

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used							
		E SC		E			SC		
		E	SC	M	S	V	M	S	V
2	We like to run.								
4	We like to dance.								
6	We like to swing.								
8	We like to climb.								
10	We like to slide.								
12	We like to ride.								
14	We like to paint.								
16	We love to read.								
Total									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.



Accuracy Rate	Errors	4 or more	3	2	1	0
	%	Below 90%	91%	94%	97%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
-----------------------	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are lots of different things the girls like to do together. (Gives 2–3 examples such as run, dance, swing, climb, slide, ride, paint, and read.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some things the girls like to do together.</p> <p>Can you tell more things they like to do together?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The girls like to do things with each other.</p> <p>The girls like to read more than they like to do other things.</p> <p>The author made the the word <i>love</i> darker to show they liked reading best.</p> <p>The author said <i>love</i> instead of <i>like</i> to show they liked reading best.</p> <p><i>Note any additional understandings:</i></p>	<p>How can you tell these girls are best friends?</p> <p>Of all the things the girls do together, what’s their favorite thing to do? Why?</p> <p>The author told about all the things the girls liked to do. Look at the last page. Why did the author make the word <i>love</i> very dark?</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about what the two girls like to do together. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: This boy is telling all the things he can do at the park with his dad. Read to find out what he says he can do. Point under each word as you read.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used							
		E SC		E			SC		
		E	SC	M	S	V	M	S	V
2	I can ride.								
4	I can kick.								
6	I can catch.								
8	I can jump.								
10	I can swing.								
12	I can slide.								
14	I can run.								
16	I can hide.								
Total									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.



Accuracy Rate	Errors	3 or more	2	1	0
	%	Below 90%	92%	96%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
-----------------------	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The boy can do lots of things at the park. (Gives 2–3 examples such as ride, kick, catch, jump, swing, slide, run, and hide.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what things the boy can do at the park.</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>It's fun to (gives opinion or examples from own life) at the park.</p> <p>Some other things they could do at the park are (gives examples).</p> <p>Some people like to go to the park because they can (be outside and play, have picnics, etc).</p> <p>The boy really likes to go to the park with his dad because (gives any reasonable explanation).</p> <p>The boy and his dad are smiling.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some fun things to do at the park?</p> <p>Can you think of some other things that the boy and his dad could do at the park?</p> <p>Why do people like to go to the park?</p> <p>Why do you think the boy likes to go to the park?</p> <p>Look at pages 14 and 15. How does the picture help you know the boy and his dad like to go to the park?</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key
0 Reflects no understanding of the text.
1 Reflects very limited understanding of the text.
2 Reflects partial understanding of the text.
3 Reflects excellent understanding of the text.

Student _____

Date _____

Write about what the boy can do at the park. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: This girl has a little dog. Read to find out all the things her little dog likes to do with her. Point under each word as you read.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used							
		E			SC				
		E	SC	M	S	V	M	S	V
2	My little dog likes to sleep with me.								
4	My little dog likes to eat with me.								
6	My little dog likes to run with me.								
8	He likes to play with me.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	He likes to ride with me.								
12	He likes to jump with me.								
14	My little dog likes to read with me.								
16	My little dog likes me!								
Subtotal									
Total									



Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	91%	93%	95%	96%	98%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
------------------------------	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The girl is telling about her little dog and the things he can do.</p> <p>The little dog likes to do lots of things with her. (Gives 2–3 examples such as sleep, eat, run, play, ride, jump, and read.)</p> <p><i>Note any additional understandings:</i></p>	<p>What did the girl tell about in the book?</p> <p>Tell some of the things this little dog likes to do with the girl.</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The little dog likes to do lots of things and probably likes to do other things too (gives examples).</p> <p>The girl is really proud of (or loves) her dog.</p> <p>This dog is like my dog (or makes any personal connection).</p> <p>The pictures show that they like each other because (any reasons based on any picture; for example, on page 16 she is smiling and petting the dog and the dog is licking her).</p> <p><i>Note any additional understandings:</i></p>	<p>What other things do you think the little dog likes to do with the girl?</p> <p>How do you think the girl feels about her little dog?</p> <p>Did this book remind you of anything?</p> <p>Look at page 16. How does the picture show you that the little girl and the dog like each other?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things the little dog likes to do. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, a girl is playing with lots of different things. Read about all the things she likes to play with. Point under each word as you read.

Summary of Scores:

Accuracy _____
 Self-correction _____
 Fluency _____
 Comprehension _____
 Writing _____

Sources of Information Used

Page	Text	Playing Level B, RW: 56, E: 6						Sources of Information Used			
		E	SC	E			SC				
		M	S	V	M	S	V				
2	I like to play with a truck.										
4	I like to play with a car.										
6	I like to play with the ball.										
8	I like to play with my doll.										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	I like to play with a train.								
12	I like to play with the plane.								
14	I like to play with a boat.								
16	I like to play with my dog!								
Subtotal									
Total									



Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	91%	93%	95%	96%	98%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
-----------------------	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The girl likes to play with lots of different things. (Gives 3–4 examples such as truck, car, ball, doll, train, plane, boat, and dog.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some of the things the girl likes to play with.</p> <p>What else can you say about what the girl likes to do?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Some of the things the girl likes to play with are toys, but a dog is not a toy.</p> <p>I like (or have) some of the same things the girl likes to play with.</p> <p>The girl is having fun in this story.</p> <p>The last thing she plays with is the dog because everything else is a toy, but the dog is alive and can play with her.</p> <p><i>Note any additional understandings:</i></p>	<p>What do you notice about the things the girl likes to play with?</p> <p>Does this book make you think of things you like to play with?</p> <p>How do you think the girl was feeling in this story?</p> <p>The girl played with the dog last. How is the dog different from all the other things?</p>	0 1 2 3

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things the girl likes to play with. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Socks the cat was sleeping in lots of different places, and the girl wanted her to wake up. Read to find out what makes Socks wake up.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used							
		E			SC				
		E	SC	M	S	V	M	S	V
2	Socks was sleeping on the bed. “Wake up, Socks!” I said.								
4	Socks was sleeping on my chair. I said, “Wake up, Socks!”								
6	She was sleeping on the couch.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	<p>"Wake up, Socks!"</p> <p>I said.</p>								
8	<p>She was sleeping</p> <p>on the rug.</p> <p>I said,</p> <p>"Wake up, Socks!"</p>								
10	<p>She was sleeping</p> <p>by the window.</p> <p>I said, "Socks,</p> <p>wake up!"</p>								
12	<p>Socks was sleeping</p> <p>by the door.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	“Wake up!” I said.								
14	Socks was sleeping under the table. “I can wake Socks up,” I said.								
16	Purr								
Subtotal									
Total									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.



Accuracy Rate	Errors	9 or more	8	7	6	5	4	3	2	1	0
	%	Below 90%	90%	91%	92%	94%	95%	96%	97%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
------------------------------	--

Fluency Score	0	1	2	3	<p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Socks the cat was sleeping in many different places in the house.</p> <p>A girl was trying to wake Socks up but she would not wake up.</p> <p>The girl got Socks to wake up with some food.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what Socks was doing in this story.</p> <p>What happened when the girl told Socks to wake up?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Socks was a sleepy (or lazy) cat.</p> <p>Socks woke up because she wanted to eat the food.</p> <p>The picture showed that Socks was lazy because she was sleeping.</p> <p>The picture on the last page showed Socks saying "Purr" because she liked the food and was lazy and sleepy.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what Socks is like.</p> <p>Why did Socks wake up?</p> <p>How does the author show what Socks was like?</p> <p>How does the last page show that Socks was happy?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three places that Socks liked to sleep. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: A boy is helping his mother shop for food in the market. Read to see what the boy gets for his mom and what she gets for him.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used					
		E			SC		
		M	S	V	M	S	V
2	"Get some milk," said Mom.						
3	I put the milk in the cart.						
4	"Get some apples," said Mom.						
5	I put the apples in the cart.						
Subtotal							

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
6	"Get some bananas," Mom said.								
7	I put the bananas in the cart.								
8	Mom said, "Get some oranges."								
9	I put some oranges in the cart.								
10	"Get some carrots," Mom said.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
11	I put the carrots in the cart.								
12	"Get some tomatoes," Mom said.								
13	I put the tomatoes in the cart.								
14	"Get some bread," said Mom.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	I put the bread in the cart.								
16	"Get some cookies," I said. Mom put the cookies in the cart.								
Subtotal									
Total									

 Accuracy Rate	Errors	11 or more	10	9	8	7	6	5	4	3	2	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The boy got everything his mom told him to get. (Gives 2–3 examples such as milk, apples, bananas, oranges, carrots, tomatoes, and bread.)</p> <p>At the end, the mom got the cookies when the boy told her to.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some of the things the mom told the boy to get.</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The boy liked to help his mom shop.</p> <p>The mom got the cookies because the boy had been a good helper.</p> <p>The boy thought it was funny (or was happy) that his mom got the cookies.</p> <p>The last page showed Mom getting the cookies because it was what the boy wanted.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think the boy was getting everything his mom told him to get?</p> <p>Why do you think his mom got the cookies?</p> <p>How do you think the boy felt when his mom got the cookies?</p> <p>Look at the last page. How do you know that Mom thought the boy had done a good job?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how the boy and his mom helped each other when they were shopping. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, each animal went into a little house and said, "What a nice little house!"
Read to find out what happened when all the animals went in.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used							
		E			SC				
		E	SC	M	S	V	M	S	V
2	The horse went in the little house. "What a nice little house!" said the horse.								
4	The cow went in the little house. "What a nice little house!" said the cow.								
6	The pig went in the little house. The pig said,								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	“What a nice little house!”								
8	The chicken went in the little house. “What a nice little house!” she said.								
10	The duck went in the little house. She said, “What a nice little house!”								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	The skunk went in the little house. Then . . .								
14	The horse went out of the little house. The cow went out of the little house.								
15	The pig went out of the little house. The chicken went out of the little house.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15 <i>cont.</i>	The duck went out of the little house.								
16	“What a nice big house!” said the skunk.								
Subtotal									
Total									

 Accuracy Rate	Errors	14 or more	13	11-12	10	9	8	6-7	5	4	2-3	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>All the animals went in the little house.</p> <p>The skunk went in the house and all the other animals came out (ran away).</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what happened first in this story.</p> <p>Then what happened?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The animals did not want to be in the house with the skunk because he might smell it up.</p> <p>The skunk felt good when he saw how big the house seemed when he was there by himself.</p> <p>The little house was big to the skunk because he was there all by himself (and/or he was little).</p> <p>The picture showed the skunk was happy (or had lots of room).</p> <p><i>Note any additional understandings:</i></p>	<p>Why did the animals run away?</p> <p>How do you think the skunk felt at the end of the story? Why?</p> <p>Why did the skunk call it a “nice big house” when all the other animals said it was a “nice little house”?</p> <p>Look at the last page. How do you know that the skunk really liked the little house?</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about what happened to the animals in the nice little house.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Carl has a teacher named Mr. Brown. Carl tells all the things he and the other children in his class like to do with their teacher, Mr. Brown.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used					
		E		SC			
		M	S	V	M	S	V
2	My name is Carl. I go to school. I like school. This is my teacher. My teacher's name is Mr. Brown.						
4	Mr. Brown reads books to us. We like the books.						
6	Mr. Brown helps us write stories.						
Subtotal							

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	We like to write stories. We like to read the stories to him.								
8	Mr. Brown helps us read books. We like to read books to him.								
10	We like to paint pictures. We like to draw pictures. Mr. Brown helps us.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	Mr. Brown plays games with us. We like to play ball.								
14	We like our school. We like to read books.								
15	We like to write stories. We like to play ball.								
16	We like our teacher, Mr. Brown!								
Subtotal									
Total									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

 Accuracy Rate	Errors	12 or more	11	10	9	8	7	6	4-5	3	2	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Carl likes everything he does at school with his teacher. (Gives 2–3 examples, such as read books, write stories, listen to stories, paint pictures, and play ball.)</p> <p>Mr. Brown helps Carl and the other children do things at school.</p> <p><i>Note any additional understandings:</i></p>	<p>Carl and the other children like a lot of things they do with their teacher at school, don't they? What were some of those things?</p> <p>What does Mr. Brown do in this story?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Carl likes school because he likes to (gives 1–2 examples, such as read books, write stories, listen to stories, paint pictures, play ball).</p> <p>I think Carl's favorite thing at school is (gives an example) because (any plausible reason).</p> <p>Mr. Brown is a good teacher because (any plausible reason).</p> <p>They do some things like we do at school, such as (gives 1–2 examples).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think Carl likes school?</p> <p>What does Carl like most about school? Why do you think he likes that?</p> <p>What do you think about Mr. Brown? Was he a good teacher? Why?</p> <p>Did this story remind you of your teacher or class? Why?</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things Mr. Brown helps the children do at school.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Kate had a loose tooth and she tried lots of things to make it come out.
Read to find out what happened to Kate's loose tooth.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used									
		E	SC	E			SC				
				M	S	V	M	S	V		
2	<p>Kate had a loose tooth.</p> <p>Her tooth was very loose.</p> <p>Kate played with her tooth.</p> <p>But it did not come out.</p>										
4	<p>"Don't play with your tooth," said Kate's mom.</p> <p>"Eat your breakfast."</p> <p>"I want my tooth to come out," said Kate.</p>										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	<p>"Your tooth will fall out," said Mom.</p> <p>Kate wiggled her tooth.</p> <p>But it did not fall out.</p>								
6	<p>Kate brushed her teeth after breakfast.</p> <p>She wanted her tooth to come out.</p> <p>She wanted it to come out now.</p>								
7	<p>She brushed and brushed.</p> <p>She brushed her loose tooth.</p> <p>But it did not fall out.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	Kate went to school. She played with her tooth at school.								
9	"Don't play with your tooth," said Kate's teacher.								
10	Kate played with her tooth at lunch. She wiggled it and wiggled it.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
11	<p>“Don’t wiggle your tooth,” said Ben. “I want to eat my lunch.”</p>								
12	<p>Kate went home. Her brother played with his blocks. Kate played with her tooth.</p>								
13	<p>“It is time to eat,” said Mom. “Come and have some soup.”</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
14	Kate had some soup. She said, "Now I want an apple. I want a big, big apple."								
15	Kate took a big, big bite of her apple.								
16	"Look, Mom!" Kate said. "Look at my tooth now! "								
Subtotal									
Total									

 Accuracy Rate	Errors	21 or more	19–20	17–18	15–16	13–14	11–12	9–10	7–8	5–6	3–4	1–2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Kate had a loose tooth and she was doing everything she could to make it come out. (Gives 2–3 examples, such as wiggled it, played with it, brushed it.)</p> <p>In the end, she ate an apple and the tooth came out in her soup!</p> <p><i>Note any additional understandings:</i></p>	<p>What was Kate’s problem in the story?</p> <p>What did Kate try to do to solve the problem? What else did she do?</p> <p>Talk about how the story ended.</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Kate really wanted her tooth to come out because (gives a plausible reason).</p> <p>She felt great when her tooth finally came out.</p> <p>Kate’s mom wasn’t worried because she knew the tooth would come out.</p> <p>The most important part of the story was when she took a bite of apple (or when the tooth fell out).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think Kate really wanted her tooth to come out?</p> <p>Talk about how Kate felt about her tooth at the beginning of the story and at the end of the story.</p> <p>What do you think Kate’s mom was thinking?</p> <p>What was the most important part of this story? Why?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about the three things Kate did to get her tooth to come out.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, the writer tells about all the animals you can see at the zoo.
Read to find out about the animals you can see.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used							
		E			SC				
		E	SC	M	S	V	M	S	V
	<i>The Zoo</i> Level E, RW: 137, E: 15								
2	You can see elephants at the zoo. The baby elephant can walk on the day it is born!								
4	You can see brown bears at the zoo. The baby bears stay with their mother.								
6	You can see polar bears at the zoo.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	<p>Their fur is white.</p> <p>The fur keeps them warm.</p>								
8	<p>You can see lions at the zoo.</p> <p>The lions are resting.</p> <p>Lions rest for a long time every day.</p>								
10	<p>You can see giraffes at the zoo.</p> <p>Giraffes are tall animals.</p> <p>They can eat leaves from the tops of trees.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	You can see penguins at the zoo. These birds can not fly. But they can swim!								
14	You can see chimps at the zoo. The chimps like to climb trees. They hold on to the trees with their big hands.								
16	You can see all the animals at the zoo!								
Subtotal									
Total									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

 Accuracy Rate	Errors	15 or more	14	12-13	11	9-10	8	7	5-6	4	3	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>You can see lots of animals at the zoo. (Gives 2–3 examples such as chimps, elephants, giraffes, penguins, polar bears, lions, and brown bears.)</p> <p>Accept a variety of facts about the book such as: lions resting for a long time; chimps liking to climb trees; baby elephants walking on the day they are born; giraffes eating leaves; penguins swimming; polar bears having thick, white fur; baby bears staying with their mother.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some of the animals you can see at the zoo?</p> <p>What did you learn about the animals at the zoo? What else did you learn?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The zoo is a fun place to go because you can see animals and learn about them.</p> <p>This book helps you know what a zoo is like so you may want to go there (or other plausible reason).</p> <p>The author shows photographs and tells information about the animals.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do people like to go to the zoo?</p> <p>Why do you think this author wanted to tell you about animals you can see at the zoo?</p> <p>How does the author help you learn about animals at the zoo?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things you learned about the animals at the zoo.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____
 Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Anna was getting ready for school. Her mom said she might need to get glasses to see better. But Anna didn't want glasses. Read to find out what happened when she got her new glasses.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used							
		E			SC				
		E	SC	M	S	V	M	S	V
2	<p>"I am ready for school," said Anna.</p> <p>She had a new red backpack and new shoes.</p> <p>"We have one more thing to do," said her mom. "You may need to get some glasses."</p>								
4	<p>"I don't need glasses!" said Anna.</p> <p>"You may need glasses to help you read," said her mom.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 <i>cont.</i>	"Do you want to read at school?"								
5	"I want to read," said Anna. "I love books! But I don't want glasses."								
6	Anna went to the doctor. "You do need glasses," said the doctor.								
7	Anna looked at the glasses.								
8	"I don't like these glasses," she said.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	<p>"Look at the purple glasses,"</p> <p>said Mom.</p> <p>Anna put on</p> <p>the purple glasses.</p>								
11	<p>Anna put on some red glasses.</p> <p>"I like red and I like</p> <p>these red glasses," she said.</p> <p>"You look great in those</p> <p>glasses," said Mom.</p>								
12	<p>It was the first day</p> <p>of school.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	Anna put her new red glasses in her new red backpack.								
13	"Don't forget your glasses," said Mom. "I put them in my backpack," said Anna. "Put your glasses on at school," said Mom.								
15	Anna and her mom walked to school.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH; Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
15 <i>cont.</i>	Anna looked at her new teacher. She opened her backpack and put on her new glasses.									
16	"I am Mrs. Bell," the teacher said. "I am your new teacher. We have the same glasses!" Anna smiled. "Yes, these are great glasses!"									
Subtotal										
Total										

 Accuracy Rate	Errors	24 or more	21–23	19–20	17–18	15–16	13–14	10–12	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Anna had to get glasses to see better but she did not want to wear them.</p> <p>Recounts the major events of the story, such as: Anna didn't want to get new glasses; she tried on many different glasses and chose red ones; she got some new glasses but she didn't want to wear them; she put them on when she saw that her teacher's glasses were the same as hers.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Anna's problem in this story?</p> <p>What happened in this story?</p> <p>Then what happened?</p> <p>What happened at the end of the story?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Anna didn't want to wear glasses to school because (any plausible explanation).</p> <p>Anna felt good when she saw her teacher had glasses just like hers.</p> <p>Anna felt good because she would not look so different from everyone else.</p> <p>The pictures showed the teacher with her glasses, so I knew Anna would put hers on.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Anna felt at the beginning of the story.</p> <p>How did Anna feel about wearing glasses when she got to school? Why?</p> <p>Talk about how Anna felt at the end of the story. Why?</p> <p>Look at the picture on page 14. How can you predict that Anna will put on her glasses?</p>	<p>0 1 2 3</p>

Guide to Total Score
6-7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0-3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how Anna felt about her new glasses. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Mother Bird makes a nest with sticks and grass and then she lays her eggs in the nest.
Read to find out what she does to take care of her new baby birds.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used									
		E	SC	E			SC				
				M	S	V	M	S	V		
2	This is Mother Bird. What does Mother Bird do?										
3	Mother Bird gets sticks and grass. She makes a nest.										
4	Why does Mother Bird need a nest?										
5	Mother Bird needs a nest for her eggs!										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5 <i>cont.</i>	She lays eggs in the nest. The eggs are blue.								
6	What does Mother Bird do now?								
7	Mother Bird sits on the eggs. She keeps the eggs warm.								
8	Why does Mother Bird keep the eggs warm?								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	Baby birds are in the eggs. The baby birds will come out of the eggs soon!								
10	The baby birds are out! What does Mother Bird do now?								
11	Mother Bird feeds her baby birds. She feeds bugs to them.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	The baby birds chirp and chirp. They want to eat more bugs. Where is Mother Bird?								
13	Mother Bird gets more bugs. The baby birds eat and eat.								
14	The baby birds hop up and down. Why do they hop?								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	The baby birds hop and hop. Soon they will fly!								
16	Look at the baby birds! The baby birds can fly!								
Subtotal									
Total									

 Accuracy Rate	Errors	18 or more	16-17	15	13-14	11-12	10	8-9	6-7	5	3-4	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the events in order such as: Mother Bird makes a nest with sticks and grass; she lays eggs; she sits on the eggs; baby birds hatch; she feeds bugs to the baby birds; baby birds hop; baby birds fly.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened first in the book?</p> <p>What happened next?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The eggs have to stay warm so that the little birds inside can (stay alive, grow).</p> <p>Mother Bird needs to do these things because baby birds are helpless and must be taken care of.</p> <p>Baby birds have to peck themselves out of the eggs when they are big enough; they can't fly right after they hatch. They have to learn.</p> <p>In this book, the writer always asks a question and then gives an answer. Some of the questions you have to think about.</p> <p><i>Note any additional understandings:</i></p>	<p>Why does Mother Bird have to sit on the nest?</p> <p>Why does Mother Bird have to do things for the baby birds?</p> <p>What are some of the things the baby birds have to do for themselves?</p> <p>Look at page 14. What question is the writer asking? Does the writer answer the question? (No, but it is implied.) What do you think is the answer?</p>	<p>0 1 2 3</p>

Guide to Total Score
6-7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0-3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how Mother Bird took care of her eggs and her baby birds. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Nick went to bed but something was missing, and he could not go to sleep.
Read to find out how his mom helped him find what was missing.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	<i>Bedtime for Nick</i> Level G, RW: 216, E: 23						Sources of Information Used						
		E	SC	E			SC							
				M	S	V	M	S	V					
2	Nick was looking at his book. His mom came in and said, "It's time for bed." "Okay, Mom," said Nick.													
4	Nick put on his pajamas. He washed his face and brushed his teeth. He was ready for bed.													
5	Nick got into his bed.													
Subtotal														

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>"Will you read me a story?"</p> <p>Nick asked his mom.</p> <p>Mom read the story to Nick.</p> <p>Nick liked the story about the magic fish.</p> <p>When the story was over, Nick's mom turned off the light.</p>								
7	"Good night, Nick," his mom said.								
8	<p>"Will you turn on the nightlight?"</p> <p>asked Nick.</p> <p>"Okay, Nick," his mom said.</p> <p>She turned it on.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	<p>“Good night, Nick,” his mom said.</p> <p>“Now it’s time to go to sleep.”</p>								
10	<p>“I can’t go to sleep,” said Nick.</p> <p>“I will give you a good night kiss,” said Nick’s mom.</p>								
11	<p>“Good night, Nick,” his mom said.</p> <p>“Go to sleep now.”</p>								
12	<p>“I can’t go to sleep,” said Nick.</p> <p>“Will you open the door?” he asked.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	Nick’s mom opened the door. Light came into the room.								
13	“Good night, Nick,” his mom said.								
14	“I can’t go to sleep,” said Nick. “Something is missing.” He looked around the room. Something came in the door.								
15	“Wags! You’re late,” said Nick. “Now we can go to sleep.”								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
16	"Good night, Nick," said Mom. "Good night, Wags." "Good night, Mom," said Nick.									
Subtotal										
Total										



Accuracy Rate	Errors	23 or more	21-22	19-20	17-18	15-16	12-14	10-11	8-9	6-7	4-5	1-3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
------------------------------	--

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>
----------------------	---------------	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Nick got ready for bed. He went to bed but he couldn't go to sleep.</p> <p>He told his mom to do different things to help him. (Gives 2–3 examples, such as read a story; turn on the nightlight; give a kiss; open the door.)</p> <p>His dog (Wags) came in and then he went to sleep.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this story?</p> <p>What did Nick ask his mom to do to help him sleep? What else did she do?</p> <p>How did the story end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Nick didn't know why he couldn't sleep. (Or, he really did know.)</p> <p>Nick missed Wags and that's why he couldn't go to sleep.</p> <p>Wags might have been taking a walk with Dad (or any plausible reason).</p> <p>The most important part of the story was when you see Wags' tail in the picture.</p> <p>Nick loves Wags and that's why he missed him and couldn't sleep.</p> <p><i>Note any additional understandings:</i></p>	<p>Do you think Nick really knew why he couldn't sleep? What makes you think that?</p> <p>What was the real reason that Nick couldn't go to sleep?</p> <p>I wonder why Wags was so late going to bed. What do you think?</p> <p>Show me the most important part of the story.</p> <p>How do you think Nick feels about Wags?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about Nick and what helped him go to sleep. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Bubbles are filled with air like balloons. Read to find out about all different kinds of bubbles and how they are made.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used									
		E	SC	E			SC				
				M	S	V	M	S	V		
2	Look at all the bubbles! Some bubbles are big and some are little.										
3	All these bubbles are made with soap and water. They are called soap bubbles.										
4	Soap bubbles are pretty. They are very shiny, and they have lots of colors, just like a rainbow.										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>What is inside all the bubbles?</p> <p>Bubbles are like little balloons.</p> <p>They are filled with air.</p>								
8	<p>Little bubbles have a little air inside.</p> <p>Big ones have more air inside.</p>								
9	<p>This boy is blowing air to make a soap bubble.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>This girl is blowing air into a straw.</p> <p>The air is going into the girl's milk to make bubbles.</p>								
12	<p>Here is an enormous bubble.</p> <p>This bubble is as long as a van!</p> <p>It has lots of air inside.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
14	<p>Don't forget about bubble gum!</p> <p>This boy is blowing air into his gum to make a big, big bubble.</p> <p>If he blows in too much air...</p>								
16	<p>...the bubble will pop!</p>								
Subtotal									
Total									

 Accuracy Rate	Errors	16 or more	15	13-14	12	10-11	9	7-8	6	4-5	3	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are all kinds of bubbles. (Names 2–3 examples, such as soap bubbles, milk bubbles, or bubble gum.)</p> <p>Recounts 3–4 facts about bubbles from the book such as: can be made with soap and water; can have colors in them; are filled with air; can be made by blowing air; can be big or little; will pop if you blow in too much air.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some kinds of bubbles?</p> <p>What did you learn about bubbles?</p> <p>What else did you learn about bubbles and how they are made?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Bubbles get bigger when they have more air inside them.</p> <p>Bubbles are like balloons because they have air inside them.</p> <p>Bubbles can pop if they get too much air inside them.</p> <p>The book was funny when the boy blew the bubble and it popped on his face.</p> <p><i>Note any additional understandings:</i></p>	<p>How do bubbles get bigger?</p> <p>How are bubbles like balloons?</p> <p>Why do bubbles pop?</p> <p>What was the funny part of the book?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three interesting things you learned about bubbles.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Jim was invited to a sleepover party. He was worried about staying at his friend’s house and wanted to take his favorite toy Mugsy with him. Read to find out what happened.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used					
		E			SC		
		M	S	V	M	S	V
2	<p>Jim was excited</p> <p>because he was going</p> <p>to a sleepover party!</p> <p>But he was also a little worried.</p> <p>He had never stayed all night</p> <p>at a friend’s house.</p>						
3	<p>All of Jim’s friends were invited</p> <p>to the party, too.</p> <p>Jim said,</p> <p>“See you at Matt’s house!”</p> <p>But he was still worried.</p>						
Subtotal							

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	Mom helped Jim pack for the party. "Here are your pajamas and your toothbrush," said Mom.								
5	Jim wasn't really listening because he was worrying. "What if I miss Mom?" he thought. "What if I can't fall asleep?"								
6	Mom held up Jim's favorite toy. "Do you want to take Mugsy with you?" Mom asked. Jim always slept with Mugsy.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
7	<p>Jim did want to bring Mugsy.</p> <p>But he was worried.</p> <p>"Mugsy is a baby toy,"</p> <p>Jim told his mom.</p> <p>"I don't want my friends to laugh at me.</p> <p>I can't bring Mugsy."</p>								
8	<p>"That's fine," said Mom.</p> <p>"Get your sleeping bag.</p> <p>I'll zip up your backpack."</p>								
9	<p>"Have fun," Mom said.</p> <p>"I will," Jim answered.</p> <p>But he was still a little worried.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
10	<p>All of Jim’s friends were at Matt’s house.</p> <p>They played games and they ate yummy snacks.</p> <p>Jim was having fun.</p>									
11	<p>Then it was time for bed.</p> <p>All the boys went up to Matt’s room.</p>									
12	<p>Dan opened his backpack and pulled out a toy.</p> <p>“Here is Teddy!” said Dan.</p> <p>“I always sleep with him.”</p> <p>Luis opened his backpack.</p> <p>“I have Snapper!” he said.</p>									
Subtotal										

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
13	<p>Josh had a toy, too.</p> <p>"I always take Spot with me!"</p> <p>he said.</p>									
14	<p>"I wish I had Mugsy,"</p> <p>Jim thought.</p> <p>Matt said, "Jim, are you going to get ready for bed?"</p>									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	<p>“Sure,” said Jim.</p> <p>He opened his backpack to look for his pajamas.</p>								
16	<p>“What’s this?” said Jim.</p> <p>It was Mugsy!</p> <p>Mugsy came to the sleepover party after all!</p>								
Subtotal									
Total									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

 Accuracy Rate	Errors	31 or more	28–30	25–27	22–24	19–21	16–18	13–15	11–12	8–10	5–7	1–4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0	1	2	3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Jim was going to his first sleepover party and he didn't know whether to take his toy.</p> <p>Recounts most of the important events of the story in order, such as Jim went to a sleepover party; he didn't know whether to take Mugsy; all the other boys brought their toys; Jim missed Mugsy; Jim found Mugsy in his bag.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story?</p> <p>What happened in the story?</p> <p>Then what happened?</p> <p>What was the surprise at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Jim was worried about being away from home for the first time.</p> <p>Jim was worried that the other kids would make fun of him for bringing Mugsy.</p> <p>Mom put Mugsy in Jim's bag.</p> <p>Jim was glad to see Mugsy.</p> <p>The picture shows Mom putting Mugsy in Jim's backpack.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Jim felt about going to the sleepover party.</p> <p>Why was Jim worried about taking Mugsy to the party?</p> <p>How did Mugsy get in Jim's bag? Why do you think his mom did that?</p> <p>How did Jim feel at the end of the story?</p> <p>Show me the page where the picture helped you know how Mugsy got to the party.</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6-7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0-3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how Jim felt about the sleepover party at the beginning of the story and how he felt at the end. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: There are many kinds of trucks and they do important jobs. Read to find out about the different kinds of trucks and the jobs they do.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used									
		E	SC	E			SC				
				M	S	V	M	S	V		
	<i>Trucks</i> Level H, RW: 188, E: 20										
2	<p>Big trucks are on the road.</p> <p>They are going to many different places.</p> <p>They are going to do many important jobs.</p>										
4	<p>This is a fire truck.</p> <p>Fire trucks help put out fires.</p> <p>This truck has a long hose that shoots water on the fire.</p>										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
6	<p>This truck picks up trash.</p> <p>The trash goes in the back of the truck.</p> <p>The truck crushes the trash to make it smaller.</p> <p>Then the truck carries the trash away.</p>								
8	<p>This is a mail truck.</p> <p>It picks up mail from the post office.</p> <p>Then the truck carries the mail all over town.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
10	<p>This big truck is a snowplow.</p> <p>It pushes the snow to the side of the road.</p> <p>Then big trucks come to carry the piles of snow away.</p>									
12	<p>This truck carries all kinds of food.</p> <p>The truck picks up corn at the farm.</p> <p>Then it takes the corn to the market.</p>									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
14	<p>This is an ice cream truck.</p> <p>The ice cream truck plays a song.</p> <p>Children hear the song</p> <p>and run to get ice cream.</p>									
16	<p>All kinds of trucks are on the road.</p> <p>Some trucks are for work.</p> <p>And some trucks are for play.</p>									
Subtotal										
Total										

 Accuracy Rate	Errors	20 or more	18–19	16–17	15	13–14	11–12	9–10	7–8	5–6	3–4	1–2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are different kinds of trucks and they do different things. (Names 2–3 trucks such as fire truck, trash truck, mail truck, snowplow, food truck, ice cream truck.)</p> <p>Trucks do many different jobs. (Gives 1–3 examples such as: a fire truck has a long hose and puts out fires; a trash truck crushes trash; a mail truck picks up and carries mail; a snowplow carries snow away; some trucks carry food; an ice cream truck sells ice cream and plays a song; a toy truck is for play.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about trucks from reading this book.</p> <p>Tell me more about different kinds of trucks and the jobs they do.</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>People need trucks because (gives a plausible reason).</p> <p>The toy truck is different from all the other trucks because (gives 2–3 reasons such as it is little; it is used for play; it doesn't do jobs for people).</p> <p>In this book, the author shows trucks that do work and trucks you play with.</p> <p><i>Note any additional understandings:</i></p>	<p>Why are trucks important to us?</p> <p>How is the truck on the last page different from all the other trucks?</p> <p>Look at the truck on page 16. How is it different from the other trucks in the book?</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things you learned about trucks and the important jobs they do. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: A boy named Spencer went to a farm to pick out a cat, but he had trouble finding the best cat. Read to find out if Spencer found the best cat for him.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text			E			SC		
				M	S	V	M	S	V
2	Spencer wanted a cat more than anything in the world. He wanted a cat that would sleep on his bed and purr in his ear and be his best furry friend.								
3	"Please, can I get a cat?" Spencer asked. "I really want one." "Are you sure?" his mother answered.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	<p>"It is hard work to take care of a cat."</p>								
4	<p>"I'll take good care of him," said Spencer. "I promise. I'll brush him and feed him and give him water every day."</p> <p>"All right," said his mother.</p> <p>"Let's go to Apple Tree Farm. Maybe we can get a cat there."</p>								
6	<p>Spencer and his mother went to Apple Tree Farm.</p> <p>Many animals lived on the farm.</p> <p>There were cows and horses in the fields.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	There was a friendly farmer. And there were cats everywhere!								
8	Spencer had never seen so many cats and kittens!								
9	“How will you choose just one?” asked Spencer’s mother. Spencer thought about it. Then he said, “I’ll choose the best cat for me.”								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>Spencer saw a black cat playing on the straw in the barn.</p> <p>"I like your shiny fur," said Spencer.</p> <p>"Will you be my cat?"</p>								
11	<p>The cat ducked under the straw.</p> <p>"I guess you're not the best cat for me," said Spencer.</p> <p>"I'll look for another cat."</p>								
12	<p>Spencer watched another cat licking her paw down by the pond.</p> <p>"I like your fluffy tail and</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	your pink tongue," said Spencer. "Will you be my cat?"								
13	The cat didn't even look at Spencer. "I can tell that you are not the best cat for me," Spencer said. "I'll look for another cat."								
Subtotal									
Total									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	28 or more	25–27	23–24	20–22	18–19	15–17	12–14	10–11	7–9	4–6	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Spencer went to a farm to get a cat but he could not find one. Finally, he did find a cat.</p> <p>Recounts some essential information from the text, such as: the boy went to the farm to choose a cat; something was wrong with all the cats he saw; finally, a little cat chose him.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story?</p> <p>How was Spencer’s problem solved? Tell what the boy did to find the best cat for him.</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Spencer really wanted a cat because (gives a plausible reason).</p> <p>Spencer was disappointed (or sad) when none of the cats at the farm were the right cat.</p> <p>The little cat wanted a home and the cat really chose the boy.</p> <p>Spencer was glad the cat chose him.</p> <p>You can tell Spencer really wanted a cat because it showed <i>really</i> in dark letters and he was thinking about a cat (or other feature of the text that the child has noticed).</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why you think Spencer wanted a cat (or what kind of cat the boy really wanted).</p> <p>Tell how Spencer felt when he couldn’t find a cat (or how he felt at the end).</p> <p>Why do you think the little cat was the best cat for Spencer?</p> <p>How did Spencer feel at the end?</p> <p>Look at page 3. How did the author and illustrator show you how much Spencer wanted a cat?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6–7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0–3 Unsatisfactory Comprehension</p>
--

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about Spencer and how he found the best cat. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Koalas are animals that live in a country called Australia. Read this book to learn all about how koalas live, what they eat, and about their babies.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	Text	Sources of Information Used					
		E			SC		
		M	S	V	M	S	V
2	This is a koala. It comes from Australia.						
3	Koalas live in tall trees called gum trees. Koalas have sharp claws. The claws help them climb the trees.						
4	Koalas have thick fur and white chests.						
Subtotal							

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	They have fluffy ears and big noses!								
6	The koala's nose helps it find food. Koalas eat gum leaves.								
7	Koalas sleep in the day. At night, they wake up to eat.								
8	Koalas do not drink water. There is water in the leaves koalas eat. They get food and water at the same time.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	<p>This is a baby koala.</p> <p>A young koala is called a joey, just like a baby kangaroo.</p> <p>When a joey is born, it has no hair.</p>								
10	<p>A koala joey is very small.</p> <p>The little koala stays in its mother's special pouch.</p>								
11	<p>In the pouch, the baby koala drinks its mother's milk.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	This joey is seven months old. It is as long as a loaf of bread.								
13	The joey travels on its mother's back. It uses its thumbs to hold on.								
14	Koalas "talk" to each other. Mothers and babies make soft sounds. Koalas make deep sounds when they are far away.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used						
				E			SC			
				M	S	V	M	S	V	
15	Koalas have a problem today. Some people are cutting down trees to make room for houses.									
16	Many people want to save these trees. Koalas need a safe place to call home.									
Subtotal										
Total										

 Accuracy Rate	Errors	23 or more	21–22	19–20	17–18	15–16	12–14	10–11	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Names several facts about koalas such as: live in tall gum trees; have sharp claws; have thick fur and white chests; have fluffy ears; eat leaves; sleep in the day; don't drink water; have babies called joeys that don't have any hair.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what you learned about koalas. What else did you learn?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Koalas are like kangaroos (or any plausible comparison).</p> <p>Koalas' bodies help them climb tall trees.</p> <p>A baby koala could not live by itself; it has to be in the mother's pouch because it is so young (or little).</p> <p>Trees are important to koalas because they are safe there and they eat the leaves.</p> <p>The author doesn't want people to cut down the trees because it would be bad for koalas.</p> <p><i>Note any additional understandings:</i></p>	<p>Do koalas remind you of any other animals?</p> <p>What helps the koalas climb tall trees?</p> <p>Why does the joey stay in the mother's pouch?</p> <p>Why are trees important to koalas?</p> <p>Look at page 15. Why do you think the author is telling us about cutting down the trees?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three interesting things you learned about koalas.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Ben's family and the other families on the street got a note from their new neighbors. In the note their new neighbors invited them to see their surprise horses. Read to find out what kind of horses they were.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Our New Neighbors Level J, RW: 224, E: 24						Sources of Information Used		
		E	SC	E			SC			
		M	S	V	M	S	V			
2	On Saturday morning, Ben saw an envelope on the front steps. "Mom, Dad, Polly!" he called. "Look what I found!"									
3	Dad read the note that was inside. Hello Neighbors, We just moved into the big house on the corner. Please come to a party next Saturday at 10									
Subtotal										

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	o'clock. We want to meet you <u>and</u> we want you to meet our horses. Max and Flo								
4	"Horses?" Everyone looked at one another. "Horses on our street?" asked Dad.								
5	"I hope they're ponies," said Ben. "When we have birthday parties, we can have pony rides." "I hope they're big white horses," said Polly. "Maybe they'll give us a ride."								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>“Well,” said Mom, “that house on the corner is just right for horses. It has a big yard. And there’s that red barn in back.”</p>								
7	<p>“Look,” said Ben. “The neighbors are reading a note, too!”</p> <p>Mom and Dad called across the street.</p> <p>“Did you get the note about the horses?” Dad asked.</p>								
8	<p>“What do you think it’s all about?”</p> <p>Mom asked the neighbor.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8 <i>cont.</i>	<p>“I don’t know,” he said. “I don’t think that barn is big enough for horses.”</p>								
9	<p>Another neighbor popped her head over the fence. “I can tell you something else,” she said. “Every day when I pass that house, I hear loud noises, like someone is hammering.”</p> <p>All the neighbors were excited about the mystery.</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	24 or more	22-23	20-21	17-19	15-16	13-14	11-12	8-10	6-7	4-5	1-3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,440 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
--	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the important events such as: the new neighbors invited everyone to see their horses; everyone was asking what kind of horses the neighbors had; the horses turned out to be a merry-go-round (or carousel).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the mystery in the story?</p> <p>What did the new neighbors do to get everyone interested in their horses?</p> <p>What happened when people got the note?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The new neighbors wanted to surprise everyone so they kept the horses a secret.</p> <p>Everyone was wondering about the horses and imagining the kinds of horses they were.</p> <p>Clues before the last page are: "loud hammering noises," "music playing," "two horses going up and two going down," "four horses going around and around."</p> <p>All through the book there were clues to help you predict that it was a merry-go-round. (Points out several in the text, i.e., barn not big enough, hammering noise.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why did the new neighbors keep the horses a secret?</p> <p>What were the people in the neighborhood thinking about the horses?</p> <p>There were a few clues that might have helped you guess what kind of horses were in the barn. Can you think of any?</p> <p>Can you show me some of the pages where the author gave you clues that it might be a merry-go-round in the barn?</p>	<p>0 1 2 3</p>

Guide to Total Score	
6-7	Excellent Comprehension
5	Satisfactory Comprehension
4	Limited Comprehension
0-3	Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about the horses and how the new neighbors made them a surprise for everyone. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Dogs can be more than pets. They can help people. Therapy dogs help people feel better, and service dogs help people do things. Read to find out about these two kinds of dogs and what they do.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>More Than a Pet</i> Level J, RW: 267, E: 28	E	SC	E			SC			
					M	S	V	M	S	V	
2	Do you know anyone who has a pet dog? Maybe you have a dog in your family. Dogs are good pets.										
3	Some dogs are more than pets. Two kinds of dogs do special jobs. Dogs that make people feel better are called therapy dogs . Dogs that work are called service dogs .										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
4	<p>Therapy Dogs</p> <p>Sometimes people can not stay at home because they are not well. They must stay in a hospital or in a nursing home. They miss their homes and families.</p> <p>People feel better when they pet a dog.</p>									
7	<p>People like to pet dogs and feel their soft fur.</p> <p>Therapy dogs cheer people up when they are sad because they are not feeling well.</p>									
Subtotal										

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
8	<p>May is a friendly and snuggly dog.</p> <p>She visits Sam in the hospital.</p> <p>She curls right up in bed, and Sam smiles.</p>								
9	<p>Addie is a gentle pup.</p> <p>Her owner takes her to visit people in a nursing home.</p> <p>She stays very still when they pet her.</p>								
10	<p>Service Dogs</p> <p>Service dogs are more than pets.</p> <p>Service dogs live with the people they help.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10 <i>cont.</i>	They work, play, and go everywhere with their owners.								
11	Service dogs go to a special school where they are trained to help their owners.								
12	Royal is a service dog who helps Lily, his owner. Lily needs help because she can't see well. Royal came to live with Lily when he was a puppy. He and Lily were trained together.								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	<p>Now, Royal and Lily are together all the time.</p> <p>Lily holds on to Royal's harness at the mall or on the train.</p> <p>Royal makes sure it's safe for Lily to walk.</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	28 or more	25–27	23–24	20–22	18–19	15–17	12–14	10–11	8–9	5–7	1–4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	Fluency Scoring Key <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 16,020 \div _____ = _____ WPM

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are two kinds of dogs that help people. Some dogs help people feel better and some dogs work. (May or may not use the terms <i>therapy</i> and <i>service</i>.)</p> <p>Dogs help people in many different ways. (Gives 2–3 examples such as: dogs cheer people up; they help their owners; they make sure the owner is safe; they get things for their owners.)</p> <p><i>Note any additional understandings:</i></p>	<p>What were the two kinds of dogs that you read about?</p> <p>What did you learn about therapy dogs?</p> <p>What did you learn about service dogs?</p> <p>What else did you learn about the two kinds of dogs?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Dogs must be smart because they can learn to help people in different ways (or people train them).</p> <p>Dogs are good pets and they can also do a lot more things to help people.</p> <p>In this picture, the woman is blind and the dog is helping her get on a train.</p> <p>The heading helped me know what kind of dog I would be reading about.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think dogs can be so helpful?</p> <p>Why do you think dogs are so important to people?</p> <p>Look at the photograph on page 13. What information does it give you?</p> <p>Look at page 4. How does the heading “Therapy Dogs” (point to it) help you?</p>	0 1 2 3

Guide to Total Score

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three ways dogs help people. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Edwin's hair was so long that he looked like his dog Ruff. His mom and dad gave him a haircut, and it was so bad he had to wear a wig hat. Read to find out what happened.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>Edwin's Haircut</i> Level K, RW: 234, E: 25	E	SC	E			SC			
					M	S	V	M	S	V	
2											
3											
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	<p>"Why, I think you are right," answered Dad. "I don't know how I could have mixed you up with Ruff."</p> <p>"I know how," said Mom. "It's time for a haircut!"</p>								
4	<p>Mom put some newspapers on the floor and sat Edwin in a chair. Then she was ready to cut Edwin's hair.</p>								
5	<p>Snip! Mom took a little off the top.</p> <p>Snip! She took some off the back.</p> <p>Then she cut a lot off the sides.</p> <p>"It doesn't look right," said Dad. "One side is too long. Let me try."</p> <p>Snip! went Dad.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>"Now the other side is too long,"</p> <p>Mom complained. "Let's see if I can fix it."</p> <p>Snip! Snip!</p> <p>"It's still not right," said Dad. "Let me take a bit more off this side."</p>								
7	<p>Edwin's mom and dad took turns snipping and trimming, but the more they snipped, the worse things got. Edwin's hair got more and more crooked.</p> <p>"We'd better quit," said Mom.</p> <p>Dad agreed. "If we don't, he's not going to have any hair left!" he said.</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	25 or more	23-24	20-22	18-19	16-17	13-15	11-12	9-10	6-8	4-5	1-3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 14,040 \div _____ = _____ WPM
--	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Edwin got a terrible haircut and had to wear a wig hat (or wig) all of the time.</p> <p>Recounts most of the important events such as: Edwin needed a haircut so his mom and dad gave him one; his hair looked awful; he had to wear a wig hat everywhere; his hair grew out again but he wouldn't let his mom cut it; he said that next time he would pick the barber to give him his haircut.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story?</p> <p>How did Edwin and his parents solve the problem?</p> <p>What happened at the end?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Edwin hated his haircut. It was so bad that he was embarrassed to go to school.</p> <p>Edwin didn't care if other kids teased him about his wig hat. He just went on and did everything he always did.</p> <p>Edwin stuck up for himself in the end when he said he would pick the barber next time.</p> <p>The beginning and ending of the story were alike because he needed a haircut, but in the end Edwin changed his mind about who should cut his hair.</p> <p>Some ways the writer made this story funny were (any specific pages where the words or illustrations show humor).</p> <p><i>Note any additional understandings:</i></p>	<p>How do you think Edwin felt when he first looked at himself with his new haircut?</p> <p>What kind of kid was Edwin? What was he like? What makes you think that?</p> <p>Edwin acted differently at the end of the story than he did at the beginning. What did he do that was different?</p> <p>How were the beginning and ending parts of this story alike? How were they different?</p> <p>This writer and illustrator wanted to make <i>Edwin's Haircut</i> a very funny book. Can you show me some parts that are funny?</p>	<p>0 1 2 3</p>

Guide to Total Score	
6-7	Excellent Comprehension
5	Satisfactory Comprehension
4	Limited Comprehension
0-3	Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____ Date _____

At the end of the story, Edwin decided to have his hair cut by a barber. Do you think this was a good idea? Write about why or why not. You can draw a picture to go with your writing.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	<p>Sight</p> <p>Who is the mother and who is the child in this picture? How can you tell?</p> <p>You use your sense of sight.</p>								
5	<p>You use your eyes to see. A starfish uses its arms! Starfish do not have eyes. Instead, they have small spots at the ends of their arms to help them see light and dark.</p>								
6	<p>Touch</p> <p>If your eyes are closed, how can you tell the difference between a soft chick and rough sandpaper? You use your sense of touch.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7	You use your skin to touch. Cats do, too. But cats also use their whiskers! The touch of the whiskers helps cats know whether they can fit through small openings.								
8	Taste How can you tell if you like salad? You use your sense of taste.								
9	You use your tongue to taste. A butterfly tastes with its feet! When butterflies land on flowers, they use taste buds on their feet to know if the flowers are good to eat.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>Smell</p> <p>Do you like the smell of fresh flowers?</p> <p>Most people do. Your sense of smell tells you that flowers smell good.</p>								
11	<p>You use your nose to smell. Snakes use their mouths! Instead of sniffing, they flick their tongues to bring smells into their mouths.</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	29 or more	27-28	24-26	21-23	19-20	16-18	13-15	10-12	8-9	5-7	1-4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 16,260 \div _____ = _____ WPM
--	--

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>People and animals have senses.</p> <p>Some animals use their senses in different ways than people.</p> <p>Reports 2–3 details about how animals use their senses such as: a starfish uses its arms to see; a cat uses its whiskers to feel; a butterfly uses its feet to taste; a snake uses its tongue to smell; a cricket uses its front legs to hear; some animals have super senses that are stronger than people’s.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you learn about animals and their senses?</p> <p>How are animals’ senses the same as people’s senses?</p> <p>How do some animals use their senses? How else? Tell about some examples from this book.</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Reports one cause/effect relationship such as, dogs are good at tracking people because they can smell a million times better than people.</p> <p>Animals can do things people cannot do because of their senses. (Gives an example such as: birds can see from high in the sky; bloodhounds can track a person’s smell; bats can listen to know where they are in the dark.)</p> <p>The heading “Super Senses” means that all these animals have a super sense of some kind that is stronger than ours.</p> <p>The child shows pages in the book (i.e., people use skin to touch and cats use whiskers, people use tongues to taste and butterflies use their feet).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do animals need these special senses?</p> <p>Can animals’ senses help them do things people cannot do? How? What is an example?</p> <p>Look at the heading “Super Senses” on page 14 (point to it). What does this heading tell you about the information in this section?</p> <p>This author compares people’s senses and animals’ senses. Can you show me a page where the author tells about people senses and animal senses?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued***Guide to Total Score**

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three animals and how they use their senses. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: April was reading a book about a dog who rescued a man. She decided to write a letter to her favorite author, Julia Reed. She wanted the author to write a book about her dog, Golden Boy. Read to find out what happened.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Dog Stories Level L, RW: 267, E: 15	E	SC	E			SC			
					M	S	V	M	S	V	
2	April Bailey was reading to her dog, Golden Boy. Her voice got more excited as she read the last few lines.										
3	"Roxy to the Rescue is the best book ever!" April told Golden Boy. April was always having Big Ideas, and she had one right then and there.										
4	"I'm going to write a letter to Julia Reed to tell her how much I love this book," April said.										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 <i>cont.</i>	“Who’s Julia Reed?” her brother Scott asked.								
5	“She’s my favorite author,” April said. “All of her books are about dogs, right, Golden Boy?”								
6	April finished her letter and read it out loud. Golden Boy turned his head. He seemed to be listening.								
7	November 8 Dear Ms. Reed, <i>Roxy to the Rescue</i> is your best book yet!								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7 <i>cont.</i>	<p>I have a Lab named Golden Boy. He's super smart, and he is a super-sniffer!</p> <p>Please would you write about Golden Boy next? He would be a wonderful dog hero.</p> <p>Your biggest fan,</p> <p>April Bailey</p>								
8	<p>April put a photograph of Golden Boy in the envelope, along with her letter.</p> <p>"Hey, don't get your hopes up," warned Scott. "She may get a zillion letters a day."</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	<p>"I just know Julia Reed will answer me," April said. "She's a dog lover, just like me." She stuck a stamp on the envelope. It was a dog stamp, of course!</p>								
10	<p>"Find your leash, Boy," April told her dog. "Let's go mail this letter." Golden Boy put his nose to the floor, sniffing. Then he dove behind a chair. When he came back out, the missing leash was dangling from his mouth.</p> <p>"That's my super-sniffer!" April said.</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	15 or more	13-14	10-12	7-9	5-6	1-4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
--	-------

Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time _____ min. _____ sec. Start Time _____ min. _____ sec. Total Time _____ min. _____ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 16,020 \div _____ = _____ WPM
--	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts the most important story events, such as: April was reading to her dog; she wanted her favorite author to write a story about Golden Boy; she wrote a letter to Julia Reed (or the writer) and got one back; April started to write her own story.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this story? Then what happened?</p> <p>What happened at the end?</p>	0 1 2 3
<p>Beyond the Text</p> <p>April likes to read and write. She likes authors and stories.</p> <p>She likes her dog.</p> <p>She loved her dog, Golden Boy, so she wanted a book written about him.</p> <p>April learned that when you write about a dog, you have to know the dog. She learned that she could write the book about her dog and be a good author.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about April. What does she like to do?</p> <p>Why did April want her favorite author to write a story about Golden Boy?</p> <p>April learned a lesson about being a writer. What do you think she learned?</p>	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>In this book there are letters from people, a story, and a page from a book.</p> <p>April wrote a good letter to the author (and tells why the letter was good.)</p> <p>The letter she got from Julia Reed is probably what a writer would really say.</p> <p><i>Note any additional understandings:</i></p>	<p>This book had different kinds of writing in it, didn't it? What were the different kinds of writing?</p> <p>Did you think April wrote a good letter to Julia Reed? Why (not)?</p> <p>Do you think what happened in <i>Dog Stories</i> could really happen? Why (not)?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 9–10 Excellent** Comprehension
7–8 Satisfactory Comprehension
5–6 Limited Comprehension
0–4 Unsatisfactory Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
1 Reflects **very limited** understanding of the text.
2 Reflects **partial** understanding of the text.
3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about April and what she learned in the story. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, you will learn many things about whales, such as what they look like, how they live, how they are born, and where you can see them. Read to learn about the largest animals in the world.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Giants of the Sea Level L, RW: 276, E: 16						E	SC	E			SC		
		M	S	V	M	S	V								
2	The Largest Animal Think of the biggest animal you know. Is it a horse? Is it an elephant? The largest animal lives in the sea. It is much bigger than a horse or an elephant. It is the blue whale, a giant of the sea.														
3	The blue whale is the largest animal on Earth.														
4	Other whales are big, too. They may be different colors and														
Subtotal															

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 <i>cont.</i>	different shapes, but they are all very large.								
6	Breathing and Diving Whales look like fish, but they are not fish. Whales live in the water, but they cannot breathe underwater the way fish can. All whales breathe air.								
7	Whales have lungs, like you do. You breathe through your nose or mouth. Whales breathe through holes on the tops of their heads. The holes are called <i>blowholes</i> .								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	A whale swims up to the top of the water. It blows air out of its blowhole. The whale blows so hard that it makes a cloudy spray called <i>blow</i> .								
9	Then the whale takes a deep breath. Air goes in through the blowhole. The blowhole snaps shut, and the whale is ready to dive under the water again. Some whales can stay underwater for one hour or more.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>Baby Whales</p> <p>A baby whale is called a <i>calf</i>. As soon as a calf is born, the mother whale helps it swim up to the surface of the water. Then the newborn calf takes its first breath.</p>								
11	<p>A baby whale learns to swim soon after it is born. The calf stays close to its mother for about a year. A whale calf grows fast. A baby blue whale can gain as much as 200 pounds a day!</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	16 or more	13-15	11-12	8-10	5-7	1-4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
--	-------

Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time _____ min. _____ sec.
	Start Time _____ min. _____ sec.
	Total Time _____ min. _____ sec.
	Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
	16,560 \div _____ = _____ WPM

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are many different kinds of whales.</p> <p>Lists 4–5 facts about whales, such as: whales are the biggest animals; there are different kinds and sizes of whales; whales live in the water; whales breathe air; a baby whale is called a calf; whales make different sounds to communicate with each other; you can see whales at a sea park or in the sea.</p> <p>Describes a graphic and interprets it.</p> <p><i>Note any additional understandings:</i></p>	<p>What were some of the important facts about whales that were in this book?</p> <p>What are other facts that you learned?</p> <p><i>Text Feature Probe</i></p> <p>Look at the photograph and drawing on pages 2 and 3. What did you learn from these pages?</p>	0 1 2 3
<p>Beyond the Text</p> <p>Whales are like people and land animals because they breathe air.</p> <p>Whales make sounds to communicate with each other.</p> <p>I learned that (2–3 kinds of information new to the reader).</p> <p><i>Note any additional understandings:</i></p>	<p>How are whales like people and how are they different?</p> <p>Why do whales make sounds?</p> <p>What did you learn that was new information to you?</p>	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The writer tells information in the pictures, in the paragraphs (or book), and in the charts.</p> <p>The writing in this book is interesting because (gives any plausible reason).</p> <p>The writer showed pictures of horses, elephants, and whales to compare the size. And, the writer said the whale is the biggest animal in the world.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think the writer included photographs and drawings in the book? Can you give me an example?</p> <p>What did the writer do to make whales interesting to read about?</p> <p>Some whales are really big. What did the writer of this book do to help us know just how big they are?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 9–10 **Excellent** Comprehension
- 7–8 **Satisfactory** Comprehension
- 5–6 **Limited** Comprehension
- 0–4 **Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about five interesting things you learned about whales. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: A girl named Hanna is tired of her younger brother Nathan so she trades him for her friend Jerry's little brother William for the day. Read to find out what happened.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>The Thing About Nathan</i> Level M, RW: 266, E: 15	E	SC	E			SC			
					M	S	V	M	S	V	
2		"My little brother drives me crazy," said Hanna. "He is so messy! Nathan doesn't eat food. He wears it. And you wouldn't believe his room!" Hanna rolled her eyes. "It looks like a herd of cattle lives there."									
3		"My brother is a neat freak," said Jerry. "William puts all his stuff away on a shelf in his room, with everything in perfect order, like the books in the library. And you'd better not touch anything."									
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
4	<p>“I’d trade my messy brother for your neat one any day,” said Hanna. “This Saturday, my parents are building a rock garden in the backyard. I’m supposed to keep Nathan busy. I know I’ll go nuts.”</p> <p>“Can Nathan swim?” Jerry asked.</p> <p>“He swims like a fish,” said Hanna.</p> <p>“He could come with us on Saturday,” Jerry suggested. “My family is going to the city pool. William doesn’t really enjoy swimming. He’d rather stay home and work on his models.”</p>									
5	<p>“If you take Nathan swimming,” said Hanna, “I’ll ask my mom if William can</p>									
Subtotal										

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5 <i>cont.</i>	<p>come to our house. He can work on his models or do whatever he wants.”</p> <p>“It’s a deal!” shouted Jerry.</p>								
6	<p>Saturday morning, Jerry’s parents picked up Nathan and dropped off William. Nathan ran off with just his swimsuit and flip-flops. William brought a backpack bursting with stuff.</p> <p>He brought a toothbrush and toothpaste. “I always brush after I eat,” he said. He brought a clean shirt. “I might spill something on this one.” And he</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	brought two model kits and two videos. "We have videos you can watch," said Hanna. "I like my own, thanks," said William.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	15 or more	12-14	10-11	7-9	5-6	1-4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
--	-------

Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time _____ min. _____ sec.
	Start Time _____ min. _____ sec.
	Total Time _____ min. _____ sec.
	Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
	15,960 \div _____ = _____ WPM

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the events of the story, such as: Hanna wanted to get rid of her little brother Nathan; she decided to trade him for her friend Jerry’s little brother William for the day; she had a problem because William was different from Nathan (gives an example: fussy, picky eater, no fun); Hanna gave Nathan a big hug when he came back.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story?</p> <p>How did Hanna try to solve the problem?</p> <p>What happened after they traded brothers?</p> <p>How did the story end?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Hanna’s little brother drove her crazy because (gives a plausible reason).</p> <p>Hanna started to get annoyed with William.</p> <p>Hanna began to realize that she liked Nathan compared to William.</p> <p>Hanna was surprised to find that she missed Nathan after all.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Hanna feel about Nathan at the beginning of the story?</p> <p>How did Hanna feel about William?</p> <p>How did Hanna’s feelings toward Nathan change and why?</p> <p>What was surprising to her after they traded brothers?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>Hanna started to change her mind about Nathan after being with William.</p> <p>You could tell what Nathan was like by what Hanna was saying and thinking about him and William.</p> <p>This story had a lesson (seeing someone else's brother helped her realize she really liked her own brother or that her brother wasn't so bad after all).</p> <p><i>Note any additional understandings:</i></p>	<p>When did Hanna start to change her mind about Nathan?</p> <p>How did the writer show what Nathan was like even though he wasn't in the story most of the time?</p> <p>The writer was showing how Hanna learned a lesson. What was the important lesson Hanna learned?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 9–10 **Excellent** Comprehension
- 7–8 **Satisfactory** Comprehension
- 5–6 **Limited** Comprehension
- 0–4 **Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Think about Hanna’s point of view. Write about three of William’s behaviors that are annoying. Compare them to Nathan’s. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, you will learn how a monarch butterfly changes from an egg to a caterpillar. Read to find out how it turns its skin into a chrysalis and comes out as a butterfly.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>The Life of a Monarch Butterfly</i> Level M, RW: 225, E: 13	E	SC	Sources of Information Used						
					E			SC			
					M	S	V	M	S	V	
2	Do you see the speck on this leaf? It's a tiny egg! A monarch butterfly laid the egg. Someday, after many changes have taken place, the egg will become a beautiful butterfly.										
3	Egg Every butterfly starts out as an egg. The female butterfly looks for a good place to lay										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	her eggs. Monarch butterflies lay their eggs on milkweed plants.								
4	<p>Caterpillar</p> <p>The eggs hatch after a few days. You might be expecting a tiny butterfly. But instead, a tiny caterpillar crawls out of each egg. A newborn caterpillar is so small you can hardly see it. But it will not stay small very long.</p> <p>As soon as the caterpillar hatches, it starts to eat.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	<p>First the newborn caterpillar eats its own eggshell. Then it starts to eat the milkweed plant. It crunches and munches like an eating machine! The caterpillar eats and eats and eats. The more it eats, the larger it grows. The caterpillar's skin starts to get tight, like a pair of pants that are too small.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>Soon the caterpillar’s old skin splits open! But the caterpillar has been growing a new, larger skin underneath the old skin. When the old skin breaks, the caterpillar crawls right out of it. This happens again and again. Because it grows so fast, the caterpillar will change its skin five times before it is fully grown.</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	13 or more	11-12	9-10	7-8	4-6	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
--	-------

Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 13,500 \div _____ = _____ WPM
--	--

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Describes important parts of the butterfly’s life cycle: the butterfly lays an egg; the egg hatches; a caterpillar crawls out; the caterpillar eats and eats; the caterpillar’s skin gets tight and splits five times; the caterpillar hangs upside down; the caterpillar has a chrysalis; the caterpillar changes to a butterfly; the butterfly comes out; the butterfly lays eggs.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell how an egg becomes a butterfly. What happens first? Then what happens? Then what?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The egg becomes a butterfly, then the butterfly lays an egg, then the egg becomes a butterfly again.</p> <p><i>Note any additional understandings:</i></p>	<p>How does the life cycle of a monarch butterfly keep repeating?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The writer described everything in the order it happens.</p> <p>The writer gave information in lots of different ways, such as: headings to the sections; diagrams; photographs; captions for pictures.</p> <p><i>Note any additional understandings:</i></p>	<p>The writer told the information in a special way to make it easy for you to understand how an egg turns into a butterfly. What did the writer do?</p> <p>In addition to the main part of the book, what are some of the other ways the writer told information about the monarch butterfly?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 9–10 Excellent** Comprehension
7–8 Satisfactory Comprehension
5–6 Limited Comprehension
0–4 Unsatisfactory Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
1 Reflects **very limited** understanding of the text.
2 Reflects **partial** understanding of the text.
3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three interesting things you learned about the life of a monarch butterfly. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: It was the first big snowstorm in Chicago. When Patrick Waite left school at the end of the day, the problems began. Read to find out what happened to Patrick and his family.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>The Big Snow</i> Level N, RW: 259, E: 15	E	SC	E			SC			
					M	S	V	M	S	V	
2	With five minutes left in the school day, not a single student in room 314 was thinking about school. Outside, snow was falling, piling up like a thick blanket on the street. It was Chicago's first big storm of the year. From Patrick Waite's seat two rows from the window, it looked like six inches had already fallen. The snowflakes were huge and fluffy. Patrick felt dizzy watching them tumble from the sky. When the bell finally rang, he hurried out the door and down the sidewalk in ankle-deep snow.										
Subtotal											

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>“Looks like the number six bus is stuck!”</p> <p>Mr. Henry said.</p> <p>A stuck bus didn’t matter to Patrick.</p> <p>His family’s apartment was just five blocks from the school, and he always walked. Patrick grinned. Today, he could pretend he was hiking at the North Pole.</p>								
4	<p>Patrick’s good mood vanished after two blocks. His feet were soaked and his face felt frozen. As he waited to cross Western Avenue, a huge snowplow rolled past. It sprayed him with snow and slush. “Thanks a lot!” Patrick yelled. The driver smiled and waved.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>It seemed to take hours to walk home.</p> <p>Finally, Patrick stepped into the warm lobby of his apartment building. He got the mail and rode the elevator up to the tenth floor.</p> <p>As he opened the door, Patrick was surprised to find the apartment empty. Where was everyone? Dad and his brothers always beat him home.</p> <p>Patrick shook off his soggy coat and tried to ignore the uneasy feeling growing in his stomach. Maybe he was just hungry.</p>								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	15 or more	12-14	10-11	7-9	4-6	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
--	-------

Fluency Score	0 1 2 3	<div style="border: 1px solid black; padding: 5px;"> <p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p> </div>

 Reading Rate <i>(Optional)</i>	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $15,540 \div \text{_____} = \text{_____ WPM}$
--	--

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There was a huge snowstorm in Chicago and it was causing a lot of problems.</p> <p>Recounts important episodes in the sequence of events, such as: Snow is falling; Patrick struggles home and finds no one there; the lights go off; Patrick and his family solve a lot of problems; Dad is still not home; everyone finally gets home.</p> <p>In the end, they were okay. They were all home (or his dad was home).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the big problem at the beginning of the story?</p> <p>What were some of the problems that Patrick had?</p> <p>How did Patrick solve the problems?</p> <p>How did the story end?</p>	0 1 2 3
<p>Beyond the Text</p> <p>This reminds me of when our lights went out (or provides a similar example).</p> <p>Patrick started to get scared when he got home and was alone.</p> <p>His dad was a really nice person because he was always helping people.</p> <p>Patrick did a good job of (gives a plausible answer). He didn't complain but just did what he needed to do.</p> <p><i>Note any additional understandings:</i></p>	<p>Have you ever had an experience like this?</p> <p>How did Patrick feel when he got home alone?</p> <p>What kind of person do you think Patrick's dad was?</p> <p>What kind of person do you think Patrick was?</p>	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author told what Patrick was thinking to show how worried he was about the dangerous snowstorm.</p> <p>The author showed what kind of person Patrick was by telling everything he did.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you know this was a kind of dangerous situation?</p> <p>How did the author show you what kind of person Patrick was?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

<p>Writing About Reading Scoring Key</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Student _____ Date _____

Write about Patrick's feelings and how they changed from the beginning to the middle and at the end of the story. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, you will learn about how caves are formed. You will read about the formations in caves—stalactites that hang from the ceiling and stalagmites that come up from the floor. Read to learn all about caves.

<i>Summary of Scores:</i>	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Exploring Caves Level N, RW: 281, E: 16	E	SC	E			SC			
					M	S	V	M	S	V	
2	Caves and Cavers										
	Caves are dark, hidden worlds that some people like to explore. These people are called <i>cavers</i> . Some big caves, called <i>caverns</i> , have rooms that connect, just like a house. Cavers have fun crawling, climbing, and sliding through rocky spaces—some tiny, some huge—to learn about these interesting places.										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	<p>How Are Caves Formed?</p> <p>Scientists have different ideas about how caves are formed. Most think caves are created by water.</p> <p>When rain falls, it mixes with an invisible gas in the air. When the water reaches the ground, it seeps into the earth.</p>								
5	<p>The water continues going deeper into the earth until it touches rock. Very slowly, the water eats away at the rock and causes tiny cracks to develop. The cracks in the rock grow wider with time. Then the water flows out and leaves behind a cave.</p>								
Subtotal									

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC			
				M	S	V	M	S	V	
6	<p>Safety First</p> <p>Guides work at many cave sites.</p> <p>These experts can lead people through the twisting tunnels and paths inside caves without getting lost.</p> <p>Cavers love adventure, but they have to be smart and careful. One rule they follow is never to explore alone. There must be at least three people in a group. That way, if there's an accident, someone can go get help.</p>									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7	Cavers follow another rule—be prepared! It can get very cold inside a cave, so cavers wear warm clothing. They also wear helmets to protect their heads from falling rocks. Sturdy hiking boots help them walk along bumpy or slippery paths.								
8	It's very dark inside a cave, but instead of carrying flashlights, many cavers wear helmets with lights attached to them. That way their hands are free to hold on as they climb on rocks.								
Subtotal									
Total									
 End Time ____ min. ____ sec.									

Have the student finish reading the book silently.

 Accuracy Rate	Errors	16 or more	14–15	11–13	8–10	5–7	1–4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
--	-------

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>

 Reading Rate <i>(Optional)</i>	End Time ____ min. ____ sec.
	Start Time ____ min. ____ sec.
	Total Time ____ min. ____ sec.
	Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 16,860 \div _____ = _____ WPM

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Caves are spaces under the ground.</p> <p>Reports 3–4 interesting facts about caves, such as: people who like to explore caves are cavers; caves have rooms; water eats away at the rock to make a cave; three people need to go together in a cave; cavers wear warm clothes, helmets with lights, and hiking boots; animals live in caves; water drips form stalactites and stalagmites.</p> <p><i>Note any additional understandings:</i></p>	<p>What is a cave?</p> <p>What did you learn about caves?</p> <p>What else?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Caves are very important, and we need to take care of them.</p> <p>Recounts one major idea from the text, such as: It takes a long time to make a cave; caves are home to many animals, so we need to take care of them; we can learn a lot about Earth from caves.</p> <p>I would like to explore a cave because (gives a plausible reason).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the most important idea in this book?</p> <p>What did you learn about why caves are important to us?</p> <p>I might (or might not) like to explore a cave, would you? Why (not)?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author put information in the book that she thought readers would not know and would find interesting (gives examples).</p> <p>The author read a lot about caves to learn about them and so she could write accurately about them. The facts must be right in this book because (gives author’s credentials, references, other).</p> <p>There are different kinds of information in different places in the book. The sections (or headings, titles, table of contents) tell you where to look.</p> <p>The author wants you to think that caves are very interesting and make you want to visit one or read more about them.</p> <p><i>Note any additional understandings:</i></p>	<p>How do you think the author decided what information to put in the book?</p> <p>Do you think the information in this book is accurate? Why (not)?</p> <p>How does the author help you find the different kinds of information in this book?</p> <p>What do you think the author wants you to think about caves? What do you think she might want you to do after you read this book?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p>

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

<p>Writing About Reading Scoring Key</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Student _____

Date _____

Write about five interesting things you learned about caves. You can draw a picture to go with your writing.