

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: Brett was trying to train his puppy Ernie to obey him. Read to find out about the problems Brett had trying to teach Ernie.

Summary of Scores:

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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Ernie Learns Level L, RW: 231, E: 13	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	Brett patted his puppy on the head, saying, "Today's the big day, Ernie. Today you're going to learn how to be a good dog." Ernie gave a happy bark. "Okay, let's get started," Brett said. He searched his memory for the instructions he had been reading in a book about dog training. He recalled two important things. One—you have to tell your dog what to do. Two—you also have to show your									
Subtotal										


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>dog what to do. He tried to</p> <p>remember more and then</p> <p>decided to start. Maybe that</p> <p>was all.</p> <p>"Sit, Ernie!" Brett said.</p> <p>He nudged the puppy, and the</p> <p>little dog sat.</p> <p>Then Brett made another</p> <p>attempt. But Ernie just looked</p> <p>at him. Then Brett showed the</p> <p>puppy over and over how to sit.</p> <p>Again, Ernie forgot what to do.</p> <p>"Maybe you don't like sitting,"</p> <p>Brett said. "Let's try something</p> <p>new." He backed away from his</p> <p>dog. "Stay!" he said.</p> <p>Ernie didn't stay. He didn't lie</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>down. And he didn't come when he was called.</p> <p>Brett's mom was watching from the porch. Brett yelled, "Mom, why can't I teach Ernie anything?"</p> <p>"I think you forgot an important step," Mom said. She held out some puppy treats. "You have to make him want to be good! Watch for him to do something right. Then praise him and reward him. That's how Dad and I get you to be good!"</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.



Accuracy Rate	Errors	13	11-12	9-10	6-8	4-5	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

(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)

13,860 ÷ _____ = _____ 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
Within the Text Tells significant events of the story in sequence, such as: Brett was having trouble training Ernie; Mom told him to give Ernie treats for doing the trick; Brett trained Ernie to sit and stay. <i>Note any additional understandings:</i>	What was the problem in this story? What did Brett do to solve his problem? What else happened?	0 1 2 3
Beyond the Text Both people and dogs have to want to be good. Giving a person or a dog a reward (treat) helps them want to be good. Brett was happy at the end of the story because he learned how to teach Ernie. <i>Note any additional understandings:</i>	Tell some of the ways people and dogs are alike. What was the secret to teaching Ernie? Tell how Brett felt at the end of the story. Why did he feel that way?	0 1 2 3
About the Text The title of this book is good because Ernie did learn to sit. Brett learned that both people and animals need rewards. There was a joke at the end of the story when Brett barked a happy bark like Ernie did at the beginning. <i>Note any additional understandings:</i>	Is this a good title for this story? Why (not)? What did Brett learn? Look at the last page. Why do you think the author said that Brett gave “a happy bark”?	0 1 2 3

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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Next, Brett wants to teach Ernie to come. Write about how you think he will do it. You can draw a sketch 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 baby monkey is born and hangs on to his mother's back. Read to find out how the other monkeys help the mother care for her newborn monkey.

Summary of Scores:

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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>Hang On, Baby Monkey</i> Level L, RW: 239, E: 14	E	SC						
					E			SC		
					M	S	V	M	S	V
1	<p>Newborn</p> <p>Deep in the rain forest, a baby monkey is born. His mother is part of a family group called a troop. Monkeys in the troop work together to stay alive.</p> <p>Monkeys from the troop come close to look at the new baby.</p>									
2	<p>The baby grabs the fur on his mother's belly and begins to feed. The baby is snug against his mother's warm body. Later, the baby curls his long tail, arms, and legs around his mother.</p>									
Subtotal										


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	<p>The First Weeks</p> <p>For a few weeks, the baby rides on his mother's back. The mother carries, feeds, and grooms her baby. She keeps the baby safe from snakes, hawks, and big cats. Sometimes, the baby monkey loses his grip and falls to the rain forest floor. A monkey from the troop climbs down the tree and</p>								
3	<p>picks up the baby. Back with his mother, the baby hangs on again. After a month, the baby begins to learn about the world. He moves away from his mother. But he only goes as far as his tail will</p>								
Subtotal									


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>	let him! The baby holds on to his mother using his long tail. Caring for the baby is hard work! Other monkeys in the troop								
4	help out. They carry the baby on their own backs. They look after him when his mother goes to find food. Later, the mother comes back with some fruit. Then the baby climbs on to her back and naps.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.




Accuracy Rate	Errors	14	12-13	9-11	7-8	5-6	1-4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%



Self-Corrections	_____
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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 (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $14,340 \div \text{_____} = \text{_____ WPM}$
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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>Tells 3–4 facts from the text, such as: Baby monkeys hold onto their mothers’ bodies; other monkeys help to take care of the babies; the mother monkey climbs high in trees but the baby hangs on; the baby monkey gets bigger.</p> <p>The map shows a green area, which is the rain forest where monkeys live.</p> <p><i>Note any additional understandings:</i></p>	<p>Explain what you learned about baby monkeys from this book.</p> <p>How do monkeys help each other?</p> <p><i>Text Feature Probe:</i> What information did you learn from the map and label on page 1?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Monkeys in the troop help each other and take care of each other.</p> <p>The baby monkey’s tail is important because he holds on to his mother with it even when he gets older.</p> <p>When the baby monkey grows, he does more things for himself and doesn’t have to hang on to his mother.</p> <p><i>Note any additional understandings:</i></p>	<p>Why is the troop important?</p> <p>The tail is very important to the baby monkey. Explain why you think it is important.</p> <p>How does the baby monkey change as he grows?</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 book is divided into sections and each one tells something about the baby monkey's life (birth, first weeks, four months).</p> <p>Headings help you know what the section is about. The heading on page 2, "The First Weeks," tells you it will be about the baby monkey's first weeks.</p> <p><i>Note any additional understandings:</i></p>	<p>Show the sections of the book and tell the kind of information in each.</p> <p><i>Text Feature Probe:</i> Look at the heading on page 2. How does the heading help you read the book?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write a summary of the story in your own words that tells about three parts of the baby monkey's life. You can draw a sketch 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: Danny really wanted a dog, but his mom told him he had to do some things first. Read to find out if Danny got a dog.

Summary of Scores:

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

Sources of Information Used

Page	Start Time ____ min. ____ sec.	Saving Up Level M, RW: 210, E: 12	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	I really, really wanted to get a dog. But Mom said I wasn't responsible enough to take care of a pet. "I'm very responsible!" I said. "Hmm. Okay, Mr. Responsible. I hate to disagree with you, Danny. But how many times did I tell you to clean your room this week?" asked Mom. "Well, cleaning my room is totally boring! Taking care of a dog would be totally fun!" Mom said, "Dogs are a lot of work!" She said I'd have to prove I									
Subtotal										


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>was responsible enough to get a dog.</p> <p>"Great! How can I prove I'm responsible? I'll do anything!"</p> <p>"First, you should call the animal shelter and ask them how much it costs to get a dog. Then you'll have to save the money."</p> <p>"I can certainly do that!" I said.</p> <p>I called the shelter. I found out it costs one hundred and forty dollars to get a puppy and seventy dollars to get a dog. I decided to get a grown dog!</p> <p>How long would it take me to save seventy dollars? I started to do the math.</p> <p>My allowance was seven dollars a</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	week, if I did all my chores. I never used to save any of it. Now I'd have to save a whole lot.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.


Accuracy Rate
Errors
%

12	10–11	8–9	6–7	4–5	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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $12,600 \div \text{_____} = \text{_____ WPM}$

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>Tells 3–4 important events from the story in sequence, such as: Danny wanted a dog; his mom said he had to prove he was responsible; he found out what a dog cost; he did his chores and extra jobs to earn the money; he got a dog.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Danny’s problem in this story and what did he do to solve it?</p> <p>What else happened?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Danny wasn’t very responsible because he didn’t clean his room. He changed by doing all his chores because he wanted a dog so much.</p> <p>He kept doing all that work because he was working to save enough money for a dog.</p> <p>His mom was impressed and proud of him because (gives a plausible reason).</p> <p><i>Note any additional understandings:</i></p>	<p>Tell how Danny changed in the story. Why did he change?</p> <p>Why do you think he was able to keep on doing all that work?</p> <p>How do you think Danny’s mom felt about him at the end? Why?</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 showed how much Danny wanted a dog by telling you things he did or said.</p> <p>There is a joke at the end when Danny names the dog Buck and Mom says he is funny. The name Buck is funny because Danny had to earn a “buck” (money) to get a dog.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you know how Danny felt about getting a dog? Show the place in the story that helped you know that.</p> <p>Mom said Danny is responsible and funny. Why did she say he is funny?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write about what Danny did to show he was responsible enough to get a dog. You can draw a sketch 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: Pale Male is a red-tailed hawk. He made a nest on the ledge of an apartment building in New York City. Read to find out what happened.

Summary of Scores:

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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	City Hawks Level M, RW: 214, E: 13	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	<p>A Nest in the City</p> <p>Many people call New York City home. So does a famous bird. He's a red-tailed hawk called Pale Male.</p> <p>Pale Male has a hooked beak and a red tail. He got his name because his chest is almost white.</p> <p>Red-tailed hawks need to live where they can hunt for food.</p>									
2	<p>At first, Pale Male chose to live in Central Park. It is a big green park right in the middle of New York City.</p>									
Subtotal										


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	<p>The hawk started to make a nest in a tree. But some blue jays flew at him. They would not leave him alone.</p> <p>So Pale Male moved. He found a mate and he made a nest on the ledge of a fancy apartment building across from the park. The ledge had sharp spikes on it. The spikes held up the nest of sticks.</p> <p>Baby Birds</p> <p>Before long, there were eggs in the nest. Many bird watchers came with binoculars to see the hawk family.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>Soon the eggs hatched. Baby birds poked their heads up, and the people cheered!</p> <p>Pale Male has now raised about two dozen chicks. He and his families are famous around the world. People have written many news stories and a book about them. Pale Male was even on two TV shows!</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.


**Accuracy
Rate**
Errors
%

13

11–12

9–10

6–7

4–5

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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $12,840 \div \text{_____} = \text{_____ WPM}$

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 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>Summarizes the story, including 3–4 important facts in sequence, such as: A hawk built a nest on a building in New York; he raised baby birds; people liked to watch them; some people didn't like so many people watching the building; they took the nest down; people made them put the nest back.</p> <p>The drawing on page 4 shows that the tall buildings are just across from the park.</p> <p><i>Note any additional understandings:</i></p>	<p>Explain what happened in this story.</p> <p>What was the problem?</p> <p>What else happened?</p> <p>What happened at the end?</p> <p><i>Text Feature Probe:</i> Tell what you learned from the drawing on page 4.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Hawks usually live in the country, but Pale Male built his nest in the city.</p> <p>Pale Male built his nest on the building because it was near the park but safe.</p> <p>People liked to watch Pale Male and his babies because they do not get to see hawks in the city (or other reason consistent with the text).</p> <p>The nest was removed because people in the building didn't like being watched all the time with binoculars.</p> <p>Some people liked Pale Male and his nest and some people did not like him.</p> <p><i>Note any additional understandings:</i></p>	<p>What was unusual about Pale Male's nest in this true story?</p> <p>Why did Pale Male build his nest on the building?</p> <p>Why did people like to watch the hawks so much?</p> <p>Why did some people want the nest taken down?</p> <p>What was the disagreement different people had about Pale Male?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text <p>The story was divided into three parts to show three different times.</p> <p>The author told each side of the argument and gave reasons for what the people wanted.</p> <p>It sounds like the author thinks it's a good idea for Pale Male to have his nest on the building.</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the three sections and read the headings. Do you think this was a good way to organize the information? Why (not)?</p> <p>How did the author help you understand two different points of view about the hawks?</p> <p>What side do you think the author is on? Why?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.


Write what you think about Pale Male. Explain why you think he should or should not be allowed to keep his nest on the building. You can draw a sketch 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:* Vanessa's name means "butterfly." Read to find out what happens.**Summary of Scores:**
 Accuracy _____
 Self-correction _____
 Fluency _____
 Comprehension _____
 Writing _____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Vanessa's Butterfly Level N, RW: 218, E: 13						E	SC	E			SC		
		M	S	V	M	S	V								
1	Vanessa had known the special meaning of her name since she was two. <i>Vanessa</i> means "butterfly." As a little girl, Vanessa drew hundreds of butterfly pictures. She read dozens of books about butterflies. At night, she wore butterfly pajamas. Her favorite bedtime story was <i>The Butterfly Catcher</i> . Vanessa was old enough to help out around the house.														
Subtotal															


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>She watered the flowers in her mother's garden in the summer.</p> <p>This was one chore that Vanessa didn't mind doing because it was a chance to watch the butterflies in the flower garden along the fence in the backyard.</p> <p>One morning, as Vanessa was watering the flowers, a bright yellow-and-black butterfly fluttered into her yard. "That butterfly looks just like one in my book," Vanessa thought to herself. Up, up, then down, down it floated on the breeze.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>"Where will it land?" she wondered.</p> <p>The graceful butterfly swooped down to sip nectar from the tallest red flower in the garden.</p> <p>"I've got to catch it!" Vanessa thought. But when she tiptoed closer, the little beauty quickly lifted back up into the air. "Oh! Please don't fly away!" she said under her breath.</p> <p>As if it heard her wish, the butterfly landed on a pink lily. Vanessa stood very still.</p> <p>"A butterfly catcher must be patient," she said to herself.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.


Accuracy Rate
Errors

13

10–12

8–9

6–7

4–5

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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $13,080 \div \text{_____} = \text{_____ WPM}$

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>Tells 3–4 events in sequence, such as: Vanessa wanted to catch a butterfly; she was helping in the garden; she saw a beautiful butterfly; Vanessa decided not to catch the butterfly but just to watch it.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this story?</p> <p>What else happened?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Vanessa always loved butterflies because that was the special meaning of her name.</p> <p>Vanessa changed her mind because she saw how beautiful the butterfly was.</p> <p>Vanessa felt that the butterfly should be free.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Vanessa feel about butterflies? Why did she feel that way?</p> <p>Vanessa changed during the story. Tell how she changed and why.</p> <p>In the end, how do you think Vanessa felt about the butterfly?</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>Gives an example of words the author used to describe the butterfly, such as: "graceful"; "swooped down to sip nectar"; "little beauty"; "stripes like a zebra."</p> <p>The most important part of the story was when Vanessa looked closely at the beautiful butterfly and wanted it to be free.</p> <p><i>Note any additional understandings:</i></p>	<p>Give an example of a description the author used to show what the butterfly was like. Why did the author use this description?</p> <p>What was the most important part of the story? Why was that part important?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Explain what Vanessa meant when she thought to herself, "I don't need to be a butterfly catcher. I can be a butterfly watcher." You can draw a sketch to go with your writing.

Recording Form

Dogs at Work • LEVEL N • NONFICTION

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: Guide dogs help blind people in many different ways. Read to find out how they are trained and how they do many important jobs.

Summary of Scores:

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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Dogs at Work Level N, RW: 222, E: 13	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	Who is your best friend? A best friend can be a classmate, a neighbor, or even a relative. But for some people, their best friend walks on four legs, is covered with fur, and takes them anywhere they need to go. It's a dog! But it's not just any dog—their best friend is a guide dog.									
2	What Are Guide Dogs? Guide dogs help blind people get from place to place and lead									
Subtotal										


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	<p>independent lives. With a guide dog, blind people can go to the grocery store, ride the bus, or take a trip on a plane. Guide dogs are allowed in places where most other dogs are not.</p> <p>Not just any dog can be a guide dog. A guide dog needs many months of training at a special school.</p> <p>At school they learn to behave quietly, especially in public. Guide dogs have to focus on helping their owners. They are taught to ignore other things, such as interesting smells and other animals.</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>They also learn to keep still and quiet in busy places, such as shopping malls or offices. Most dogs would have a very hard time doing that!</p> <p>Dogs at Work</p> <p>If you see a guide dog doing its job, remember not to pet or talk to it. Guiding is very hard to do. It requires a dog's full attention.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.




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



Self-Corrections	_____
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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 (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,320 \div \text{_____} = \text{_____ WPM}$
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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>Tells 3–4 facts about guide dogs, such as: Guide dogs help blind people; they need special training; they help people go many places (gives an example); you should not pet a guide dog; guide dogs wear special harnesses.</p> <p>The glossary helps you know what some of the words in the story mean. For example, <i>independent</i> means needing no help from others.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about guide dogs from this book.</p> <p>What else did you learn?</p> <p>Anything else?</p> <p><i>Text Feature Probe:</i> Look at the glossary. How does it help you? Give an example of a word from the glossary.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The most important thing about guide dogs is how they help people.</p> <p>Guide dogs do important work because they help blind people be independent.</p> <p>Dogs probably like to help their owners and the owners love their dogs.</p> <p><i>Note any additional understandings:</i></p>	<p>What is the most important thing about guide dogs?</p> <p>Do you think guide dogs do important work? Why (not)? What does the author say that makes you think that?</p> <p>How do you think guide dogs and their owners probably feel about each other?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The author made the book interesting by (choosing an interesting subject, telling details about guide dogs). The sections and the headings help you know what information you will be reading about. <i>Note any additional understandings:</i>	How did the author make this book interesting? <i>Text Feature Probe:</i> Look at the sections and the headings in this book. How do they help you read it?	0 1 2 3

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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write a summary of what you learned about guide dogs from reading this book. You can draw a sketch 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: Nora's mother works in the Army and her family has to move to a new place.
Read to find out what happens when Nora tries to make new friends.

Summary of Scores:

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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	The New Girl Level O, RW: 231, E: 13		E	SC	E			SC			
						M	S	V	M	S	V	
1	<p>“I finally made some friends here, and now we have to move again? It’s so unfair!” Nora complained to her father.</p> <p>“We’ve been over this, Nora,” her father said. “You should be proud of your mother. As an Army officer, she has to go where she’s needed. It’s the same for the other Army kids you know.”</p> <p>“I used to know other Army kids,” Nora grumbled. “Now they’re spread all over the world.” Nora didn’t like being a complainer, but she was tired of being constantly uprooted.</p>											
Subtotal												


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>A month later, Nora walked into her new school. Her sneakers squeaked on the shiny, polished floors. She was not surprised that the other kids turned, stared, and whispered, but didn't say hello. "No one ever talks to the new girl," she told herself.</p> <p>At lunch, Nora looked around the crowded cafeteria. At every table kids were eating lunch with their special friends, talking and laughing. No kids invited Nora to sit with them. Only one girl smiled at Nora. She was sitting by herself looking lonely and nervous.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	"She's probably new, too," Nora thought, so she just ignored her. Nora dreamed of being in a group of friends, just as she was in her old school.								
3	That night she told her mother about her terrible day. "Did you talk to anyone?" her mother asked. Nora shook her head. "All the kids ignored me."								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.


Accuracy Rate
Errors
%

13	11-12	9-10	6-8	4-5	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

(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $13,860 \div \text{_____} = \text{_____ WPM}$

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
Within the Text <p>Tells 3–4 important events from the story, such as: Nora had to move to a new school; she doesn't like leaving her school; none of the kids talked to her at the new school; her mom told her to do something herself; she made one new friend.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Nora's problem in the story?</p> <p>What happened?</p> <p>What else happened?</p> <p>How did Nora solve her problem?</p>	<p>0 1 2 3</p>
Beyond the Text <p>Nora was very unhappy about moving because her friends were important to her (or other reason consistent with the text).</p> <p>She acted like the other kids when she wouldn't talk to the other new girl.</p> <p>She learned that she had to make friends if she wanted to be included.</p> <p><i>Note any additional understandings:</i></p>	<p>Why was Nora so unhappy about moving to a new place?</p> <p>How was Nora like the kids she complained about at her new school?</p> <p>How did Nora change in the story? What did she learn?</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 title is good because Nora was a new girl in her school. Her friend is also a new girl and the story shows how she treated her.</p> <p>The author meant that Mom was always teaching her things with short little pieces of advice.</p> <p>You knew Nora had learned a lesson when she smiled at the new girl.</p> <p><i>Note any additional understandings:</i></p>	<p>What makes the title <u>The New Girl</u> a good one for this book? Any other reason?</p> <p>What did the author mean when she said Mom was always coming up with sayings that sounded like “bumper stickers”?</p> <p>Find the part of the story where the author showed that Nora had learned something.</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write about how Nora solved her problem and what you think she will do now in her new school. You can draw a sketch 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: People tell stories, or myths, about snakes. Read to find out about five myths people tell and learn about one of the truths.

Summary of Scores:

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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Snake Myths Level O, RW: 223, E: 13		Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
1	<p>Do snakes frighten you, or do you find them interesting? Snakes cause feelings of terror and fascination in many people. This is probably why there are so many stories about snakes.</p> <p>Myth 1</p> <p>One mistaken story is that snakes can hypnotize their prey. Snakes don't put their victims into a trance, but it might look like they do. Snakes can't blink, because they do not have eyelids that move. So snakes do a lot of staring. But they can not hypnotize other animals.</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	Some animals do hold very still if they see a snake. They probably freeze out of fear. They are not hypnotized.								
2	<p>Myth 2</p> <p>Snakes' tongues can be dangerous.</p> <p>That's another misunderstanding. In fact, only a snake's fangs are harmful. A snake flicks its tongue to smell the air. It can use smells to figure out which way its prey is moving or whether an enemy is near. If a snake flicks its tongue at you, it's just trying to figure out if you're something good to eat. (Don't worry—snakes rarely eat people!)</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>Myth 3</p> <p>Some people think that snakes feel wet and slimy. But a snake's skin is really very dry and smooth. This smoothness makes a snake's skin look shiny and wet. The way a snake's scales move, sliding along the ground, may also make them look slimy.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	13	11-12	9-10	7-8	5-6	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%



Self-Corrections	_____
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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 (Optional)	<p>End Time _____ min. _____ sec.</p> <p>Start Time _____ min. _____ sec.</p> <p>Total Time _____ min. _____ sec.</p> <p>Total Seconds _____</p> <p>$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$</p> <p>$13,380 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$</p>
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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>Tells 2–3 snake myths and the one important truth at the end, such as: Snakes don't hypnotize people; snakes' tongues can be dangerous; snakes are not slimy; snakes have bones; not all snakes are poisonous; snakes do not want to harm people.</p> <p>The photograph on page 2 shows that snakes have clear scales over their eyes.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some of the myths about snakes?</p> <p>Can you tell some more?</p> <p>What is true about snakes?</p> <p><i>Text Feature Probe:</i> Tell what you learned from the photograph on page 2.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Many people are afraid of snakes because they believe all the myths about them.</p> <p>There are reasons for all of the myths, but they are not true. (Gives an example.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think people are afraid of snakes?</p> <p>Why do you think people believe the myths? Can you give an example from the book?</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><u>Snake Myths</u> is a good title for this book because it lets you know there are some things that are not true. Myths are stories that are not true.</p> <p>The author ends with the most important thing to know about snakes—that they don't want to hurt us and we should leave them alone.</p> <p><i>Note any additional understandings:</i></p>	<p>Why is the title, <u>Snake Myths</u>, a good one for this book?</p> <p>What does the word "myth" mean in this book?</p> <p>Look at the last section. What did the author want you to learn from this book?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Describe how you feel about snakes after reading this story. Support your opinion with examples from the book. You can draw a sketch 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: Nate loved animals and really wanted a pet. He was allergic to all kinds of animals so he was feeling sorry for himself. Read to find out what made him feel better.

Summary of Scores:

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

Sources of Information Used

Page	Start Time _____ min. _____ sec.	Plenty of Pets Level P, RW: 206, E: 12	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	Mr. Lee's commanding voice brought the classroom to attention. "Listen up! I need someone to care for Scooter this weekend. Any volunteers?" All around the classroom, students who hoped to be picked to bring home the adorable, fuzzy hamster shot their hands up high. Instead, Nate put his chin in his hand and sighed. Although Nate loved animals, he was allergic to everything furry, fluffy, or feathery.									
Subtotal										


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>The bell rang, and Nate grabbed his backpack and headed home in a downpour. His neighbor, Mrs. Gonzalez, pulled up beside him in her minivan. "Hop in," she said. "It's a deluge out there!" Even before the door closed, Nate's nose started to tickle.</p> <p>"Achoo!" he sneezed loudly. "Achoo! Achoo!" Rubbing his red, itchy eyes, Nate croaked, "Is there an animal in here?"</p> <p>"Just Daisy!" Mrs. Gonzalez said sheepishly, as a pudgy bulldog poked its head over the front seat. Nate walked home.</p> <p>A sniffing Nate woke up Saturday morning feeling sorry for himself. "Why</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	do I have to be allergic to everything?" he fretted as he trudged downstairs. His mom smiled. "I have exciting								
3	news!" she exclaimed. "My friend Dr. Hung, who works at the aquarium, could use your help with the animals on Saturdays. How about it?"								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.


**Accuracy
Rate**
Errors
%

12	10–11	8–9	6–7	4–5	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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $12,360 \div \text{_____} = \text{_____ WPM}$

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>Tells 3–4 important events from the story in sequence, such as: Nate wanted a pet but he couldn't have one because of his allergies; his mom sent him to help at the aquarium; he fed the dolphins; he got a fish for a pet.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Nate's problem?</p> <p>What happened in the story?</p> <p>What else happened?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Nate felt (any answer consistent with the text) because he couldn't have a pet.</p> <p>Mom knew how he felt because she tried to think of another way he could be with animals.</p> <p>Mom planned on getting him a fish and that's why she sent him to the aquarium. She knew he liked animals and she wanted him to get to like animals that didn't have fur.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Nate feel in the first part of the story?</p> <p>Do you think Mom knew how Nate felt? What makes you think that?</p> <p>Why do you think Mom sent Nate to the aquarium?</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 title helps you understand that Nate could have plenty of pets, just not ones with fur.</p> <p>It was a nice ending for Nate to name the fish Little Splash after the dolphin in the aquarium.</p> <p><i>Note any additional understandings:</i></p>	<p>What does the title <u>Plenty of Pets</u> mean?</p> <p>Did you like the ending? What did you like about it?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Explain how you think the visit to the aquarium helped Nate. You can draw a sketch 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: An instinct is something you are born ready to do.
Read to find out about the instincts dogs and cats have.

Summary of Scores:


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

Sources of Information Used

Page		Start Time ____ min. ____ sec.	Animal Instincts Level P, RW: 213, E: 13	E	SC	E			SC			
						M	S	V	M	S	V	
1	Introduction											
	When you were a baby, you learned how to walk. Later, you learned to read and do many other things.											
	But some things you didn't need to learn. When you were an infant, for example, no one had to teach you how to cry when you were hungry.											
	You were born knowing how to do that. A baby's cry is one example of an instinct—a behavior that is built-in, not learned. Different animals are born with different instincts.											
	Dogs and Cats											
	Dogs and cats have many instinctual behaviors. Some of their actions might											
Subtotal												

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>seem odd to us. Yet our family pets are behaving in exactly the same way as their ancestors did thousands of years ago.</p> <p>The Pack Is Back</p> <p>The dogs you know are probably household pets and live indoors. Wild dogs live in packs—groups in which animals live, work, and hunt together. Dogs in a pack depend on one another to survive, so pack instinct is very strong. The leader of the pack is the smartest dog. The other dogs in the pack obey the leader. This instinct is one reason that pet dogs are such devoted family members. Dogs regard their human families as their packs</p>								
3	<p>and one family member as the leader of the pack.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.



Accuracy Rate	Errors	13	11-12	9-10	6-7	4-5	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%



Self-Corrections	_____
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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>
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Reading Rate (Optional)	<p>End Time ____ min. ____ sec.</p> <p>Start Time ____ min. ____ sec.</p> <p>Total Time ____ min. ____ sec.</p> <p>Total Seconds ____</p> <p>(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)</p> <p>12,780 ÷ _____ = _____ WPM</p>
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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>Tells 3–4 important facts from the text, such as: You are born with instincts; you don't have to learn to do something that is an instinct; dogs and cats have instincts (chase moving things; pounce on things).</p> <p>The glossary tells the meaning of some of the words in the book. (Gives an example, such as: <i>Ancestors</i> means the past relatives of cats and dogs.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about animal instincts.</p> <p>What are some examples of animal instincts?</p> <p><i>Text Feature Probe:</i> Turn to the glossary in the back of the book. What kind of information does it give you? Give an example of a word from the glossary.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Instincts are important because they help animals survive.</p> <p>Different animals have different instincts because they need different things to survive.</p> <p>Animals use their instincts even if they don't need them anymore because they are born with them.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think instincts are important?</p> <p>Why do different animals have different instincts?</p> <p>Why do animals keep doing things like hunting even when they don't need to any more?</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>On page 1, the author talks about how babies have instincts, like crying, that they are born with.</p> <p>The author tries to help you see that both people and animals have instincts. He wants you to understand more about how animals behave.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you understand instincts on page 1?</p> <p>Why do you think the author wrote the book?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
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.

Choose either a dog or a cat. Make two columns. In the first column, make a list of instincts. In the second column, tell how each behavior helps the animal (even if they no longer do it). You can draw a sketch 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: Lenny and Beth go on a hiking expedition through Mint Canyon with their Aunt Maddy. Read to find out what they learned about spiders on their hike.

Summary of Scores:

Accuracy _____


Self-correction _____

Fluency _____

Comprehension _____

Writing _____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	A Secret Home Level Q, RW: 200, E: 12		E			SC		
		E	SC	M	S	V	M	S	V
1	<p>Lenny and Beth loved visiting Aunt Maddy in California. They could always depend on having some kind of an adventure. On this trip, Aunt Maddy was taking them on a hiking expedition through Mint Canyon.</p> <p>Although Beth and Lenny loved exploring new places, a hike through a dusty canyon didn't sound very appealing.</p> <p>Aunt Maddy ran through her checklist. "Hats? Check. Sunscreen? Check. Trail map? Check. Water? Check. Looks like we're ready to roll." Aunt Maddy sounded excited.</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	Lenny and Beth couldn't help but feel a little excited themselves as they waved good-bye to their parents.								
2	As they followed the winding trails, Aunt Maddy pointed out all kinds of plants and wildlife. They stopped for a water break. Then Lenny shouted, "Look out for the spider!" and Beth froze. It was obvious to Aunt Maddy that the kids were scared of spiders. "Has a spider ever harmed either of you?" Aunt Maddy asked. Both kids shook their heads. "Sounds like you suffer from arachnophobia (uh RAK nuh FOE bee uh)—an extreme fear of spiders."								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	<p>"Aren't spiders dangerous?" Lenny asked. "I heard about a boy who got really sick from a spider bite."</p> <p>Aunt Maddy nodded. "Sure, some spiders, like the black widow, are dangerous."</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	12	10–11	8–9	6–7	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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 or expressive interpretation and 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 (Optional)	End Time _____ min. _____ sec.
	Start Time _____ min. _____ sec.
	Total Time _____ min. _____ sec.
	Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{_____ Words Per Minute (WPM)}$
	$12,000 \div \text{_____} = \text{_____ WPM}$

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>Tells several important events from the story in sequence, such as: Lenny and Beth liked to visit Aunt Maddy; they went on a hike; they said they were afraid of spiders; Aunt Maddy showed them a trap-door spider; they were not scared anymore.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story?</p> <p>What happened?</p> <p>What happened next?</p> <p>What happened in the end?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Lenny and Beth were probably afraid of spiders because they didn't know much about them.</p> <p>They were so interested in the trap-door spider that they forgot to be scared and got over their fear of spiders.</p> <p>They changed their minds about hiking because they learned that the canyon was really interesting.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think Lenny and Beth were afraid of spiders?</p> <p>How did they change in this book? Why did they change?</p> <p>How did they feel at the end of the story? Why did they feel that way?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text <p>The most important part of the story was when they forgot to be scared because they got so interested in the spider.</p> <p>The author wanted to show that people can overcome their fears by learning more about what they're afraid of.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the most important part of the story and why?</p> <p>What was the author's message?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading0 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.

Explain the ways Lenny and Beth changed in this story and what caused them to change. You can draw a sketch 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: Polar bears adapt to their environment. Read to find out how these interesting animals survive the cold.

Summary of Scores:

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

Sources of Information Used

Page		Start Time ____ min. ____ sec.	Not Too Cold for a Polar Bear Level Q, RW: 249, E: 15	E	SC	E			SC		
						M	S	V	M	S	V
1	Do you ever wonder how animals stay warm in cold environments? They can't wrap themselves in blankets or turn up the heat. They can't bundle up in sweaters and scarves. They can't make soup or hot chocolate! But animals have their own ways of keeping warm. Adapting to the Environment When it comes to surviving extreme cold, no animal is better adapted than the										
2	polar bear. The polar bear is the largest of the eight species, or kinds, of bears. Polar bears live only in very cold climates like the Arctic region.										
Subtotal											


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	The word <i>Arctic</i> tells you that the polar bear's environment is icy cold. In the winter, temperatures can drop to minus 50 degrees. As if that's not enough reason to shiver, polar bears also spend a great deal of time in the icy Arctic Ocean. Polar bears are the largest predators on land. They mainly hunt and eat seals, and because seals are usually found in the ocean, polar bears are often found in or near the ocean, too. They are excellent swimmers.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3	<p>Surviving the Cold</p> <p>How do polar bears survive all that cold?</p> <p>Polar bears are very well adapted to life in the frozen Arctic. A polar bear's entire body, even the bottoms of its feet, is covered in fur. The fur protects it from the cold. The top layer of fur is called guard hair. Guard hair sticks together when it's wet. The wet hair is a barrier that protects polar bears from the cold water.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

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

 Self-Corrections	_____
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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 or expressive interpretation and 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.
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 Reading Rate <i>(Optional)</i>	<p>End Time ____ min. ____ sec.</p> <p>Start Time ____ min. ____ sec.</p> <p>Total Time ____ min. ____ sec.</p> <p>Total Seconds ____</p> <p>(RW × 60) ÷ Total Seconds = ____ Words Per Minute (WPM)</p> <p>14,940 ÷ ____ = ____ WPM</p>
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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>Tells 3–4 facts about polar bears, such as: Polar bears live in the Arctic where it is very cold; their bodies help them survive the cold (fur, black skin, blubber); they stay awake all winter but their body functions slow down; they cool off by lying on the ice; they live near the water because they eat seals.</p> <p>The drawing on page 3 shows four layers of the polar bear—blubber, skin, fur, and guard hairs—and talks about black skin.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about polar bears.</p> <p>What else did you learn?</p> <p><i>Text Feature Probe:</i> Tell about what you learned from the drawing on page 3.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Polar bears need to live in a cold climate near water because their bodies are adapted for that environment (and/or need to hunt for seals).</p> <p>I wonder how they keep polar bears healthy in the zoo (or other good question).</p> <p><i>Note any additional understandings:</i></p>	<p>Why is it important for polar bears to live where they do?</p> <p>What is a question that you still have about polar bears?</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 compared people and polar bears, for example, people wearing clothes and polar bears having fur and blubber.</p> <p>The author started by talking about how polar bears survive the cold and ended by saying they even get too warm and showed a funny picture of a polar bear cooling down.</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the way the author began this book. What did the author do to get you interested in the topic?</p> <p>Look at the way the author ended the book. Do you think this is a good way to end? Why?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.


Write what you found most interesting about polar bears and tell why. You can draw a sketch 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:* Jill was running for class president. Read to find out what happened when she gave her campaign speech in the auditorium.**Summary of Scores:**
 Accuracy _____
 Self-correction _____
 Fluency _____
 Comprehension _____
 Writing _____

Sources of Information Used

Page		Start Time ____ min. ____ sec.	The Election Level R, RW: 214, E: 12	E	SC	E			SC		
						M	S	V	M	S	V
1	Jill stood in front of her 6th grade class at King School, gazing out at a sea of faces. "As Abraham Lincoln once said," she began, and then her mind went completely blank. Her cheeks got hotter and hotter and she couldn't speak. As the audience stared at her, the walls seemed to swirl around and around. Jill squeezed her eyes shut to try to snap out of it. "Help!" she called out. "Jill? Honey? Are you all right?" Jill's mother asked, standing at the bedroom door.										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>Jill bolted upright in bed, feeling dazed.</p> <p>Jill nodded slowly. "I'm okay," she said in an unconvincing voice.</p> <p>"What time is it?"</p> <p>"Time to get ready to deliver your speech for class president," her mother said, smiling.</p> <p>As the memory of her dream came flooding back, Jill felt a fresh wave of panic. "Mom, I don't know if I can do it. The thought of standing in front of all those people makes me feel sick!"</p> <p>Jill's mother sat down next to her and smiled. "You know, Jill, sometimes I have to give speeches at big meetings."</p> <p>Jill's mother was a heart surgeon, an expert in her field. "I used to feel as frightened as you are now."</p> <p>Jill asked, "How did you get over your fears?"</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.


**Accuracy
Rate**
Errors
%

12	10–11	8–9	6–7	4–5	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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $12,840 \div \text{_____} = \text{_____ WPM}$

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>Tells 3–4 important events from the story, such as: Jill was very nervous about her speech; her mom gave her the suggestion of looking at a friendly face; Jill imagined herself talking to her friend Eduardo; she got over being scared and gave a good speech.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Jill’s problem in the story?</p> <p>How did she solve her problem?</p> <p>What else happened in the story?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>She was having nightmares because she was so scared of standing up in front of all of those people.</p> <p>Her mom could help because she had to learn to give speeches herself.</p> <p>Jill gave a good speech because she looked at friendly faces and also got excited about her ideas.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why Jill was scared.</p> <p>Why was her mom able to help her?</p> <p>What helped Jill give a good speech?</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 story started with Jill having a dream and then she woke up. It wasn't real.</p> <p>Points out language like "her cheeks got hotter and hotter," or "a fresh wave of panic" to show how scared Jill was.</p> <p>The author showed that Jill would be a good class president by giving details about her ideas for improvement.</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the beginning. What was happening in the first paragraph?</p> <p>Show a place in the book where the author showed you how scared Jill was. How did this help you?</p> <p>How did the author show you that Jill would be a good class president?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)


Writing About Reading0 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.

Describe how Jill felt and tell what advice you would give her to get through her speech. You can draw a sketch 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 book is all about fishing. Read to find out what you need to know to go on a fishing expedition.**Summary of Scores:**
 Accuracy _____
 Self-correction _____
 Fluency _____
 Comprehension _____
 Writing _____
Sources of Information Used


Page		Start Time ____ min. ____ sec.	Fishing Smarts Level R, RW: 232, E: 14	E	SC	E			SC		
						M	S	V	M	S	V
1	If you’ve ever seen someone fishing, you may have thought it looked like fun—and effortless! But like many things, fishing is more complicated than it appears. Getting Started So what do you need for a well-equipped fishing expedition? First, start with the tackle. Tackle is the fishing rod and reel. The rod, or fishing pole, should be about as long as you are tall. The reel is a spool that holds the fishing line. You also need terminal tackle. (That’s what the										
2	professionals call it.) Terminal tackle consists of hooks and sinkers for the end of your line. The hook holds your bait—whatever										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	<p>you use to attract the fish. The sinker is a small weight that pulls your hook into the water so it doesn't float on the surface.</p> <p>If you go fishing in a lake, you might want some colorful bobbers. Bobbers are little balls tied to the line about two or three feet above the hook and sinker. If your bobber is bobbing, that means a fish is nibbling at your line! If you are fishing in a stream, you'll need wading boots and</p>								
3	<p>a net. For deep-sea fishing, you'll need a sturdy boat!</p> <p>The most important item of all is the bait. Worms are the top choice because they attract almost any fish. Another favorite bait is minnows—small fish used to catch larger fish.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	14	11–13	9–10	7–8	4–6	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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 or expressive interpretation and 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 ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,920 \div \text{____} = \text{____ WPM}$
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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>Tells 4–5 examples of equipment you need for fishing, such as: tackle (rod and reel); terminal tackle (hooks and sinkers to hold the bait and weight the hook); bait (to attract the fish); bobbers (to let you know the fish is nibbling); insect repellent; sun block, hat, and sunglasses; first-aid kit; snacks and water.</p> <p>Casting is tossing your fishing line into the water.</p> <p>When you catch a fish, you can keep it or “catch and release.”</p> <p>The drawing on page 2 describes the parts of the fishing rod and tells where bait is placed.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the kinds of equipment and supplies you need for a good fishing trip.</p> <p>Talk about what casting means.</p> <p>What are your choices once you have caught a fish?</p> <p><i>Text Feature Probe:</i> Look at the drawing on page 2. What kind of information do you find there?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Fishing is really complicated because of all the supplies you need and what you need to do.</p> <p>It’s better to throw small fish back; you have the fun of fishing but the fish have a chance to grow bigger.</p> <p><i>Note any additional understandings:</i></p>	<p>Explain why fishing is complicated.</p> <p>Tell why people might “catch and release” fish instead of keeping them.</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 title, <u>Fishing Smarts</u>, is a good one because you have to be smart to fish, you can't just depend on luck.</p> <p>The author tells about superstitions (having good luck or bad luck) and compares it to knowing what you are doing (casting, having know-how).</p> <p><i>Note any additional understandings:</i></p>	<p>Why is <u>Fishing Smarts</u> a good title for this book ?</p> <p>Why did the author discuss fishing superstitions like bananas being bad luck? (Can use the glossary to define <i>superstition</i> if needed.)</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Pretend you are going fishing. Describe what you need to do to prepare for your fishing trip and what you will do once you are there. You can draw a sketch 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: Ray lived in a van with his dad, who was trying to find a job.
Read to find out how Ray helped his dad.

Summary of Scores:


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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Could Be Worse Level S, RW: 226, E: 13	E	SC	E			SC			
					M	S	V	M	S	V	
1	Everyone has heard of that old joke about how everything goes wrong for some guy. First he oversleeps; then, hustling out the door, he stubs his toe badly. He hobbles to his car only to realize that his car keys are still lying inside the house somewhere. So he stands there, locked out, with his toe throbbing mercilessly, knowing he'll be late for that important job interview. Still, he tries to be philosophical. "It could be worse," he says. "At least it's not raining." So here's the punch line: it starts to pour. I know how that guy felt. It was cold when I woke up. I turned over and banged my knee on the side of the battered van that was now										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	<p>Home Sweet Home to Dad and me. Rain clattered on the metal roof overhead.</p> <p>Dad hopped into the back, handed me two warm hard-boiled eggs, and shed his wet jacket.</p>								
2	<p>"How 'bout you?" I casually asked.</p> <p>"Already ate," he answered, just as casually.</p> <p>He lied to me, and I lied to him. Ever since Dad lost his job and the money dried up, we lied and kept secrets. The façade helps us make it easier for each other.</p> <p>Effortlessly, I told another one. "Dad? Anthony asked me to stay over again. OK?"</p> <p>"An opportunity to sleep in a bed? Go for it."</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.


Accuracy Rate
Errors

13

11–12

8–10

6–7

4–5

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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $13,560 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$

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>Tells 3–4 important events from the story in sequence; such as: Ray’s dad didn’t have a job; they lived in a van; Ray worked for extra money; he let his dad know about the job at the market; Ray’s dad got the job.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story?</p> <p>What did Ray do to solve the problem?</p> <p>What else did he do?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Ray and his dad told lies because they cared about and wanted to protect each other.</p> <p>Ray was afraid his father might be angry because he lied.</p> <p>Ray’s father was proud of him because he took initiative.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why you think Ray and his dad lied to each other.</p> <p>The last page says that Ray “stammered.” What does that tell you about how he was feeling?</p> <p>How do you think Ray’s father felt about him at the end? Why?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text <p>The author used a joke at the beginning and the end to show that things had changed for the better.</p> <p>At the end of the story Ray wasn't really looking for rain. The fact that there was no rain meant that they were happy.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author start and end the story? Why did she do that?</p> <p>What does "No rain. Not even a drop." mean at the end of the story?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading0 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.

Explain how Ray and his dad showed their feelings for each other. Use details from the story to support your answer. You can draw a sketch 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: Animals in the rain forest rely on adaptations—ways they look or ways they behave to help them survive. Read to find out how these animals adapt to their environments.

Summary of Scores:


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

Sources of Information Used


Page	 Start Time ____ min. ____ sec.	Amazing Animal Adaptations Level S, RW: 245, E: 14	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	Deep in the Rain Forest									
	Deep in the rain forest, after the sun has									
	set, a sleek jaguar creeps along the forest									
	floor. Hungry after a nap, the jaguar looks for									
	prey, or animals it will eat as a meal. The sky									
	darkens, and a giant anteater marches home.									
	Its belly full of ants, it stays far away from									
	the jaguar's path. High above them, a									
	red-eyed tree frog clings to the underside									
	of a broad leaf and waits for night to fall.									
	How are these animals able to survive in									
	the rain forest environment? They rely on									
	adaptations—ways that animals look or									
	behave that allow them to survive in									
	their surroundings.									
	The Jaguar									
	The jaguar is a powerful wildcat that									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	prowls the rain forest as it hunts at dawn and dusk. The jaguar's tan and black-spotted coat								
2	<p>blends in with its surroundings. Its camouflage allows the jaguar to sneak up on its prey.</p> <p>Jaguars aren't exactly picky eaters—they eat animals, both large and small. Jaguars have large heads and powerful jaws that allow them to be fearsome hunters. They are also skilled swimmers, able to snatch fish, turtles, and even small alligators from the water in the wet rain forests where they live.</p> <p>The Giant Anteater</p> <p>The anteater curls into a ball in the hollow of a tree to hide from the jaguar. The anteater has wiry, gray hair with stripes of black and white across its back and throat.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	14	12-13	10-11	7-9	5-6	1-4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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 (Optional)	<p>End Time ____ min. ____ sec.</p> <p>Start Time ____ min. ____ sec.</p> <p>Total Time ____ min. ____ sec.</p> <p>Total Seconds ____</p> <p>$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$</p> <p>14,700 \div ____ = ____ WPM</p>
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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>Tells 3–4 facts from the book, such as: the jaguar’s coloring blends with its surroundings and makes it hard to see; the jaguar has a strong jaw and can swim; the anteater has huge claws to rip into ants’ nests; the anteater has a long snout and a long tongue to poke into holes; the red-eyed tree frog has sticky toe pads to cling to the leaves; the frog’s green color blends into the leaves; the frog’s big red eyes scare predators.</p> <p>The photograph on page 3 shows the anteater’s long tongue which is coated with sticky saliva.</p> <p><i>Note any additional understandings:</i></p>	<p>What is an example of an animal adaptation described in this book?</p> <p>What other examples did you read about?</p> <p><i>Text Feature Probe:</i> Look at the photograph on page 3. What information do you get from it?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>All living things adapt to their environments.</p> <p>Animal adaptations are important because they help animals survive.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the main idea of this book?</p> <p>Why are animal adaptations important?</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 showed you the actions of the animals and made you feel like you were there. (Gives an example like: "The sky darkens, and a giant anteater marches home.")</p> <p>The author used a lot of descriptive words ("huge bulging eyes," "dozing frog," "sleek jaguar").</p> <p><i>Amazing</i> is a good word to have in the title because the author picked examples that people might not know about (or are really surprising).</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you imagine these animals as if you were there with them? Give an example.</p> <p>Look back at the text and find some powerful descriptive words. Explain what they mean.</p> <p>Why is <i>amazing</i> a good word to have in the title of this book?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

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.

Write about two animals and how they adapt to their environments. You can draw a sketch 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 1904, and Ethan's father brought home an automobile. Read to find out how Ethan and the others felt about the new Model A Ford.

Summary of Scores:

Accuracy _____


Self-correction _____

Fluency _____

Comprehension _____


Writing _____

Sources of Information Used

Page		Start Time ____ min. ____ sec.	"Get a Horse!" Level T, RW: 215, E: 12	E	SC	E			SC		
						M	S	V	M	S	V
1	Ethan woke with a start. It sounded like the end of the world outside, as three or four explosions rattled his bedroom window. People were yelling, and horses were whinnying in the street. Rubbing the sleep out of his eyes, Ethan pulled back the curtain and looked out. Somebody was driving one of those newfangled horseless carriages up and down the street, terrifying the horses and making people jump out of the way. Ethan pulled on his trousers, shirt, and boots and clattered down the stairs and out the front door, just as the noisy contraption roared past the house again. He could see it pumping out stinking exhaust and making one of its explosions every few feet. The driver of the vehicle wore a long canvas										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>coat, gloves, a leather cap, and a pair of goggles for protection.</p> <p>The year was 1904, and everybody in Detroit had been talking about the horseless carriage that Henry Ford had invented. Ford called it the automobile, because it moved on its own. No horse was required. Ford said that the automobile was going to replace the horse and carriage, but most people didn't believe it. People had been riding in horse-drawn carriages and wagons for hundreds of years, and it was a great way to get around.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.


Accuracy Rate
Errors

12

10–11

8–9

6–7

4–5

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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $12,900 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$

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>Tells 3–4 important events from the story in sequence, such as: Ethan’s father brought home an automobile; the automobile was new at the time; people yelled, “Get a horse!”; Ethan went for a ride; Ethan wanted to go for another ride.</p> <p><i>Note any additional understandings:</i></p>	<p>Describe what happened in this story.</p> <p>What else happened?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>People made fun of the automobile because it was new and they didn’t think it could replace the horse.</p> <p>Ethan was embarrassed because people were making fun of his father.</p> <p>Ethan’s father didn’t care what people thought because he knew the automobile would catch on; in fact, he was happy.</p> <p>Ethan was worried about Chester, but relieved when he learned nothing bad was going to happen to him.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think people made fun of automobiles?</p> <p>How did Ethan feel when he saw his father driving the automobile?</p> <p>How did Ethan’s father feel about people making fun of him?</p> <p>What else was Ethan really worried about?</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 title "<u>Get a Horse!</u>" comes from what the people were telling the driver to do instead of driving an automobile.</p> <p>The time, 1904, was important in the story because people's lives were different then. (Gives an example such as how fast automobiles drive today compared to then.)</p> <p><i>Note any additional understandings:</i></p>	<p>Explain the meaning of the title of this story.</p> <p>How did the author tell you that 1904 was different from today? Give an example from the book. Why was it important for the author to help you know that?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Explain how many people felt about the first automobiles. Tell why they might have felt that way. You can draw a sketch 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: Some people have misconceptions about wolves and their howls. Read to find out about the many types of howls and the reasons for each of them.

Summary of Scores:


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

Sources of Information Used


Page		Start Time ____ min. ____ sec.	Why Do Wolves Howl? Level T, RW: 209, E: 12	E	SC	E			SC		
						M	S	V	M	S	V
1	If wolves were concerned about improving their “big, bad” reputation, they might start by stifling their howls. To human ears, a wolf’s howl is a bone-chilling sound. But to wolves, a howl can simply mean “hello.” A howl can also be a rallying cry, a warning, or a call for help. Many misconceptions exist about the reasons wolves howl. Some movies, books, and folklore have misled us to believe that wolves’ howls are ferocious warnings of attack, and that they howl only during a full moon. This information is false. Wolves will howl at any time of the day or night and for a variety of reasons.										
2	Types of Howls There are several types of wolf howls, each										
Subtotal											


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	with its own particular purpose. The most common howl is a loud, deep call that can be heard up to ten miles away, depending on the weather. The purpose of this type of howl is to unite the pack. The wolves within a pack are usually related, and the average-sized pack is eight to fifteen wolves. Sometimes, while hunting, one or more pack members may become separated from the rest of the group. A chorus of wolves may howl to help the lost wolves get back to the family.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	12	10–11	8–9	6–7	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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.
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 Reading Rate <i>(Optional)</i>	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ (RW × 60) ÷ Total Seconds = Words Per Minute (WPM) 12,540 ÷ _____ = _____ WPM
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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>Tells facts about wolves' howls and reasons why they howl, such as: They get ready for hunting; it helps them bond; they warn other packs; they howl when they feel lonely or are looking for a mate; they howl because they are happy; wolves don't howl to attack; most of the time wolves have a loud, deep call; wolves can be heard up to 10 miles away.</p> <p>Accurately tells two facts about wolves from the chart on page 2.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do wolves howl?</p> <p>Why else?</p> <p>Describe the different types of howls.</p> <p>What else did you learn about wolves?</p> <p><i>Text Feature Probe:</i> Use the chart on page 2 to tell two facts about wolves.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Wolves have a very complicated way of communicating with each other—like people talking (or whales, dolphins, etc.). (Accept that people don't need to be afraid of howling wolves.)</p> <p>Wolves must be very smart animals. (Accept that "wolf packs are like families.")</p> <p><i>Note any additional understandings:</i></p>	<p>What was the main idea of this book?</p> <p>What does the information in this book make you think about wolves?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text <p>The author told what was false about wolves first, then told the true (or scientific) facts about them.</p> <p>The author provided interesting details to help you understand wolf talk.</p> <p>The author made wolves sound like people. (Gives an example such as being happy when pups are born, scaring other wolves, howling in harmony.)</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author begin the story?</p> <p>What else did the author do to help you understand wolf talk?</p> <p>How did the author make wolves sound like people? How else?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Write a summary of the important information you learned about wolves and their howls. You can draw a sketch to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____


Part One: Oral Reading**Place the book in front of the student. Read the title and introduction.**

Introduction: Marta and her curious dog Sniffles are exploring a canyon in a New Mexico desert. Read to find out what Sniffles and Marta discover.

Summary of Scores:


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

Sources of Information Used

Page		Start Time ____ min. ____ sec.	Canyon Mystery Level U, RW: 257, E: 15	E	SC	E			SC		
						M	S	V	M	S	V
1	Chapter 1: One Morning in the Desert										
	It is early morning in southwest New Mexico. As the sun rises in a cloudless sky above Red Rock Valley, it casts a muted glow on the hills below. A girl and her dog are out hiking in the rough foothills that ring their desert home. Sniffles darts in and out of sight along the twisting trail. His watchful owner, Marta, follows a few steps behind. Marta’s father, with an urgent look, has said she must be home early today, no matter what. More than that he could not be convinced to say, and Marta cannot shake the insistent worry in the back of her mind.										
	As he always does, the curious pup follows his nose to every crack in every rock. Marta pokes at a large flat stone with a stick. Quick as a blink, a snake shoots out and slithers across her sturdy boot. She recalls her										
Subtotal											

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	father's gentle warning: "Always keep your eyes open, Marta. In the desert, danger can be closer than you think."								
2	Soon, Marta reaches her favorite lookout at the summit of a high mesa. She spots a majestic golden eagle that is circling overhead, high above the valley. The sun on her face is a constant reminder that the desert will be sweltering soon. She checks her watch, then tells Sniffles, "It's time to head home, boy." As they make their careful way back downhill, the eagle lets out a screech in the silent blue sky. Warily, Marta stops and searches the desert below.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.


Accuracy Rate
Errors

15

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
(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

 $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $15,420 \div \text{_____} = \text{_____ WPM}$

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>Tells 3–4 events from the story in sequence, such as: Marta was walking in the canyon with her dog; it was getting hot; she went to her favorite spot and then started home; Sniffles ran away; they found a cave; they almost fell; they went home fast.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in the first chapter of this book?</p> <p>What else happened?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Marta and Sniffles were not only scared by the bats but also because they nearly fell over the ledge.</p> <p>Marta was worried all through the morning because of what her father said.</p> <p>You could tell the cave was going to be important later in the book.</p> <p><i>Note any additional understandings:</i></p>	<p>Why did Marta and Sniffles run straight home?</p> <p>How was Marta feeling that day and why?</p> <p>Make a prediction about what will happen at the cave. How do you know something is going to happen there?</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 used words that made you feel the peace and beauty of the canyon. (Gives an example such as “twisting trail,” “golden eagle circling,” “towering mountains.”)</p> <p>The author created a suspenseful feeling by having Marta’s father tell her to be home early.</p> <p>The author made you think something bad was going to happen and the cave would be important later in the book (foreshadowing).</p> <p><i>Note any additional understandings:</i></p>	<p>This author used specific words or phrases to describe the canyon. Can you give some examples? What did those words make you feel about the canyon?</p> <p>How did the author let you know that something exciting was going to happen (or use foreshadowing)? Find an example in the story.</p> <p>What did the author do to make you predict what would happen in the next chapters of the book?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Write a one-paragraph summary of the first chapter in Canyon Mystery. Then write one paragraph telling the kinds of things you think might happen next. You can draw a sketch 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: Seismologists are scientists who study ways to measure earthquakes and their causes. Read to find out what scientists have learned.

Summary of Scores:

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

Sources of Information Used

Page	Start Time ____ min. ____ sec.	Earthquakes Level U, RW: 227, E: 13	E	SC	E			SC			
					M	S	V	M	S	V	
1	<p>What takes place during an earthquake? Huge tremors shake the ground; buildings sway back and forth; highways crumble; and bridges collapse.</p> <p>While it’s true that major earthquakes do cause all this damage and more, you may be surprised to learn that not all earthquakes are so destructive. Scientists say several thousand earthquakes may be happening across the planet every day. However, the majority of them are so slight that we don’t even realize they’re happening!</p> <p>Measuring Earthquakes</p> <p>Seismologists [sīz-MAH-luh-jists], scientists who study earthquakes, measure how strong an earthquake</p>										
Subtotal											


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	is by using a device called a seismograph [SIZ-muh-graf]. A seismograph is attached to the ground; when the ground vibrates, the seismograph shakes.								
2	<p>Scientists describe the seismograph's measurements with numbers. Since the 1930s, they have used a system called the Richter [RIK-ter] scale. If an earthquake measures below 3.0 on the Richter, people usually can't feel it. Earthquakes over 5.0 on the scale can cause damage, while a measurement of 7.0 is evidence of a major earthquake.</p> <p>What Causes Earthquakes?</p> <p>How and why do all these earthquakes occur?</p> <p>Earth has many different layers. Its outermost layer is</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	called the crust and is made up of huge sections called tectonic plates. Below the crust is another layer, called the mantle, which is made up of softer rock. When tectonic plates push against each other, a huge amount of force or pressure builds up.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.



Accuracy Rate	Errors	13	11-12	9-10	7-8	5-6	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

(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)

13,620 ÷ _____ = _____ 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>Reports 3–4 details from the text, such as: Earthquakes are caused by moving plates; Earth’s crust has plates that push against each other; below the crust, there is a soft mantle; the plates push against each other and shift around on top of the mantle; when the plates collide, an earthquake happens; movements also cause cracks.</p> <p>Earthquakes are happening all the time all over the world and we can’t feel most of them.</p> <p>The diagram on page 3 shows how rocks below the surface of the earth can shift.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what you learned from this book.</p> <p>What causes earthquakes?</p> <p>Talk about all of the kinds of earthquakes that happen. Do all of them cause destruction?</p> <p><i>Text Feature Probe:</i> Look at the diagram on page 3. Describe what this drawing shows.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>You are more likely to have earthquakes where there is a crack (fault) in Earth’s crust.</p> <p>People cannot get away from earthquakes because scientists cannot predict them.</p> <p>Scientists need to discover how to predict earthquakes.</p> <p><i>Note any additional understandings:</i></p>	<p>What is a fault line and why is it important?</p> <p>Why is it so hard to help people avoid the danger of earthquakes?</p> <p>What do scientists need to discover about earthquakes?</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 book has four sections, each on a different kind of information about earthquakes (measuring them, their causes, famous earthquakes, and predicting them).</p> <p>Some words that show the impact of the earthquake are "huge tremors," "buildings sway," "highways crumble," "bridges collapse," "tremendous damage."</p> <p><i>Note any additional understandings:</i></p>	<p>Describe each section of this book.</p> <p>What are some of the descriptive words or phrases the author uses to show the impact of an earthquake?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Summarize in your own words what causes earthquakes to occur and why they can be so dangerous. You can draw a sketch 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 essay, Rachel writes to the editor of the newspaper to make a proposal. Read to find out the problem she wants to solve.

Summary of Scores:


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

Sources of Information Used


Page	 Start Time ____ min. ____ sec.	A Call for Change Level V, RW: 226, E: 13						E	SC	E			SC			
		M	S	V	M	S	V									
1	<p><i>Rachel Wood was the winner of Ms. Winston's eighth-grade essay contest this year. Rachel's forceful personality comes through in everything she writes. Here's the prize-winning essay, which was reprinted in the local newspaper.</i></p> <p>A Call for Change</p> <p>by Rachel Wood</p> <p>It is apparent everywhere I go these days, people are grumbling about something: the economy, the weather, world poverty, nuclear weapons—you name it. The dilemma is that no one proposes any solutions to the problems. That would take serious thought, and serious thought is not what the grumblers signed up for.</p>															
Subtotal																

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	Today I will join the disgruntled masses and complain about a problem I see in our own community. I've been thinking about this problem for a long time. And—unlike the grumblers—I'd like to recommend some ways to solve it.								
2	Obviously, I hope that our mayor and city council members will see merit in my ideas and take action to implement them. My concern is the lack of facilities available for young people like me to stay safely occupied and productive during the hours we are not in school. It is a fact that young people in Charlottesville spend only 20% of their time in school—six hours a day, 180 days per year. What they do with the other 80% is one of the most significant questions facing our community.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

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

 Self-Corrections	_____
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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 ____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,560 \div \text{_____} = \text{_____ WPM}$

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: Let's 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>Tells 3–4 of Rachel's arguments, such as: Rachel complained about the lack of places for kids to do things; kids need to do things after school; kids are hanging around with nothing to do; the city should rehab the old middle school to make a recreation center; the city should have a youth board to work with the mayor; everyone should do the right thing.</p> <p><i>Note any additional understandings:</i></p>	<p>What were the important points Rachel made in her letter?</p> <p>What did she tell them to do? Be specific.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Rachel doesn't believe in just complaining. She wants to do something about a problem. She's very good at arguing.</p> <p>It seems like the community is not doing enough to support kids.</p> <p>Rachel's ideas are good because (the center would serve everyone and solve the problem; kids would be more involved).</p> <p><i>Note any additional understandings:</i></p>	<p>Just from reading this letter, what kind of person do you think Rachel is?</p> <p>What do you think about the community she lives in?</p> <p>Do you think Rachel's ideas are good? 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 used a lot of language that made Rachel seem strong. (Gives examples, such as: “serious thought,” “disgruntled masses,” “the future of your youth is in your hands.”)</p> <p>Rachel wrote several arguments. Each was backed up by facts and details. She had an opening and a conclusion.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author, Sarah Wolbach, make Rachel sound like a strong person? Give some examples from Rachel’s essay.</p> <p>Why was Rachel’s essay effective?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write a letter to the editor about your reaction to Rachel’s essay. Explain where you agree with her and where you disagree.

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 man named Ari Afrizal survived a tsunami in 2004. Read to learn about his story and these powerful and treacherous waves.

Summary of Scores:

Accuracy _____


Self-correction _____

Fluency _____

Comprehension _____


Writing _____

Sources of Information Used


Page	 Start Time ____ min. ____ sec.	<i>Tsunamis: Mighty Ocean Waves</i> Level V, RW: 211, E: 13	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	Disaster Strikes									
	<p>An Indonesian man named Ari Afrizal was working at a construction site in Calang, a town on the coast of Sumatra, when suddenly he felt the ground shake. An earthquake had hit. The aftershock, or tremors, continued on and off for about 15 minutes, but that was just the beginning. The vibrations were followed by a series of waves—enormous walls of water that picked up Ari and swept him far out to sea.</p>									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>With no food or water, Ari clung to a piece of wood for five days. When he spotted an abandoned fishing raft, Ari mustered what little strength he had left and climbed on. Once on the raft, he discovered a few bottles of fresh water. Later, he spotted some coconuts drifting in the ocean, snatched them up, and, because he had no tools, cracked them open with his teeth! Miraculously, Ari was able to survive for two more weeks on nothing but coconuts and water. As each day passed, Ari began to doubt that he would survive.</p> <p>He could see many ships sailing along the horizon, but none of them could see him. Finally, a ship caught sight of Ari, rescued him, and delivered him home safely. He was dehydrated but lucky to be alive.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	13	10–12	8–9	6–7	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%



Self-Corrections	_____
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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 (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $12,660 \div \text{_____} = \text{_____ WPM}$
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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>Discusses several factors related to the destructiveness of the tsunami and its causes, such as: Tsunamis are caused by underwater earthquakes; the size of the earthquake is related to the force of the tsunami; waves get higher when they pile up as they reach the shallower water in a harbor; the characteristics of the shoreline are related to the destructiveness of the tsunami.</p> <p>The map and diagram on pages 2 and 3 show how earthquakes under the ocean floor cause ripples that become dangerous when they near shore.</p> <p><i>Note any additional understandings:</i></p>	<p>What causes tsunamis?</p> <p>What makes a tsunami destructive?</p> <p><i>Text Feature Probe:</i> Look at the map and diagram on pages 2 and 3. Use it to explain how tsunamis are caused.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>You can predict tsunamis by measuring the earthquakes and figuring out where the tsunami might be going to strike.</p> <p>The waves get higher when they reach shallow water because they slow down.</p> <p>If you lived in a place where you have a lot of tsunamis, you should teach children to run for higher ground.</p> <p><i>Note any additional understandings:</i></p>	<p>How can you predict a tsunami?</p> <p>Why are tsunamis more dangerous in a harbor than on the open sea?</p> <p>What can people do if they live in a place that has a lot of tsunamis?</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 started this book with a story about a real person nearly dying, which made the power of the tsunami seem real.</p> <p>In the first paragraph, the author created a feeling of terror through strong description and appealing to the senses. (Gives examples, such as: "felt the ground shake," "enormous walls of water," "swept him far out to sea.")</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the first part of the story. How did the author start? Do you think this was a good way to start? Why (not)?</p> <p>Look at the first paragraph. How does the author communicate a feeling of terror? Give some examples.</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Write about what you learned about tsunamis. You can draw a sketch 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: The author, a girl named Kim, tells about her trip to Thailand. Read to find out what she learned and how she felt when she returned.

Summary of Scores:


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

Sources of Information Used


Page	 Start Time ____ min. ____ sec. <i>How I Spent My Summer Vacation</i> Level W, RW: 210, E: 12	E	SC	E			SC		
				M	S	V	M	S	V
1	September 2005 If I'd had a choice, I would have picked going camping for our vacation, but Dad suggested volunteering in Thailand with a group from our church to help with disaster relief. More than 8,000 people died there in the 2004 tsunami. Countless others lost their homes and possessions. The devastation was unimaginable. I didn't want to go, but I really had no other option. We were going to Thailand. We were each allowed only one small bag, so I packed lightly. Of course I wore the heart-shaped locket that's always around my neck. My great-grandmother had given me the locket. It was the only thing she'd been able to save when her family's <i>pensione</i> in Italy was destroyed in an earthquake. She was just a girl at the time.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>After nearly two days of seemingly endless travel, we finally arrived at our assigned village. There we were greeted by our hosts, seventeen-year-old Daw and her older brother Aran.</p> <p>Aran took Dad to the site of the school he'd be helping rebuild, while Daw showed Mom and me the temporary school. Mom would instruct the children—mostly orphans—in English. I felt absolutely useless: I couldn't teach or build. Had I traveled so far to do nothing?</p>								
Subtotal									
 End Time ____ min. ____ sec.		Totals							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	12	10–11	8–9	6–7	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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 (Optional)	End Time ____ min. ____ sec.
	Start Time ____ min. ____ sec.
	Total Time ____ min. ____ sec.
	Total Seconds ____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $12,600 \div \text{_____} = \text{_____ WPM}$

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>Tells 3–4 events from the story in sequence, such as: Kim went to Thailand with her family and her church to volunteer to help people recover from the devastation of the tsunami. She helped pick up debris on the beach; she made friends with Daw; she cried when she found the child’s shoe; she decided to ask her Dad if they could go back the next year.</p> <p><i>Note any additional understandings:</i></p>	<p>Describe what happened in the story.</p> <p>Then what happened?</p> <p>What else happened?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>At the beginning Kim didn’t want to go on the trip, but by the end she began to imagine what it was like for families during the tsunami.</p> <p>She realized she was lucky to be able to help the survivors.</p> <p>She learned from her great-grandmother’s story and from her own experience that life goes on even after a disaster.</p> <p>She helped people but the experience also helped her learn about herself.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Kim change? Why?</p> <p>What was the biggest change?</p> <p>What lesson did Kim learn?</p> <p>What was the value of the trip to Kim?</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 made the story seem personal by telling it in first person (Kim told the story in her own words).</p> <p>Writing about the child's shoe put emotion in the story because Kim realized that so many people had died.</p> <p>The locket stood for survival even after disaster (like Kim's great-grandmother and the tsunami).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think the author wrote this book in first person? First person means Kim told the story in her voice (using the word <i>I</i>).</p> <p>What is the significance of the child's shoe?</p> <p>What is the significance of the locket? What is the connection between the locket and the tsunami story?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Kim's thoughts, words, and actions tell a lot about her character. Write a description of her with examples to support each of your statements. You can draw a sketch 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 is an obituary for Coretta Scott King. Read to learn about the important things she did in her lifetime.**Summary of Scores:**
 Accuracy _____
 Self-correction _____
 Fluency _____
 Comprehension _____
 Writing _____

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Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Obituary: Coretta Scott King Level W, RW: 232, E: 14	E	SC	Sources of Information Used					
					E			SC		
					M	S	V	M	S	V
1	January 31, 2006									
	Coretta Scott King, the widow of slain civil rights leader									
	Martin Luther King, Jr., died Monday night in Mexico at the									
	age of 78. Mrs. King was a remarkable woman who inspired the									
	world with her courage, dignity, and determination.									
	She Stood for Peace									
	Coretta Scott was born on April 27, 1927, to a poor family									
	in rural Alabama. Growing up, she experienced the injustice									
	of segregation and unfair laws every day. As a young woman,									
	she and other African-American students were forced to walk									
	back and forth to a school that was five miles away, while white									
	children rode buses to an all-white school closer by.									
Subtotal										

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	As she got older, Coretta grew determined to escape her segregated world, and she did. After she graduated as valedictorian of her high school class, she attended college in Ohio, where she received a degree in music and education. Coretta went on to study vocal music at the New England Conservatory of Music in Boston, Massachusetts, and it was there that she met Martin Luther King, Jr., who was preparing to become a minister. The two were married on June 18, 1953.								
Subtotal									


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Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>The Civil Rights Movement</p> <p>After they married, the Kings returned to Alabama, and in 1955, the year the couple's first child was born, Dr. King gained national attention by playing a leading role in the Montgomery Bus Boycott.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	14	11–13	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 ____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,920 \div \text{_____} = \text{_____ WPM}$

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 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 the important points in the obituary, such as: Coretta grew up in segregation in a poor family; she went to college in Boston and married Martin Luther King, Jr.; her husband was the leader of the Civil Rights Movement; he organized boycotts and a march on Washington that resulted in legislation against discrimination; her husband was killed; Coretta worked for equality the rest of her life.</p> <p>The timeline on page 4 tells about important dates in Coretta Scott King's life, such as the year she was born (1927); the year she married Martin Luther King, Jr. (1953); the year she died (2006).</p> <p><i>Note any additional understandings:</i></p>	<p>What are the important points made in this obituary?</p> <p>What else did the obituary say?</p> <p><i>Text Feature Probe:</i> Look at the timeline on page 4. Tell the kind of information the timeline gives. Choose three dates and tell why they are important.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Coretta must have been a strong woman because she overcame discrimination; went on fighting for equality after Dr. King died; raised four children.</p> <p>She helped Dr. King do things but also accomplished things on her own. (Gives examples such as campaigning for national holiday; established the Center for Nonviolent Social Change; working for women's rights; against apartheid.)</p> <p>The glossary tells the meaning of some of the words in the book. (Gives an example, such as: <i>Apartheid</i> means the political system of racial segregation in South Africa.)</p> <p><i>Note any additional understandings:</i></p>	<p>How can you tell that Coretta was a strong woman? Give some examples from the article.</p> <p>Tell about why Coretta Scott King's life was important. Use evidence from the article to support your statement.</p> <p><i>Text Feature Probe:</i> Turn to the glossary in the back of the book. What kind of information does it give you? Give an example of a word from the glossary.</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 told the major events of Coretta’s life (birth, marriage, death).</p> <p>The author chose to tell about a few important things Coretta did such as: attending college in Ohio to escape her segregated world in Alabama; and working for women’s equality.</p> <p><i>Note any additional understandings:</i></p>	<p>What necessary facts does the author of an obituary have to include?</p> <p>The author also has to select important facts because he can’t give every detail of her life. Pick two facts he selected and tell why you think they are important.</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
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.


Describe the impact of Coretta Scott King’s life on your own life, and tell what you can do to help continue the “march toward progress.” You can draw a sketch 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:** Brody was trying very hard to lose weight so he could compete in a wrestling meet. Read to find out what happened.**Summary of Scores:**
 Accuracy _____
 Self-correction _____
 Fluency _____
 Comprehension _____
 Writing _____

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	A Weighty Decision Level X, RW: 222, E: 13		E	SC	E			SC		
						M	S	V	M	S	V
1	<p>Brody grappled with his opponent, a pyramid-shaped mound of clothing on his bed. One by one, he donned every item of apparel in the pile: two pairs of socks, shorts, one pair of snug sweatpants and one baggy pair, two long-sleeved tees, a beefy sweatshirt, a ski mask, and a <i>Varsity Wrestling</i> hoodie.</p> <p>With about as much grace as a leviathan stranded on land, Brody fumbled his way over to his desk. He grabbed a protein bar and bit off a corner. Then, with a grimace of distaste, he took a swig of energy drink and swished the yellow concoction around his mouth before spitting it out into a cup, realizing the liquid had done little to moisten his cottony mouth.</p>										
Subtotal											


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>Brody's head was a block of cement as he tilted to tie his shoes. His heart was a bass drum, pounding an intense beat in his chest. Dizziness body-slammed him; his knees buckled, and he clumsily flailed his bulky arms to regain his balance.</p> <p>"Dude, you look like an astronaut exiting the mothership for an extravehicular moonwalk," Jason Liang, Brody's best friend, wisecracked from the doorway. "I thought you wrestled in the lightweight division; you're bulked up like a heavyweight!"</p> <p>"Bite your tongue," Brody said with a grunt.</p> <p>"Hey, I have the parentmobile. Want to grab a pizza?"</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.




Accuracy Rate	Errors	13	11–12	8–10	6–7	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%



Self-Corrections	_____
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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 (Optional)	End Time _____ min. _____ sec. Start Time _____ min. _____ sec. Total Time _____ min. _____ sec. Total Seconds _____
$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,320 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$	

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>Tells 3–4 events from the text in sequence, such as: Brody was on the wrestling team; he was trying to lose weight; he went jogging with his friend Jason; he told Jason he was thinking of taking diet pills; Jason told him not to take them and shared information about them; Brody decided not to take diet pills; they went out for pizza.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Brody's problem in the story?</p> <p>What happened in the story?</p> <p>What else happened?</p> <p>How was the problem solved?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Brody wanted to be on the team so much that he was almost ready to do something bad for his health.</p> <p>Jason was a really good friend because he (was Brody's friend since third grade; told the truth, cared about Brody; helped him).</p> <p>Brody changed because (he learned about the dangers; he knew Jason cared about him).</p> <p><i>Note any additional understandings:</i></p>	<p>What would make Brody almost risk his health?</p> <p>Do you think Jason was a good friend? Why (not)? Support your answer with evidence from the book.</p> <p>How did Brody change in the story? Why did he change?</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 used comparisons (metaphor and simile) to help you know how Brody felt, such as: “head was a block of cement”; “heart was a bass drum”; “like an astronaut.”</p> <p>The author used natural sounding language that boys would use in conversation such as: “bite your tongue”; “want to grab a pizza?”; “dude.” It made it seem like they were real.</p> <p>This story showed that you can lose your perspective when you want something enough to risk your health.</p> <p><i>Note any additional understandings:</i></p>	<p>This author used a lot of comparisons (metaphor and simile) to help you know how Brody felt. Give two examples from the book and tell what each one means.</p> <p>Describe the dialogue between the friends. What did the author do to make it seem real? Show me an example in the story.</p> <p>What lesson is the author trying to teach through this story?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write an entry that Brody might have written in his journal to reflect on what he learned. You can draw a sketch 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: The Internet is a network of networks for communication.
Read to learn about its history and how it works.

Summary of Scores:


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

Sources of Information Used


Page	 Start Time ____ min. ____ sec.	The Internet Level X, RW: 213, E: 13		E	SC	E			SC			
						M	S	V	M	S	V	
1	A Global Communication System											
When people communicate by e-mail or go online to research a topic, play a game, or download their favorite music, they are utilizing a vast and largely invisible system of communication that spreads its tentacles all over the globe (and potentially into outer space) and has become integral to our professional and personal lives. Its name—as most people, even small children know—is the Internet, a shorthand word that means “interconnected network of networks” and refers to the tens of thousands of unrelated networks that are connected by telephone lines, radio waves, and satellite links. A network is a collection of computers												
Subtotal												

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	that are able to communicate with one another. This communication takes the form of sending data back and forth along electronic pathways. Data can take the form of text or multimedia files that incorporate audio and video.								
2	E-Mail When computer users send an e-mail they are initiating a series of electronic pulses. For these digital signals to be transmitted and received, they must first be broken down into very small packets by the sender's Internet Service Provider (ISP). Each packet of data contains information about its origin and destination. A set of instructions called the Transmission Control Protocol (TCP) performs the function of creating data packets.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	13	11–12	9–10	6–7	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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 (Optional)	End Time _____ min. _____ sec.
	Start Time _____ min. _____ sec.
	Total Time _____ min. _____ sec.
	Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $12,780 \div \text{_____} = \text{_____ WPM}$

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 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>Tells main points about how the Internet works by: breaking down digital electronic signals into small data packets of information; sending them to the right place through the router; putting them back together as the original message.</p> <p>The Internet was invented in the 1960s as part of civil defense. We needed a system that could survive nuclear war.</p> <p>It became popular with the public after the World Wide Web was invented.</p> <p>The drawing on page 3 shows that an e-mail message is “broken down to bits” by the ISP and sent by the router to a satellite dish, which communicates with another satellite dish. It’s then sent by router to the recipient’s ISP and then to the computer.</p> <p><i>Note any additional understandings:</i></p>	<p>How does the Internet work?</p> <p>Why was the Internet invented?</p> <p>When did it become popular with the general public?</p> <p><i>Text Feature Probe:</i> Look at the drawing on page 3. Use this drawing to explain how the Internet is used to send e-mail.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The Internet was not popular with people for a long time because (unattractive; hard to use).</p> <p>The World Wide Web made a big difference in the Internet and what it could do.</p> <p>The Internet is influencing almost everyone’s life today. (Gives examples such as e-mail; research; medicine.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why did the Internet take so long to become popular with the general public?</p> <p>Why is the World Wide Web so important?</p> <p>How is the Internet influencing people’s lives today?</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 played around with the word <i>virtually</i>, using it in two different ways.</p> <p>The author could have told more about how the Internet is used today, about the dangers of the Internet, or the future of the Internet. (Accept other plausible answers.)</p> <p><i>Note any additional understandings:</i></p>	<p>Explain what the author meant when he said: "Users have 'virtually' at their fingertips, virtually every kind of information they might want to seek."</p> <p>What other topics about the Internet do you think the author should have included?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Write a summary in your own words about what you learned about the Internet from reading this article. You can draw a sketch to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____


Part One: Oral Reading**Place the book in front of the student. Read the title and introduction.**

Introduction: Luis is grieving the death of his best friend. Read to learn about Luis's feelings of grief and how he copes with them.

Summary of Scores:


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

Sources of Information Used

Page		Start Time ____ min. ____ sec.	Saying Goodbye Level Y, RW: 215, E: 12	E	SC	E			SC		
						M	S	V	M	S	V
1			<p><i>So here I am, living in tomorrow, Gerald. It’s six months later, and it turns out that Dad was prescient—the black cloud has lifted. But it hasn’t been an easy journey. I haven’t forgotten you, and I pledge that I never will . . .</i></p> <p>It was an ordinary afternoon on an unexceptional day when that pickup truck careened through an intersection and slammed into us like a runaway train. My life was derailed at that instant. Afterwards, physically unscathed, I kept telling myself that Celine, with her concussion and her broken ribs and her hundred black-and-blues, Celine who had been driving us home from the game, was surviving, and I could, too. But I didn’t believe it.</p>								
Subtotal											


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	<p>"Luis," Dad said at the hospital, "I am so sorry, son. You need to give it some time. Death slashes into our lives like a blade slashes skin. With time, both kinds of wounds heal."</p> <p>He hugged me then, and I let him, but what I didn't reveal was that I didn't want to heal. I wanted to reverse time and go back to how things were before.</p> <p>I am anxious, a worrier, mostly about grades and girls.</p> <p>Gerald, always philosophical and upbeat, listened to my anxiety-ridden rants and took the time to provide some perspective.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

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Have the student finish reading the book silently.




Accuracy Rate	Errors	12	10–11	8–9	6–7	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%



Self-Corrections	_____
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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 (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $12,900 \div \text{_____} = \text{_____ WPM}$
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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>Tells 3–4 events from the story in sequence, such as: Luis’s friend Gerald died six months before; Gerald had been his good friend since third grade; he died in an automobile accident; Celine was driving; Luis and his friends meet at the cemetery, but the friends stop coming; after talking to Celine, Luis realized that life had to go on.</p> <p><i>Note any additional understandings:</i></p>	<p>Summarize the main events in this story.</p> <p>What else happened?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Luis was anxious and a worrier.</p> <p>Gerald was very confident and helped Luis.</p> <p>Luis depended on Gerald and felt lost without him.</p> <p>Luis’s father probably had some experiences with grief himself because of what he said to Luis (“death is like a blade slashing skin”).</p> <p>Luis knew Celine had the wrong idea about being guilty and that made him realize he had to get on with his own life.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Luis like? How do you know that?</p> <p>What do you think Gerald was like? How do you know that?</p> <p>Describe the relationship between Luis and Gerald. Give some evidence to support your statements.</p> <p>Why do you think Luis’s father talked about death as a blade slashing skin? What did he mean?</p> <p>What made Luis realize he had to go on with his own life?</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 started by having Luis talk directly to Gerald and then switched to talking directly to the reader in order to tell the story.</p> <p>Talks about what makes the writing on the topic effective and supports it with evidence from the text.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you notice about the way the author began the story?</p> <p>In your opinion, how well did the author show characters dealing with a difficult situation? Why do you think that?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write about how Luis felt in the story and describe how and why he changed. Use examples from the story to support your answer. You can draw a sketch 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: The International Space Station is a gigantic laboratory being assembled in orbit above Earth. Read to learn about the ISS and how it may be used in the future.

Summary of Scores:


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

Sources of Information Used


Page	 Start Time ____ min. ____ sec.	The International Space Station Level Y, RW: 216, E: 13	E	SC	E			SC		
					M	S	V	M	S	V
1		Space-Age Laboratory								
		Imagine an enormous laboratory as long as a football field and weighing almost one million pounds. Now imagine this gigantic laboratory floating in space. Scientists and others from all over the world would be able to live there—for months, or maybe even years, at a time—before returning to Earth. Because environmental conditions in space are very different from those we experience on Earth, scientists could perform many critical experiments while living in this space laboratory that they can not carry out on this planet.								
		It may sound like science fiction, but an international space station is already well underway to becoming a reality.								
		The International Space Station, or ISS, is a giant research facility now being assembled in orbit about 250 miles above								
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	<p>Earth. It is not the first space station in existence, but upon its completion will be by far the largest and most complex object ever constructed in space.</p> <p>Scientists are considering adaptations that would need to be made in order to conduct long-term experimentation in space. At the same time, they have to examine the potential impact on humans, both physically and psychologically, of living</p>								
2	<p>in a space station—in close quarters with others and without access to the outdoor world—for such long periods of time.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	13	11–12	9–10	7–8	4–5	1–3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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>	<p>End Time ____ min. ____ sec.</p> <p>Start Time ____ min. ____ sec.</p> <p>Total Time ____ min. ____ sec.</p> <p>Total Seconds ____</p> <p>$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$</p> <p>12,960 \div _____ = _____ WPM</p>
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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>Tells 3–4 facts from the book, such as: The International Space Station is a giant laboratory in space; it is being built in orbit above Earth; the space station will help us learn more about living in space; three crew members can live on the ISS; scientists will perform experiments (creating better medicines, light metals, and robots; studying weightlessness and human cells).</p> <p>The ISS will help astronauts learn to live in space.</p> <p>We have to learn how the ISS can make its own oxygen and electricity.</p> <p>The drawing on page 2 shows how 16 countries are helping to build different parts of the space station.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you learn about the International Space Station?</p> <p>What else did you learn?</p> <p><i>Text Feature Probe:</i> Look at the drawing on page 2. What information do you learn from this drawing?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The International Space Station is important because it provides research in many different areas. (Gives examples such as engineering, medicine, space exploration.)</p> <p>It would be hard to live for a long time in space because (weightlessness, unable to go outside, close quarters with others).</p> <p>To go on long voyages, scientists will need to make the ISS self-sufficient by making its own oxygen.</p> <p><i>Note any additional understandings:</i></p>	<p>Why is the International Space Station important?</p> <p>What kinds of problems need to be overcome before people can take long voyages in space?</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 used comparison to describe what the ISS is like (gives example). He also used details in the description.</p> <p>This is a good article because the author also told about some of the problems of the ISS, such as scientists being away for a long time; health problems they might have.</p> <p>The author seems to think that the ISS is very important because he provided many arguments for it (or cites evidence).</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author describe the ISS?</p> <p>Did the author give a balanced view of the ISS? Use evidence from the text to support your opinion.</p> <p>What do you think the author's point of view toward the ISS is? What makes you think that?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading**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.

Write a short article explaining why the space station is important for the future. You can draw a sketch 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: An 11-year-old, Margaret Davies, tells about her terrifying experience during World War II. Read to learn about her memories of the time.

Summary of Scores:


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

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Surviving the Blitz Level Z, RW: 215, E: 12		Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
1	<p>What was it like to experience London's infamous Blitz? I can tell you in one word: terrifying.</p> <p><i>Blitz</i> is short for <i>blitzkrieg</i>—the German words for lightning (<i>blitz</i>) and war (<i>krieg</i>). The Blitz was our British newspapers' term for the German bombing that barraged London in 1940 and 1941 during World War II, a war that had begun about a year earlier when France and Britain declared war on Germany. Although World War II ended more than 60 years ago, still the bombs of the Blitz scream toward me and explode into terrifying nightmares.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	<p>I, Margaret Davies, was only 11 years of age when the bombs began raining down. (Unfortunately, <i>blitzkrieg</i> was an apt expression!) Bombs fell from the sky for 57 days in a row, shattering our lives, pulverizing our homes, and injuring or killing thousands.</p> <p>Whenever the air raid sirens wailed, my family rushed <i>en masse</i> out to the bomb shelter in the backyard—that terrible dark hole in the ground, tiny, cold, and damp—and sitting there trembling in the cacophony, as the bombs shrieked in and exploded, I felt as though the sky</p>								
2	<p>itself were cracking open. The dank shelter flooded each time it rained, forcing us to hide instead under the stairs in our house, like mice in the wainscoting.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.


Accuracy Rate

Errors	12	10–11	8–9	6–7	4–5	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

(Optional)

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$

$12,900 \div \text{_____} = \text{_____ WPM}$

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>Tells 3–4 details that describe the Blitz, such as: Germans bombed London for 57 days; bombs rained fire; they had to go to shelters; people tried to keep up their daily lives; they listened for news on the radio (wireless); Margaret’s house remained standing; they would always remember the Blitz.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the Blitz?</p> <p>What do you know about the Blitz? What did you learn about it from reading this story?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The Blitz was terrifying but people knew they had to keep fighting by doing their work.</p> <p>The Blitz almost seemed normal to them after a while. (Gives examples such as: picking up souvenirs; playing in the ruins.)</p> <p>They were so afraid that they shook when they heard the tremendous noise of the bombs.</p> <p>Their house wasn’t bombed, but Margaret and her family were hurt by the Blitz because it left lasting memories of terror.</p> <p><i>Note any additional understandings:</i></p>	<p>How did people start to feel about the Blitz after it had been going on for a long time?</p> <p>In paragraph 4, what did the author mean by the phrase “sitting there trembling in the cacophony”?</p> <p>Were Margaret and her family hurt by the Blitz?</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 is remembering one experience or part of her life. This is written like a memoir.</p> <p>The author used “deep scars of memory” to show that they would also be damaged (fearful, sad) by the Blitz even though they weren’t physically hurt.</p> <p>The author compared the Blitz to a cat stalking mice. The people were the mice and the cat was the German Luftwaffe (planes).</p> <p><i>Note any additional understandings:</i></p>	<p>What genre (or kind of writing) did the author use?</p> <p>What do you think the author meant by “deep scars of memory?”</p> <p>The author talked about a “cat.” What was the author really describing?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading0 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.

Write the script for a radio news broadcast that might have taken place during the Blitz.

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: The Beijing-Lhasa Railroad runs through the mountains of China and Tibet. Read to learn about its problems and its beauty.

Summary of Scores:


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

Sources of Information Used


Page		Start Time ____ min. ____ sec.	The Train at the Top of the World Level Z, RW: 238, E: 14	E	SC	E			SC			
						M	S	V	M	S	V	
1	An Engineering Marvel											
	In the remote regions of south-central Asia a majestic range of mountains rises to over 16,000 feet above sea level. These granite monuments, called “The Roof of the World,” have stood for millions of years, locked in permafrost, their beauty hidden from the outside world. But now a new phenomenon breaches the isolation of this rugged terrain. Elevated to impossible heights by platforms of concrete and steel that are riveted to the stone, an extraordinary railroad makes its way across the 2,500-mile span between Beijing, the capital of China, and Lhasa, the capital city of the Tibet “Autonomous Region.” Riding on the Beijing-Lhasa Railroad, a miracle of modern engineering, is an incomparable adventure, but one that may only fleetingly appear on the pages of history, depending on the future ingenuity of its creators.											
Subtotal												

Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 <i>cont.</i>	<p>Open since 2006, the Beijing-Lhasa Railroad is the world's highest railroad.</p> <p>Geographic Challenges</p> <p>More than 596 miles of the railroad's 710-mile track are located at extremely high altitudes—between 13,123 and 16,640 feet above sea level.</p> <p>The machinery and materials</p>								
2	<p>necessary to blast tunnels through mountains of solid granite had to be brought up to one of the highest and most remote regions of the planet. The challenge of building a railroad across these elevations was met with an extensive network of tunnels, bridges, and platforms of concrete and steel that could be riveted to the mountainsides.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.

 Accuracy Rate	Errors	14	12–13	9–11	7–8	5–6	1–4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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>	<p>End Time ____ min. ____ sec.</p> <p>Start Time ____ min. ____ sec.</p> <p>Total Time ____ min. ____ sec.</p> <p>Total Seconds ____</p> <p>$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$</p> <p>14,280 \div _____ = _____ WPM</p>
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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 the important information about the train such as: The Beijing-Lhasa Railroad is the world's highest railroad; the train goes through very high mountains; the train's rails are on permafrost, which is part ice; the train was very hard to build; passengers sometimes become ill on the train; the scenery is very beautiful; the train may become unsafe in 10 years.</p> <p>The map on page 1 shows that the train goes from Beijing to Lhasa. The section of the route from Golmud to Lhasa opened in 2006.</p> <p><i>Note any additional understandings:</i></p>	<p>What important information did the author tell about the train?</p> <p><i>Text Feature Probe:</i> Look at the map on page 1. What information about the train do you get from this map?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The train was so difficult to build. (Gives examples such as: climate; permafrost; high altitudes; rugged mountains; people dying.)</p> <p>The train may be unsafe in 10 years because the permafrost might melt; they have to solve that problem.</p> <p>People and goods could not travel easily in this region before the train because of the high mountains.</p> <p><i>Note any additional understandings:</i></p>	<p>Why was building this train such an achievement?</p> <p>What's the biggest problem with the train? Tell why this is a problem.</p> <p>What is the significance of the train for this geographic area?</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 included many details and descriptions that help you realize how hard it was to build the train.</p> <p>Some parts of the article help you realize what it would be like to ride on the train.</p> <p>The author makes you want to ride the train, but she also makes you wonder if it would be safe.</p> <p><i>Note any additional understandings:</i></p>	<p>Select a passage that helped you know how hard it was to build the train.</p> <p>Select a passage that helped you know what it would be like to ride the train and tell why.</p> <p>What does the author make you feel or think about the train?</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 below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 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.

Write about what you found interesting about the train and what you think it would be like to ride in it. You can draw a sketch to go with your writing.