

At the Park –Level A- Nonfiction/ colored pictures/ Benchmarks program

| Text Word  | Miscue | Note if Self corrected (SC) and when or how | Graphic/aural similarity: To what degree does the miscue look like and/or sound like the intended word? | Semantically corrected? How close is the word read to the intended meaning of the text word (gave synonym, changed plural, etc)? | Syntactically/ grammatically correct: How does the student use sentence structure to cue self (substitute same part of speech)? | How does the miscue change the of sentence/story? How does miscue impact retell? |
|------------|--------|---|---|--|---|--|
| (NO WORDS) |        |   |   |  |   |  |

Story Retell

| Retell                       | Summarizes story; succinct highlights  | Supporting detail included or available when prompted with open-ended question  | Errors indicative or difficulties or unawareness  | Supplies own information to fill in (indicates awareness of story) | Impact of reading errors on... |
|------------------------------|--|---|---|--|--------------------------------|
| Pre-reading/<br>Picture Walk | "What he, the boy, can do. He could run. He could swing. He could kick. He could hide."  | (What do you think the book is about?) After being asked this question she gave a list of things the boy could do according to the pictures.                        | She did not mention the Dad or the other character in the book. She may have not been aware of this character from the pictures |  |                                |
| After reading/<br>Retell     | "He could swing. He was saying what he could do. His dad was playing with him. He could slide. He could kick. He could catch. He could swing." | (What happened in the book?) After being asked his question she summarized the story.<br><br>Then she was asked, Where was he (the boy)? She answered, at the park. |   |  | She had no errors              |