he was moving at all.				

The Hare and the Tortoise

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
12	<p>After some time, the hare glanced back and saw the tortoise. "What a slow-poke he is," the hare mumbled.</p> <p>"He is still near the starting line. I think I will take a quick nap under this shade tree. And I will still have time to win the race."</p>				
13	<p>So the hare leaned against the tree and went to sleep.</p> <p>While the hare slept, the tortoise plodded on and on.</p> <p>He never stopped to rest.</p> <p>Soon he passed the sleeping hare.</p>				
14	<p>As the tortoise neared the finish line, the crowd cheered wildly.</p> <p>The cheers woke the hare.</p>				
15	<p>"Oh no," the hare cried.</p> <p>He ran as fast as he could.</p> <p>But the tortoise stretched his neck and crossed the finish line first.</p> <p>The hare was too late.</p>				

The Hare and the Tortoise

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
16	And from that day on, the animals never made fun of the tortoise again.				
17	The End				

Accuracy ____%

Read-Aloud Record Form

Owl and the Moon

Name _____ Date _____

Level K
Words: 397

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	<p>One night Owl went down to the seashore.</p> <p>He sat on a large rock and looked out at the waves.</p> <p>Everything was dark.</p> <p>Then a small tip of the moon came up over the edge of the sea.</p>				
3	<p>Owl watched the moon.</p> <p>It climbed higher and higher into the sky.</p> <p>Soon the whole, round moon was shining.</p> <p>Owl sat on the rock and looked up at the moon for a long time.</p>				
4	<p>"If I am looking at you, moon,</p>				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
4 cont.	then you must be looking back at me. We must be very good friends."				
5	The moon did not answer, but Owl said, "I will come back and see you again, moon. But now I must go home."				
6	Owl walked down the path. He looked up at the sky. The moon was still there. It was following him. "No, no, moon," said Owl. "It is kind of you to light my way. But you must stay up over the sea where you look so fine."				
7	Owl walked on a little farther. He looked at the sky again. There was the moon				

Owl and the Moon

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
7 cont.	coming right along with him.				
8	"Dear moon," said Owl, "you really must not come home with me. My house is small. You would not fit through the door. And I have nothing to give you for supper."				
9	Owl kept on walking. The moon sailed after him over the tops of the trees. "Moon," said Owl, "I think that you do not hear me."				
10	Owl climbed to the top of a hill. He shouted as loudly as he could, "Good-bye moon!"				
11	The moon went behind some clouds. Owl looked and looked. The moon was gone.				

Owl and the Moon

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
11 cont.	"It is always a little sad to say good-bye to a friend," said Owl.				
12	Owl came home. He put on his pajamas and went to bed. The room was very dark. Owl was still feeling sad.				
13	All at once, Owl's bedroom was filled with silver light. Owl looked out of the window. The moon was coming from behind the clouds. "Moon, you have followed me all the way home. What a good, round friend you are!" said Owl.				
14	Then Owl put his head on the pillow and closed his eyes.				

Owl and the Moon

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
14 cont.	The moon was shining down through the window. Owl did not feel sad at all.				
15	The End				

Accuracy ____%

Read-Aloud Record Form

Donna O'Neeshuk Was Chased By Some Cows

Name _____

Date _____

Level K
Words: 616

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Donna O'Neeshuck was chased by some cows, And also by mooses and geoses and sows. It happened one day When Donna at play Patted a cow on the head.				
3	The cow got her friends and they started to chase Poor Donna O'Neeshuck all over the place.				
4	They chased her through farms, Through pastures and barns-- Around and around and around.				
5	She ran down the street past a uniformed cop. He blew on his whistle and made them all stop. "Thank you," she said, And she patted his head-- And the cop started chasing her too.				
6	They chased her up roads full of buses and trucks.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
6 cont.	They chased her down rivers all covered with ducks.				
7	They chased her on bridges And ledges and ridges-- Around and around and around.				
8	The voice of a cat in a treetop above her Said, "Quickly, young lady! Come here and take cover. Climb up here with me." So she climbed up his tree And thanked him and patted his head.				
9	But the cat chased her too, so she quickly climbed down. The others joined in when she got to the ground. She barely was racing Ahead of their chasing When a boy pedaled by on a bike.				
10	He slammed on his brakes, and he jumped off his bike.				

Donna O'Neeshuk Was Chased By Some Cows

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
10 cont.	<p>"Here," said the boy, "take my bike if you like." "Thank you," she said, Patting his head-- But he hopped on his bike, and he chased her.</p>				
11	<p>They chased her past chickens and turkeys and birds, Through bunches of buffalo running in herds, Past foxes and bears Eating apples and pears-- Around and around and around.</p>				
12	<p>She yelled to a horse with a pack on his back, "Oh, please let me ride on your back in your pack." "Sure," the horse said. So she patted his head-- And the horse started chasing her too.</p>				
13	<p>They chased her up sidewalks. They chased her down streets.</p>				

Donna O'Neeshuk Was Chased By Some Cows

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
13 cont.	They chased her through gardens of carrots and beets,				
14	Through windows and doors Of houses and stores-- Till she stumbled right into a doctor.				
15	The cows and the mooses crashed into the doctor, Who bumped into Donna O'Neeshuck and knocked her Right through a wall. And the rest of them all Went charging along close behind her.				
16	They chased her up mountains. They chased her down valleys. They chased her up highways. They chased her down alleys.				
17	They chased her for hours Through bushes and flowers-- Around and around and around.				
18	She ran and she ran				

Donna O'Neeshuk Was Chased By Some Cows

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
18 cont.	just as far as one can. Then she slowed, and she stopped, and she threw up her hands.				
19	And she turned and stood facing Those folks who were chasing And said to them, "What do you want?"				
20	"Head pats!" they said. "We want pats on the head. You give such incredible head pats," they said. "They're so awfully good, We thought that it would Be nice if you gave us some more."				
21	She gave them five head pats. They begged her for ten. She gave them ten head pats. They begged her again.				
22	So she patted away For most of the day				

Donna O'Neeshuk Was Chased By Some Cows

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
22 cont.	Then she stopped and sat down and looked tired.				
23	She said to them all, "Do you know what I'd like?" Then the boy pedaled over to her on his bike, And he patted her head. "Thank you!" she said.				
24	Then everyone patted each other.				
25	Now, head pats from anyone always are nice. But head pats from Donna O'Neeshuck are twice As good as the rest. Yep, hers are the best.				
26	The End				

Accuracy ____%

Read-Aloud Record Form

The Lion and the Mouse

Name _____ Date _____

Level J
Words: 418

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	One sunny afternoon a little field mouse was hurrying home through the grass.				
3	Suddenly, she stopped. A lion was snoring on the grass in front of her. It was not just any lion. It was the great King of the Animals.				
4	"What shall I do?" said the little field mouse. "I must not wake this great lion, but I must go past him to get home. Hmm."				
5	"I am a fast mouse. I know! I will try				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	to dash by him while he is asleep," she said.				
6	The little field mouse ran as fast as she could. She was almost past the lion when she tripped and fell. She landed right between the lion's big paws.				
7	The great lion woke with a roar. He sprang to his feet and caught the little field mouse by her tail. The little field mouse trembled. The lion was very angry.				
8	"Nobody dares to wake the great King of the Animals!" he growled. "Not the monkeys.				

The Lion and the Mouse

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
8 cont.	Not the zebras. Not even the tigers."				
9	"And you, you are just a tiny field mouse. Why, you are so tiny, I will swallow you in one gulp. Then you will never wake the great King of the Animals again."				
10	The lion opened his mouth and was ready to swallow the little mouse. "Please let me go," she squeaked. "I know I am small, but maybe I can help you someday."				
11	The lion roared with laughter. "A little mouse like you could never help a great lion like me."				
12	"I'll let you go this time. Just never wake me again."				
13	Many weeks went by. One day the little field mouse decided to gather some berries for dinner. As she scurried				

The Lion and the Mouse

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
13 cont.	through the grass, she heard a loud roar.				
14	She peeked through the grass. She saw a lion caught in a hunter's net. It was the great King. He rolled around and around, but he could not get free.				
15	The little field mouse ran to the lion. "Shh! Do not roar," she whispered. "The hunters will hear you." She began chewing on the ropes. She chewed and chewed until they broke. At last the lion was free.				
16	The lion and the mouse ran into the grass. "Thank you, little mouse," the lion said when they stopped.				

The Lion and the Mouse

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
16 cont.	"I am glad I did not eat you. You may be small, but you will always be my friend."				
17	The End				

Accuracy ____%

Read-Aloud Record Form

Marvin's Mouse House Mess

Name _____ Date _____

Level J
Words: 557

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Marvin had a mouse house in the bottom of a tree trunk. It was a messy little mouse house. It was so messy Marvin had no room for his cheese.				
3	"I have too many things. Too many things for a mouse house," Marvin squeaked. "Too many bells. Too many shells. Too many pans. Too many cans. Too many clocks and too many rocks. I have no room for my cheese.				
4	"I know," he giggled. "I will sell this mess. I will have a yard sale."				
5	So Marvin set his bells and shells and pans and cans and clocks and rocks				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	in his yard. He made a sign to put in front of his yard: MARVIN'S MOUSE HOUSE MESS: BUY HERE!				
6	Mrs. Muffinmaker lived in the tree trunk next door. She saw Marvin's yard sale sign. "Marvin! Yoo-hoo, Marvin!" she called. "I have a mouse house mess, too."				
7	"I have too many things. Too many books. Too many hooks. Too many bears. Too many chairs. Too many stamps and too many lamps. May I sell my mess in your yard?" "Yes, Mrs. Muffinmaker," Marvin replied cheerfully.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
8	<p>So Mrs. Muffinmaker put her things in Marvin's yard.</p> <p>"What a big yard sale this is!"</p> <p>Marvin squealed.</p> <p>"We have so many things to sell. Tree trunk mice will come from everywhere to buy this mess.</p> <p>Then I'll have room for my cheese."</p>				
9	<p>Mrs. Muffinmaker and Marvin waited for the tree trunk mice to come. They waited...and waited.</p> <p>No mice came to their yard sale.</p>				
10	<p>Then Mrs. Muffinmaker looked at Marvin's things.</p> <p>"I like bells and shells," she said. So she bought them from Marvin.</p>				
11	<p>Marvin looked at Mrs. Muffinmaker's things.</p> <p>"May I buy your books and hooks?"</p> <p>"Yes, if I may buy your pans</p>				

Marvin's Mouse House Mess

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
11 cont.	and cans, Marvin."				
12	"I need more chairs," Marvin squeaked. "Oh and I do like bears." So he bought them from Mrs. Muffinmaker.				
13	"Marvin, I am always late for meetings. How much are your clocks?" "Five cents each," Marvin answered. So Mrs. Muffinmaker bought all the clocks. She also bought the rocks for her rock collection.				
14	Marvin looked at the lamps and stamps. "I collect stamps. May I buy yours, Mrs. Muffinmaker?" "Yes," she said. "You need lamps to see your stamps. Buy my lamps, too."				
15	"I am happy, happy, happy! I have so many new things,				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
15 cont.	Mrs. Muffinmaker. My mouse house mess is gone, gone, gone."				
16	Marvin twirled around and around. He danced the happy mouse shuffle. Mrs. Muffinmaker danced along. She was just as happy as Marvin. Her mouse house mess was gone, too. What a day it had been.				
17	Mrs. Muffinmaker said goodbye to Marvin and scampered away to put her new things in her mouse house.				
18	Marvin took the yard sale sign down and moved his new things inside his tree trunk mouse house. "Since I have no more bells and shells and pans and cans and clocks and rocks, I will have room for				

Marvin's Mouse House Mess

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
18 cont.	my cheese," Marvin squeaked.				
19	Then, Marvin saw he had books and hooks and chairs and bears and lamps and stamps instead. "I guess I will have to eat my cheese," Marvin giggled. So off he went to bed in his messy tree trunk mouse house.				
20	The End				

Accuracy ____%

Read-Aloud Record Form

The Letter from: Frog and Toad Are Friends

Name _____

Date _____

Level K
Words: 492

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	<p>Toad was sitting on his front porch.</p> <p>Frog came along and said,</p> <p>"What is the matter, Toad?</p> <p>You are looking sad."</p> <p>"Yes," said Toad.</p> <p>"This is my sad time of day."</p>				
3	<p>"It is the time when I wait for the mail to come. It always makes me very unhappy."</p> <p>"Why is that?" asked Frog.</p> <p>"Because I never get any mail," said Toad.</p> <p>"Not ever?" asked Frog.</p> <p>"No, never," said Toad.</p> <p>"No one has ever sent me a letter."</p>				
4	<p>"Every day my mailbox is empty. That is why waiting for the mail is a sad time for me."</p> <p>Frog and Toad sat on the porch,</p>				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
4 cont.	feeling sad together.				
5	Then Frog said, "I have to go home now, Toad. There is something that I must do." Frog hurried home.				
6	He found a pencil and a piece of paper. He wrote on the paper. He put the paper in an envelope. On the envelope he wrote "A LETTER FOR TOAD"				
7	Frog ran out of his house. He saw a snail that he knew. "Snail," said Frog, "please take this letter to Toad's house and put it in his mailbox." "Sure," said the snail. "Right away."				

The Letter from: Frog and Toad Are Friends

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
8	<p>Then Frog ran back to Toad's house.</p> <p>Toad was in bed, taking a nap.</p> <p>"Toad," said Frog,</p> <p>"I think you should get up and wait for the mail some more."</p> <p>"No," said Toad,</p> <p>"I am tired of waiting for the mail."</p>				
9	<p>Frog looked out of the window at Toad's mailbox.</p> <p>The snail was not there yet.</p> <p>"Toad," said Frog, "you never know when someone may send you a letter."</p> <p>"No, no," said Toad. "I do not think anyone will ever send me a letter."</p>				
10	<p>Frog looked out of the window.</p> <p>The snail was not there yet.</p> <p>"But, Toad," said Frog,</p> <p>"someone may send you a letter today."</p>				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
11	<p>"Don't be silly," said Toad.</p> <p>"No one has ever sent me a letter before, and no one will send me a letter today."</p>				
12	<p>Frog looked out of the window. The snail was still not there.</p> <p>"Frog, why do you keep looking out of the window?" asked Toad.</p>				
13	<p>"Because now I am waiting for the mail," said Frog.</p> <p>"But there will not be any," said Toad.</p> <p>"Oh, yes there will," said Frog,</p> <p>"because I have sent you a letter."</p>				

The Letter from: Frog and Toad Are Friends

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
13 cont.	"You have?" said Toad.				
14	"What did you write in the letter?" Frog said, "I wrote 'Dear Toad, I am glad that you are my best friend. Your best friend, Frog.'" "Oh," said Toad, "that makes a very good letter."				
15	Then Frog and Toad went out onto the front porch to wait for the mail. They sat there, feeling happy together.				
16	Frog and Toad waited a long time. Four days later the snail got to Toad's house and gave him the letter from Frog.				

The Letter from: Frog and Toad Are Friends

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
16 cont.	Toad was very pleased to have it.				
17	The End				

Accuracy ____%

Read-Aloud Record Form

Through Moon and Stars and Night Skies

Name _____

Date _____

Level K
Words: 672

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	Let me tell the story this time, Momma. Let me tell how I came to you.				
3	Momma said, Let's remember. Once I was a picture you held in your hand.				
4	Shhh, Momma. I will tell how I carried all your pictures all the way to you.				
5	One was of my new poppa and momma. Another was of your red dog, they told me. There was a white house with a green tree out front.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	Inside was a room waiting for me. And a bed just for me. On that bed was a teddy-bear quilt --waiting for me.				
6	I needed a bed of my own. I needed a poppa and mamma of my own.				
7	But I had to fly for a day and a night to get to you. I was afraid-- of flying, of the night, of all the new things.				
8	Someone took my hand. I climbed the long steps to the plane. It was bigger than ten houses.				
9	A woman sat beside me all the way to you. I flew through blue skies				

Through Moon and Stars and Night Skies

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
	and clouds and sunlight.				
10	I flew through night and moon and stars. But I did not sleep. I was afraid. Of the night rushing by. Of the plane roaring. Of all the new things.				
11	I kept your picture in my hand all the way to you. The earth rushed up below. The plane bounced.				
12	The woman took my hand and led me down the steps, through a line, to a room with too many people.				
13	But I looked and looked and saw you! You both held out your arms to me. The woman gave me to you, Momma. We cried. Both of us.				

Through Moon and Stars and Night Skies

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
13 cont.	I was still afraid. Of Poppa and you. I was afraid of all the new things.				
14	You took me home, Momma, sitting beside me. You held my hand all the way. But I did not sleep. I was afraid.				
15	We stopped in front of the white house with a green tree. I knew it was my house!				
16	You hugged me and lifted me out of the car. First we stopped by the green tree. You put a leaf in my hand and smiled.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
	You took me inside.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
17	<p>The room was full of strange things.</p> <p>It had dark corners.</p> <p>You tried to put me down, but I yelled.</p> <p>I did not want to be in that strange room.</p>				
18	<p>Then I heard a bark!</p> <p>The red dog ran up to me.</p> <p>He jumped and licked my hand.</p> <p>My new poppa pushed him down, but I did not cry.</p> <p>I liked the red dog.</p> <p>Momma, you smiled at me.</p> <p>I was beginning to know your smile.</p>				
19	<p>Poppa took me upstairs.</p> <p>We sat in the rocking chair by the window.</p> <p>I held your pictures in my hand.</p>				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
19 cont.	Poppa pushed his feet against the floor. We rocked back and forth, back and forth. He fed me and held me close. I looked into his eyes. They were dark and warm. I was beginning to know his face.				
20	Momma, you held out the teddy-bear quilt. I touched it. It was just like the picture. You lifted me into my new bed. You tucked the quilt around me. It was soft and warm. I knew that quilt.				
21	Poppa kissed me on the forehead.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
21 cont.	I knew his eyes now. I knew his face. Momma, you sang a song like the wind in the leaves of the green tree outside. I closed my eyes. I knew your voice now. I knew your smile. I was not so afraid anymore.				
22	I came to the white house with the green tree. I saw the red dog. I had you, Momma, and a new poppa. You would watch over me.				
23	I went to sleep and dreamed of moon and stars and night skies and coming to a room where your arms were				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
	always held out to me.				
24	The End				

Accuracy ____%

-Aloud Record Form

Machines at Work

Name _____ Date _____

Level C
Words: 73

Page	E = errors M = meaning	SC = self correct S = syntax	V = visual	E	SC	E MSV	SC MSV
2	Hey, you guys!						
3	Let's get to work.						
4	Knock down that building.						
5	Bulldoze that tree.						
6	Dig up that road.						
7	Load that truck.						
8	Dump that rubble.						
9	Now let's eat lunch.						
10	Next, dig a hole.						
11	Mix the cement.						
12	Lift that beam.						
13	Build that building.						
14	Build that road.						

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
15	O.K. Stop the machines.				
16	Let's go home.				
17	More work tomorrow.				
18	The End				

Accuracy ____%

Read-Aloud Record Form

Bear Child's Book of Hours

Name _____ Date _____

Level D
Words: 133

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Good morning!				
3	It is eight o'clock in the morning.				
4	Bear Child is getting dressed.				
5	It is nine o'clock.				
6	Bear Child is eating breakfast.				
7	It is ten o'clock.				
8	Bear Child is helping do the dishes.				
9	It is eleven o'clock.				
10	Bear Child is playing in the park.				
11	It is twelve o'clock.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
12	Bear Child is shopping for lunch.				
13	It is one o'clock.				
14	Bear Child is eating lunch.				
15	It is two o'clock.				
16	Bear Child is working in the garden.				
17	It is three o'clock.				
18	Bear Child is playing with a neighbor.				
19	It is four o'clock.				
20	Bear Child is building with blocks.				
21	It is five o'clock.				
22	Bear Child is taking a bath.				
23	It is six o'clock.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
24	Bear Child is eating supper.				
25	It is seven o'clock.				
26	Bear Child is listening to a story.				
27	Now it is eight o'clock at night.				
28	Bear Child is going to bed.				
29	All night long the clock hands are turning				
30	while Bear Child is sleeping.				
31	Then eight o'clock in the morning comes again.				
32	The End				

Accuracy ____%

Read-Aloud Record Form

Old Mother Hubbard

Name _____ Date _____

Level J
Words: 181

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Old Mother Hubbard Went to the cupboard To get her poor dog a bone. But when she got there, The cupboard was bare And so the poor dog had none.				
3	She went to the baker's To buy him some bread, And when she came back, The dog was in bed.				
4	She went to the barber's To buy him a wig, And when she came back, He was dancing a jig.				
5	She went to the farmer's To buy him some fruit, And when she came back, He was playing the flute.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
6	She went to the market To buy him some fish, And when she came back, He was licking a dish.				
7	She went to the cobbler's To buy him some shoes, And when she came back, He was reading the news.				
8	She went to the tailor's To buy him a coat, And when she came back, He was riding a goat.				
9	Then she made a curtsy The dog made a bow. Then she said, "Why, thank you." The dog said, "Bow-wow."				
10	The End				

Accuracy ____%

Read-Aloud Record Form

Me Too! Me Too!

Name _____ Date _____

Level H
Words: 202

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	I'm Molly. Jenny's my little sister. It's raining hard outside, so we are inside playing dress-up.				
3	I put on mommy's skirt. I put on daddy's hat and tie.				
4	"Me too!" says Jenny.				
5	I put on a fancy hat and high-heeled shoes. "Me too!" says Jenny.				
6	I find clown pants and furry slippers. "Me too!" says Jenny.				
7	It's still raining. But only a little. I'm tired of being inside,				

The Dog and the Bone

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
7 cont.	so I say, "Jenny, let's ask Mommy if we can play in the rain."				
8	Mommy says we may go out if we put on raincoats, and rainhats, and rubber boots.				
9	So we put on our rain clothes. All of them.				
10	I like the rain. Jenny likes to feel raindrops on her cheeks.				
11	When I catch raindrops, Jenny says, "Me too!"				
12	When I taste the rain, Jenny says, "Me too!"				
13	We jump in puddles. I splash Jenny. Jenny splashes me back.				

The Dog and the Bone

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
14	Mommy calls, "Mol-ly! Jen-ny! Mol-ly! Jen-ny!"				
15	I race Jenny to the house.				
16	"Guess what I have for you to take out in the rain?" Mommy asks.				
17	"Umbrellas!" we answer together.				
18	We dance and twirl with our umbrellas.				
19	"Me too! Me too!" says Mommy.				
20	The End				

Accuracy ___%

Read-Aloud Record Form

The Dog and the Bone

Name _____ Date _____

Level I
Words: 273

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	One day Big Dog was walking through the woods.				
3	I wish I had a big, juicy bone, he thought. So Big Dog sniffed around the oak tree. He sniffed under the dry leaves.				
4	He sniffed the wild flowers and the berry bushes.				
5	Just then, he heard a noise. He jumped behind the oak tree to hide.				
6	Then he peeked around the tree trunk. He saw Little Dog				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
6 cont.	carrying a big bone.				
7	"I want that bone," said Big Dog to himself. "I am so big. I can take that bone away from Little Dog."				
8	Big Dog growled. He showed his big, sharp teeth. Little Dog dropped the bone and ran away.				
9	Big Dog snatched the bone. He carried the bone down the path.				
10	Soon he came to a river. Big Dog looked down. He saw a dog in the water!				

The Dog and the Bone

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
11	<p>The dog had mean eyes just like Big Dog's eyes.</p> <p>The dog had large ears just like Big Dog's ears.</p> <p>And the dog had a bone just like Big Dog's bone.</p>				
12	<p>I want both bones, thought Big Dog.</p> <p>I am so big.</p> <p>I can take away this dog's bone, too.</p>				
13	<p>Big Dog growled.</p> <p>He showed his big, sharp teeth. But when he opened his mouth to grab the bone away from the dog in the water, the bone fell out of his mouth.</p>				
14	<p>SPLASH!</p> <p>The river carried</p>				

The Dog and the Bone

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
14 cont.	his big, juicy bone away.				
15	Big Dog hung his head. "I took Little Dog's bone, and I tried to take the one in the river. Now I have no bone. I was a mean and greedy dog," he said sadly.				
16	The End				

Accuracy ____%

Read-Aloud Record Form

The House That Jack Built

Name _____ Date _____

Level K
Words: 333

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	This is the house that Jack built.				
3	This is the wheat That lay in the house that Jack built.				
4	This is the rat That ate the wheat That lay in the house that Jack built.				
5	This is the cat That killed the rat That ate the wheat That lay in the house that Jack built.				
6	This is the dog That chased the cat That killed the rat That ate the wheat				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
6 cont.	That lay in the house that Jack built.				
7	This is the cow with the crumpled horn That tossed the dog That chased the cat That killed the rat That ate the wheat That lay in the house that Jack built.				
8	This is the maiden all forlorn That milked the cow with the crumpled horn That tossed the dog That chased the cat That killed the rat That ate the wheat That lay in the house that Jack built.				
9	This is the man all tattered and torn That kissed the maiden				

The House that Jack Built

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
9 cont.	all forlorn That milked the cow with the crumpled horn That tossed the dog That chased the cat That killed the rat That ate the wheat That lay in the house that Jack built.				
10	This is the rooster that crowed in the morn That waked the man all tattered and torn That kissed the maiden all forlorn That milked the cow with the crumpled horn That tossed the dog That chased the cat That killed the rat That ate the wheat That lay in the house that Jack built.				

The House that Jack Built

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
11	This is the farmer planting his corn That kept the rooster that crowed in the morn That waked the man all tattered and torn That kissed the maiden all forlorn That milked the cow with the crumpled horn That tossed the dog That chased the cat That killed the rat That ate the wheat That lay in the house that Jack built.				
12	The End				

Accuracy ___%

Read-Aloud Record Form

My Five Senses

Name _____ Date _____

Level I
Words: 324

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	I can see! I see with my eyes.				
3	I can hear! I hear with my ears.				
4	I can smell! I smell with my nose.				
5	I can taste! I taste with my tongue.				
6	I can touch! I touch with my fingers.				
7	I do all this with my senses. I have five senses.				
8	When I see the sun				

Page	E = errors M = meaning	SC = self correct S = syntax	V = visual	E	SC	E MSV	SC MSV
8 cont.	or a frog or my baby sister, I use my sense of sight. I am seeing.						
9	When I hear a drum or a fire engine or a bird, I use my sense of hearing. I am hearing.						
10	When I smell soap or a pine tree or cookies just out of the oven, I use my sense of smell. I am smelling.						
11	When I drink my milk and eat my food, I use my sense of taste. I am tasting.						
12	When I touch a kitten or a balloon or water, I use my sense of touch. I am touching.						

My Five Senses

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
13	Sometimes I use all my senses at once. Sometimes I use only one. I often play a game with myself. I guess how many senses I am using at that time.				
14	When I look at the moon and the stars, I use one sense. I am seeing.				
15	When I laugh and play with my puppy, I use four senses. I see, hear, smell, and touch.				
16	When I bounce a ball, I use three senses. I see, hear, touch.				
17	Sometimes I use more of one sense and less of another.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
17 cont.	But each sense is very important to me, because it makes me aware. To be aware is to see all there is to see...				
18	hear all there is to hear...				
19	smell all there is to smell...				
20	taste all there is to taste...				
21	touch all there is to touch.				
22	Wherever I go, whatever I do, every minute of the day, my senses are working. They make me aware.				
23	The End				

Accuracy ____%

Read-Aloud Record Form

Wild and Wacky Acrobats

Name _____ Date _____

Level I
Words: 115

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	Wild and wacky Acrobats Perform their show In big top hats.				
3	One is Flo, Two is Joe. Three is Grandpa Angelo				
4	Flo is short. Joe is tall. Grandpa is widest Of them all.				
5	Look at Flo! She holds cupcakes On her nose, And juggles pancakes With her toes.				
6	Look at Joe! He blows bubbles, Sings out loud,				

Page	E = errors M = meaning	SC = self correct	S = syntax	V = visual	E	SC	E MSV	SC MSV
6 cont.	Flies his plane Above the crowd.							
7	Look at Grandpa Angelo! He has dogs that Jump through rings, While two monkeys Swing on swings.							
8	Look at all three Acrobats On the wire Flipping hats.							
9	Riding backward, Soon they crash, Falling in a tub, KER-SPLASH							
10	The acrobats Are finished now. So while you clap They take a bow.							
11	The End							

Accuracy ____%

Read-Aloud Record Form

Addie Runs Away

Name _____ Date _____

Level K
Words: 483

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	"RUFF, RUFF!" barked Ginger. Max looked out the window. "Addie," he cried. "What are you doing in the doghouse?" "Shhhhh!" said Addie. "Come outside."				
3	Max ran out to the doghouse. "What's up?" he asked. "I am running away," said Addie. "My parents do not want me." "How do you know that?" asked Max. "I heard them talking last night," said Addie.				
4	"They want to send me to Camp Putt-- FOR TWO WEEKS! I will not know anyone there."				
5	"Camp Putt!" said Max. "My Mom and Dad want to send me there, too."				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	"Are you going?" asked Addie. "I can't," said Max. "Ginger would miss me."				
6	"I don't have anyone to miss me," said Addie, and she climbed out of the doghouse. "I have to run away now."				
7	"WAIT!" cried Max. "I will miss you." "You have Ginger," said Addie. She took her suitcase. "Good-bye, Ginger. Good-bye, Max," she called. "Miss me forever."				
8	"You will not know anyone if you run away," yelled Max.				
9	Addie walked down the empty street.				
10	"Good-bye, street," she said at the corner.				

Addie Runs Away

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
11	"Where are you going so early in the morning?" boomed a deep voice from a big, dark bush.				
12	"EEEEK," cried Addie, and she ran around the corner.				
13	PLOP, PLOP, PLOP. Someone was running after her!				
14	Addie dropped her suitcase and hid behind a tree.				
15	"It is only me, Addie," said Max. "You forgot your hat." "Thank you," said Addie. "Max, you are still in your pajamas!" "So what?" said Max.				
16	"Mr. Dill saw you run around the corner. You'd better come back, or he will call				

Addie Runs Away

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
16 cont.	your parents." "RATS!" said Addie.				
17	"Have you ever been to camp, Max?" "No," said Max. "But my dad showed me a picture of Camp Putt. It has a ball park, and a big lake, and . . ." "Bugs," said Addie.				
18	"There will be millions of bugs there. They will crawl all over me. They will eat me up alive."				
19	"There are bugs here, too," said Max. "Ugh," said Addie.				
20	"Help me carry this suitcase." "Okay," said Max. "Let's race back to your house," said Addie. "Last one in has to go to Camp Putt."				
21	"Whew! This suitcase is heavy," puffed Addie.				

Addie Runs Away

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
21 cont.	"Whew! It's hot," panted Max.				
22	"Hurry," said Addie, "before Mr. Dill calls my parents."				
23	"RUFF, RUFF!" barked Ginger. "Home base," yelled Max. "IT'S A TIE!" yelled Addie. "We both came in last. Now we both have to go to Camp Putt."				
24	"Ugh!" said Max. "Ugh-a-bug!" said Addie. "Ugh-a-bug-a-rug!" said Max. "Ugh-a-bug-a-rug-a-tug!" said Addie. "RUFF, RUFF, RUFF!" barked Ginger.				
25	"Poor Ginger," said Addie. "She will miss us."				

Addie Runs Away

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
25 cont.	"We'll be back in two weeks, Ginger," said Max. "I will bring you a present." "RUFF!" barked Ginger.				
26	"Giddy-up, pony, giddy-up. Max and I are going to Putt. WHOOPEE!" sang Addie. "RUFF, RUFF!" barked Ginger.				
27	The End				

Accuracy ____%

Read-Aloud Record Form

Sledding

Name _____ Date _____

Level I
Words: 155

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	The sledding hill's all covered with snow, time to get dressed and ready to go.				
3	First the tights-- they snatch at the toes, and pull way up as far as the nose.				
4	The shirt sleeves are twisted, the buttons won't go, but don't give up, just think of that snow.				
5	The thick red sweater, all itchy inside-- the arms are too long, the shoulders too wide.				
6	That suspender just snapped and came unclipped,				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
6 cont.	and the zipper is stuck and will never get zipped.				
7	The socks are sliding down, inch by inch, and now the shoes are beginning to pinch.				
8	But don't stop now, look outside. Think how fast the sled will glide!				
9	Pull and push, don't be slow.				
10	The sledders are set and ready to go!				
11	Bang and bump and slither and flop.				
12	Unzip, unclip, unsnap, pop!				

Sledding

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
13	Hold tight steer right				
14	splash!				
15	Watch out don't look				
16	CRASH!				
18	The End				

Accuracy ____%

Read-Aloud Record Form

Loony Limericks

Name _____ Date _____

Level J
Words: 192

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	There once was a silly young fox, Who loved to wear bright yellow socks. He danced and he played In those stockings all day, 'Til his mother put those socks in a box.				
3	A knife and a fork and a spoon Decided to fly to the moon. They boarded a rocket In an astronaut's pocket. They'll be back next Tuesday at noon.				
4	There once was a barber named Sam, Who tried to cut hair off a clam. "But I haven't got hair!" Cried the clam with a glare. Said Sam, "Here's a wig for you, ma'am."				
5	Suzie Q. wanted a puppy, But Mom and Dad gave her a guppy. Yet Sue didn't holler; She gave him a collar,				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	And now that poor guppy's her puppy.				
6	The frog thought the duck looked so fine. He asked her if she'd like to dine On insects and bugs, Mosquitoes and slugs, "Come to my pad at a quarter to nine."				
7	A little brown dog had a spot Which the other dogs laughed at a lot. Said the pup, "If you please, Could you try not to tease, For my spot's not much more than a dot."				
8	The End				

Accuracy ____%

Read-Aloud Record Form

Goldie

Name _____ Date _____

Level I
Words: 179

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	"Goldie, help me choose a dress for the dance tonight," said Mom.				
3	"Do you like this one? I'm going to try it on."				
4	"It's too small! Stay here in the dressing room while I find a larger size."				
5	But Goldie didn't want to stay in the dressing room. She wanted to go shopping too.				
6	"Hello, that's a nice dress you're wearing," she said to the first shopper she met.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
6 cont.	But the shopper didn't answer.				
7	"Goldie!" cried Mom, rushing over.				
8	Back in the dressing room, Goldie promised to sit still. "I'll be back in a minute," said Mom. "I'm just going to buy this dress."				
10	"My goodness!" meowed the cat.				
11	"Oh, my!" cried the kangaroo, jumping high into the air.				
12	"Good gracious!" trumpeted the elephant, and they all ran away.				
13	"Goldie!" cried Mom. "Here I am.				
14	"I bought the dress. Now let's find something nice for you."				

Page	E = errors M = meaning	SC = self correct S = syntax	V = visual	E	SC	E MSV	SC MSV
15	"Anything but a hat!" said Goldie.						
16	"Let's buy this pair of sunglasses!" said Goldie.						
17	"It's time to go home," said Mom.						
18	And that night...						
21	The End						

Accuracy ____%

Read-Aloud Record Form

The Tale of Peter Rabbit

Name _____ Date _____

Level M
Words: 976

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	<p>Once upon a time there were four little Rabbits, and their names were- Flopsy, Mopsy, Cotton-tail, and Peter.</p> <p>They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.</p>				
3	<p>"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your father had an accident there; he was put in a pie by Mrs. McGregor."</p>				
4	<p>"Now run along, and don't get</p>				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
4 cont.	into mischief. I am going out."				
5	Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.				
6	Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries:				
7	But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!				

The Tale of Peter Rabbit

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
8	First he ate some lettuces and some French beans; and then he ate some radishes;				
9	And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor!				
10	Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"				
11	Peter was most dreadfully frightened; he rushed all over				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
11 cont.	<p>the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.</p>				
12	<p>After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.</p>				
13	<p>Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows,</p>				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
13 cont.	who flew to him in great excitement, and implored him to exert himself.				
14	Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.				
15	And rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.				
16	Mr. McGregor was quite sure that Peter was somewhere in the tool-shed,				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
16 cont.	perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each. Presently Peter sneezed-- "Kertyschoo!" Mr. McGregor was after him in no time.				
17	And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.				
18	Peter sat down to rest; he was out of breath and trembling with fright, and he had not				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
18 cont.	the least idea which way to go				
19	Also he was very damp with sitting in that can. After a time he began to wander about, going lippity-- lippity-- not very fast, and looking all round.				
20	He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath. An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea				

The Tale of Peter Rabbit

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
20 cont.	in her mouth that she could not answer. She only shook her head at him. Peter began to cry.				
21	Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans.				
22	A white cat was staring at some gold-fish, she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her;				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
22 cont.	he had heard about cats from his cousin, little Benjamin Bunny.				
23	He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe-- scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes.				
24	But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned				

Page	E = errors M = meaning	SC = self correct	E	SC	E MSV	SC MSV
		S = syntax				
	V = visual					
24 cont.	towards Peter, and beyond him was the gate!					
25	Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes. Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.					
26	Mr. McGregor hung up the little jacket and the shoes for a scare-crow					

Page	E = errors M = meaning	SC = self correct	E	SC	E MSV	SC MSV
26 cont.	to frighten the blackbirds.					
27	Peter never stopped running or looked behind him till he got home to the big fir-tree. He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes.					
28	His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight.					
29	I am sorry to say that					

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
29 cont.	Peter was not very well during the evening. His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter! "One table-spoonful to be taken at bed-time."				
30	But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.				
31	The End				

Accuracy ____%

Read-Aloud Record Form

The Trouble with Elephants

Name _____ Date _____

Level J
Words: 214

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	The trouble with elephants is...				
3	they spill the bathwater when they get in...				
4	and they leave a pink elephant ring when they get out.				
5	They take all the sheets, and they snore elephant snores, which rattle the windowpanes.				
6	The only way to wake a sleeping elephant is to shout "Mouse!" in its ear.				
7	Then it will slide down the banister to breakfast.				
8	Elephants travel four in a car - two in the front and two in the back.				
9	You can always tell when an elephant is visiting				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
9 cont.	because there'll be a car outside with three elephants in it.				
10	Sometimes elephants ride bicycles...				
11	but not very often.				
12	The trouble with elephants is that on elephant picnics they eat all the cupcakes before you've finished your first one.				
13	Elephants drink their lemonade through their trunks, and if you're not looking, they drink yours too.				
14	On elephant picnics they play games like leap-elephant and jump rope, which they're good at.				
15	And sometimes they play hide-and-seek, which they're not very good at.				

The Trouble with Elephants

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
16	The trouble with elephants is...				
17	well, there are all sorts of troubles...				
18	all sorts of troubles...				
19	but the real trouble is...				
20	you can't help but love them.				
21	The End				

Accuracy ____%

Read-Aloud Record Form

The Shoemaker and the Elves

Name _____ Date _____

Level I
Words: 460

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
2	Once a shoemaker had a shop in a little village. He made shoes of all sizes.				
3	He bought the leather. He cut the leather. He sewed the leather. When people bought the shoes, he bought more leather. And so it went.				
4	The shoemaker worked very hard. Still he and his wife, Martha, were poor. One evening he found he had only one piece of leather left to make into shoes.				
5	As he cut his last piece of leather, he said to his wife, "Tomorrow I will make my last pair of shoes." Martha helped him lay the pieces				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
5 cont.	of leather on the workbench.				
6	The next morning the shoemaker went into his shop.				
7	A little later a woman came into the shoemaker's shop. "What a beautiful pair of shoes," she said. "I will pay you well for them."				
8	The shoemaker used the money to buy more leather. Then he cut out the leather, placed the pieces on the workbench and went to bed.				
9	The next morning the shoemaker went to work. But there was no work for him to do. The shoes were already made.				
10	When the people in the village saw the fine shoes, they came into the shop				

The Shoemaker and the Elves

Page	E = errors M = meaning	SC = self correct	E	SC	E MSV	SC MSV
		S = syntax				
		V = visual				
10 cont.	to buy them. They paid the shoemaker well.					
11	Night after night the shoemaker cut the leather. Morning after morning he found the shoes already made. Day after day people bought the beautiful shoes. Soon the shoemaker and his wife were rich!					
12	One night the shoemaker and his wife hid in the corner of the shop to see for themselves who was making their shoes. They waited. They watched.					
13	At midnight, two little elves in ragged shirts tiptoed into the shop and hopped up onto the workbench. As quick as a wink, the elves sewed the leather into fine shoes.					

The Shoemaker and the Elves

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
14	"Martha, Martha!" the shoemaker whispered. "Elves have come to do this work for us."				
15	"Those little elves have such ragged shirts," said Martha. "Let us make some new clothes and shoes for them."				
16	So Martha made two bright blue suits for the elves. The shoemaker made little shoes for them. That night, instead of leaving pieces of leather on the workbench the shoemaker and his wife left only the suits and shoes. They smiled as they hid in the dark corner to wait for the elves.				
17	At midnight the two little elves arrived at the shop. They hopped up				

The Shoemaker and the Elves

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
17 cont.	onto the workbench. They found the new suits and shoes.				
18	In a twinkle of an eye, they put them on. They danced up and down on the workbench, around the room and out of the door.				
19	The elves were never seen again. But the shoemaker and his wife did not forget them.				
20	The End				

Accuracy ____%

Read-Aloud Record Form

Why the Bear is Stumpy Tailed

Name _____ Date _____

Level I
Words: 429

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	One winter, long ago, Bear saw Fox sneaking through the woods. Fox had stolen a string of fish. He was going home to eat them.				
3	"Where did you get such big fish?" Bear growled. "Well, my good friend," lied Fox, "I went fishing and caught them."				
4	"Oh Fox, I love fish," Bear said. "Will you tell me how I can catch such big ones?"				
5	Fox smiled. He decided to play a trick on Bear.				
6	"Of course, Bear. I will tell you how you can catch big fish."				
7	"Catching fish is easy," Fox lied. "Go to the frozen lake and cut a hole in the ice.				

Why the Bear is Stumpy Tailed

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
7 cont.	Stick your long tail into the water, and the fish will hold onto your tail. The longer you hold your tail in the water, the more fish you will get."				
8	"Oh, I will hold my tail in the water. I will hold it in the water for a long, long time. Thank you so much, Fox."				
9	Bear started running down the path to the lake. "Wait! Wait!" Fox called to Bear. "I have more to tell you."				
10	"You will know the fish are biting when your tail begins to hurt. So when your tail really hurts, pull it out of the water, and you will have lots of fish."				

Why the Bear is Stumpy Tailed

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
11	Bear's eyes grew big. Lots of fish! he thought. He could have fat, tasty fish for dinner. He ran as fast as he could.				
12	Fox watched Bear go. Then Fox dashed through the woods. He ran until he reached the lake. He hid behind a tree and waited.				
13	Bear came to the frozen lake. He did as Fox said. He cut a hole in the ice and stuck his long tail down into the water.				
14	The water was very cold, but Bear did not move. He wanted to catch a lot of fish.				

Why the Bear is Stumpy Tailed

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
15	Soon Bear's tail began to hurt.				
16	"Oh, the fish are biting!" Bear cried. "The fish are biting, but I will not pull out my tail. I must have a lot of fish on my tail now."				
17	Bear kept his tail in the icy hole for a long, long time.				
18	Finally Bear's tail hurt so much, he tried to pull it out of the water. But Bear's tail was frozen, and it snapped right off!				
19	Fox laughed and laughed.				
20	Poor Bear! Fox had told a very big lie. He had played				

Why the Bear is Stumpy Tailed

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
20 cont.	a very mean trick on Bear.				
21	That is the story of why the bear is stumpy-tailed to this day.				
22	The End				

Accuracy ____%

Read-Aloud Record Form

Aunt Eater Solves a Mystery

Name _____ Date _____

Level K
Words: 423

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Mr. Chumly knocked on Aunt Eater's door. "I am going to visit Lester," he said. "Will you take care of Sam while I am gone?"				
3	"Of course," Aunt Eater said. "I love cats." "Thank you, Aunt Eater," said Mr. Chumly. "Good-bye, Sam."				
4	"You look hungry, Sam," said Aunt Eater. "Here is some fish for you."				
5	Sam sniffed the plate and turned up his nose.				
6	"Maybe you would like some milk," said Aunt Eater. Sam lapped up the milk.				
7	Suddenly the sky turned dark. It began to rain. Thunder roared and lightning flashed. All the lights went out. "Oh, dear," Aunt Eater muttered.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
7 cont.	"Where did I put the candles?"				
8	She found some candles in a drawer and lit them. Sam was gone! "Sam!" she called. "Where are you, Sam?" She looked under the sink and behind the stove. No Sam.				
9	She looked upstairs and down. Still no Sam. "What will I tell Mr. Chumly?" Aunt Eater asked.				
10	Aunt Eater thought a minute. "I should look for clues like a real detective," she said. She saw the open door. "I bet Sam went outside."				
11	The rain had stopped. Aunt Eater saw a cat's paw prints in the soft ground. "A clue!" said Aunt Eater.				
12	She followed the paw prints				

Aunt Eater Solves a Mystery

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
12 cont.	down the street and around the corner. There the paw prints stopped. "What would a detective do now?" asked Aunt Eater.				
13	She thought some more. "Well," she said. "Sam is an alley cat. Maybe he went into that alley."				
14	The alley was dark. Aunt Eater's neck tingled. "Maybe I should come back tomorrow," she said. Then she heard a meow. "Sam!" she cried. She rushed into the alley. "Oh, my!" she gasped.				
15	There were hundreds of cats. They all looked like Sam! "Sam!" she called "Sam! Which one of you is Sam?" All the cats meowed. "Oh, dear," she said crossly. "How will I ever find Sam?"				
16	Then Aunt Eater had an idea. She ran down the street.				

Aunt Eater Solves a Mystery

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
16 cont.	She came back with a package. "Look, cats," she called. "I have some nice fish for you."				
17	Hundreds of cats ran to Aunt Eater. They all wanted the fish.				
18	All except one cat. Sam.				
19	Aunt Eater carried Sam back to her house. She poured a bowl of milk for him. She made a cup of cocoa for herself. "Let me read you my new mystery," Aunt Eater said.				
20	Aunt Eater sat down and opened her book. Sam drank his milk and listened late into the night.				
21	The End				

Accuracy ____%

Read-Aloud Record Form

Dinosaur Time

Name _____ Date _____

Level K
Words: 497

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Long, long ago the world was different. More land was under water. It was warm all the time. And dinosaurs were everywhere....				
3	There were big dinosaurs. There were small ones. There were fast dinosaurs, and slow ones. Some dinosaurs ate meat. Some ate plants.				
4	STEGOSAURUS This is how you say it-- steg-uh-SAW-russ This dinosaur had plates on its back. They were made of bone. It had sharp points on its tail. It ate plants. Its name is Stegosaurus.				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
5	<p>DIPLODOCUS</p> <p>This is how you say it--</p> <p>dip-LAH-duh-cuss</p> <p>This dinosaur was long.</p> <p>But most of it was neck and tail. Its teeth were short and dull. It ate plants.</p> <p>Its name is Diplodocus.</p>				
6	<p>ANKYLOSAURUS</p> <p>This is how you say it--</p> <p>ank-eye-loh-SAW-russ</p> <p>This dinosaur had a shell like a turtle. Its tail was like a club. Not many animals could hurt it. Its name is Ankylosaurus.</p>				
7	<p>BRONTOSAURUS</p> <p>This is how you say it--</p> <p>bron-tuh-SAW-russ</p> <p>This dinosaur was a giant.</p> <p>But its mouth was tiny.</p> <p>It ate plants. It ate,</p>				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
7 cont.	and ate, and ate to fill up its big body. Its name is Brontosaurus.				
8	COMPSOGNATHUS This is how you say it-- comp-sog-NAYTH-uss This dinosaur was small. It was as big as a cat. But it could run fast. It could catch other animals and eat them. Its name is Compsognathus.				
9	TERATOSAURUS This is how you say it-- tare-at-oh-SAW-russ This dinosaur walked on its back legs. It had big claws, and sharp teeth. It ate meat. Its name is Teratosaurus.				
10	ANATOSAURUS This is how you say it-- an-at-oh-SAW-russ This dinosaur is called a "duckbill." It had a beak like a duck.				

Dinosaur Time

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
10 cont.	<p>Its beak had no teeth.</p> <p>But its mouth did. There were hundreds of teeth in it!</p> <p>Sometimes a tooth broke.</p> <p>But that did not matter.</p> <p>It could grow a new one.</p> <p>Its name is Anatosaurus.</p>				
11	<p>ORNITHOMIMUS</p> <p>This is how you say it-- or-nith-oh-MY-muss</p> <p>This dinosaur had a beak, too.</p> <p>But it had no teeth. It ate small animals and insects.</p> <p>Maybe it ate fruits and dinosaur eggs, too.</p> <p>But it had no teeth. How did it eat? A bird eats.</p> <p>It has no teeth. Maybe it ate like a bird.</p> <p>Its name is Ornithomimus.</p>				
12	<p>BRACHIOSAURUS</p> <p>This is how you say it--</p>				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
12 cont.	brack-ee-oh-SAW-russ This dinosaur was fat. It was too fat to run from enemies. That is why it stayed in the water. It was safe there, and food was close by. It ate plants. Its name is Brachiosaurus.				
13	PENTACERATOPS This is how you say it-- pen-tuh-SARE-ah-tops This dinosaur had five horns. They were all on its face. Its name is Pentaceratops. This name is just right. It means "five-horns-on-the-face."				
14	TYRANNOSAURUS This is how you say it-- tih-ran-uh-SAW-russ This dinosaur was the biggest meat-eater. Its jaws were huge.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
14 cont.	Its teeth were six inches long. It ate other dinosaurs. Its name is Tyrannosaurus.				
15	Dinosaurs lived everywhere for a long time. Then they died. Nobody knows why. But once it was their world. It was dinosaur time.				
16	The End				

Accuracy ___%

Read-Aloud Record Form

Spring from: Frog and Toad Are Friends

Name _____

Date _____

Level K
Words: 433

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	Frog ran up the path to Toad's house. He knocked on the front door. There was no answer.				
3	"Toad, Toad," shouted Frog, "wake up. It is spring!"				
4	"Blah," said a voice from inside the house. "Toad! Toad!" cried Frog. "The sun is shining! The snow is melting. Wake up!" "I am not here," said the voice.				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
5	<p>Frog walked into the house.</p> <p>It was dark.</p> <p>All the shutters were closed.</p> <p>"Toad, where are you?" called Frog.</p>				
6	<p>"Go away," said the voice from a corner of the room.</p> <p>Toad was lying in bed.</p> <p>He had pulled all the covers over his head.</p>				
7	<p>Frog pushed Toad out of bed.</p> <p>He pushed him out of the house and onto the front porch.</p> <p>Toad blinked in the bright sun.</p> <p>"Help!" said Toad.</p> <p>"I cannot see anything."</p>				
8	<p>"Don't be silly," said Frog.</p> <p>"What you see is the clear warm light of April.</p> <p>And it means that we can begin a whole new year together, Toad."</p>				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
9	"Think of it," said Frog. "We will skip through the meadows and run through the woods and swim in the river."				
10	"In the evenings we will sit right here on this front porch and count the stars." "You can count them, Frog," said Toad. "I will be too tired. I am going back to bed."				
11	Toad went back into the house. He got into the bed and pulled the covers over his head again. "But, Toad," cried Frog, "you will miss all the fun!"				
12	"Listen, Frog," said Toad. "How long have I been asleep?"				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
12 cont.	<p>"You have been asleep since November," said Frog.</p> <p>"Well then," said Toad,</p> <p>"a little more sleep will not hurt me."</p>				
13	<p>"Come back again and wake me up at about half past May.</p> <p>Good night, Frog."</p> <p>"But, Toad," said Frog,</p> <p>"I will be lonely until then."</p> <p>Toad did not answer.</p> <p>He had fallen asleep.</p>				
14	<p>Frog looked at Toad's calendar.</p> <p>The November page was still on top.</p> <p>Frog tore off the November page.</p> <p>He tore off the December page.</p> <p>And the January page,</p> <p>the February page,</p> <p>and the March page.</p> <p>He came to</p> <p>the April page.</p> <p>Frog tore off the April page too.</p>				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
15	Then Frog ran back to Toad's bed. "Toad, Toad, wake up. It is May now." "What?" said Toad. "Can it be May so soon?" "Yes," said Frog. "Look at your calendar."				
16	Toad looked at the calendar. The May page was on top. "Why, it is May!" said Toad as he climbed out of bed.				
17	Then he and Frog ran outside to see how the world was looking in the spring.				
18	The End				

Accuracy ____%

Read-Aloud Record Form

Goldilocks and the Three Bears

Name _____

Date _____

Level K - Instructional
Level I or J - If story is known
Words: 568

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
2	<p>Once upon a time, there were three bears.</p> <p>One was a great big papa bear.</p> <p>One was a middle-sized mama bear, and one was a wee little baby bear.</p> <p>They lived together in a cottage in the woods.</p>				
3	<p>The bears had porridge for breakfast every morning. Each bear had a different sized bowl.</p> <p>Papa Bear had a great big bowl.</p> <p>Mama Bear had a middle-sized bowl, and Baby Bear had a wee little bowl.</p>				
4	<p>One morning, when Papa Bear made the porridge, it was too hot to eat.</p> <p>The three bears decided to go for a walk</p>				

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
4 cont.	in the forest while the porridge cooled.				
5	While the bears were away, a little girl named Goldilocks came to the cottage and knocked on the door.				
6	When no one answered, she peeked inside and saw the bowls of porridge on the table.				
7	She was so hungry, she went inside and tasted the porridge in the great big bowl. It was too hot.				
8	Next, she tasted the porridge in the middle-sized bowl. It was too cold. Finally, she tasted the porridge in the wee little bowl. It was just right, so she ate it all up!				

Goldilocks and the Three Bears

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
9	When Goldilocks finished the porridge, she looked around and saw three chairs by the fireplace.				
10	She climbed up on the great big chair. It was too hard. She sat in the middle-sized chair. It was too soft.				
11	Goldilocks sat in the wee little chair. It was just right, but it broke into pieces and Goldilocks crashed to the floor!				
12	By now, Goldilocks was tired and wanted to take a nap, so she climbed the stairs to the bear's bedroom. She saw three beds- a great big bed, a middle-sized bed, and a wee little bed. First she lay on the great big bed. It was too hard.				

Goldilocks and the Three Bears

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
13	She jumped onto the middle-sized bed. It was too soft. But the wee little bed was just right! Goldilocks was so comfortable, she fell fast asleep.				
14	While Goldilocks was sleeping upstairs, the three bears returned home from their walk. They were very hungry, so they sat down to eat porridge. "SOMEONE HAS BEEN TASTING MY PORRIDGE," said Papa Bear.				
15	"Someone has been tasting my porridge," said Mama Bear. "Someone has been tasting my porridge and has eaten it all up!" cried Baby Bear.				
16	The three bears went to sit by the fireplace. "SOMEONE HAS BEEN SITTING IN MY CHAIR," said Papa Bear.				

Goldilocks and the Three Bears

Page	E = errors SC = self correct M = meaning S = syntax V = visual	E	SC	E MSV	SC MSV
17	<p>"Someone has been sitting in my chair," said Mama Bear.</p> <p>"Someone has been sitting in my chair and now it is broken all to pieces," cried Baby Bear.</p>				
18	<p>The three bears knew someone had come to their cottage while they were gone.</p> <p>They wondered who it could be.</p> <p>Could someone still be there?</p>				
19	<p>There was no one downstairs, so they went upstairs to look in their bedroom.</p> <p>"SOMEONE HAS BEEN SLEEPING IN MY BED," said Papa Bear.</p>				
20	<p>"Someone has been sleeping in my bed," said Mama Bear.</p>				

Page	E = errors M = meaning SC = self correct S = syntax V = visual	E	SC	E MSV	SC MSV
21	"Someone has been sleeping in my bed, and there she is!" cried Baby Bear. Baby Bear's cry woke Goldilocks.				
22	She was so frightened, she jumped out of bed, ran down the stairs, and out of the house. She ran and ran until she could run no farther. The three bears never saw her again.				
23	The End				

Accuracy ____%