

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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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.

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
<b>2</b> <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.								
<b>3</b>	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."								
<b>Subtotal</b>									
 <b>End Time</b> ____ min. ____ sec.		<b>Total</b>							

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Have the student finish reading the book silently.


**Accuracy Rate**

<b>Errors</b>	13	11-12	9-10	6-8	4-5	1-3	0
<b>%</b>	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
<b>Within the Text</b> <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>
<b>Beyond the Text</b> <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><b>About the Text</b></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	 <b>Start Time</b> ____ 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>								
<b>Subtotal</b>									


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%



<b>Self-Corrections</b>	_____
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<b>Fluency Score</b>	0	1	2	3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.



<b>Reading Rate</b> (Optional)	<p>End Time _____ min. _____ sec.</p> <p>Start Time _____ min. _____ sec.</p> <p>Total Time _____ min. _____ sec.</p> <p>Total Seconds _____</p> <p><math>(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}</math></p> <p><math>13,380 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}</math></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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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	E			SC		
		M	S	V	M	S	V								
1	<p>Mr. Lee’s commanding voice brought the classroom to attention. “Listen up! I need someone to care for Scooter this weekend. Any volunteers?”</p> <p>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.</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>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
<b>2</b> <i>cont.</i>	do I have to be allergic to everything?"  he fretted as he trudged downstairs.  His mom smiled. "I have exciting								
<b>3</b>	news!" she exclaimed. "My friend Dr.  Hung, who works at the aquarium,  could use your help with the animals on  Saturdays. How about it?"								
<b>Subtotal</b>									
 <b>End Time</b> ____ min. ____ sec. <b>Total</b>									

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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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:* 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	 <b>Start Time</b> ____ 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>								
<b>Subtotal</b>									


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.

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

 <b>Self-Corrections</b>	_____
---	-------

<b>Fluency Score</b>	0	1	2	3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.

 <b>Reading Rate</b> (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><b>Within the Text</b></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><b>Beyond the Text</b></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
<p><b>About the Text</b></p> <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 Score**9–10 **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.

\_\_\_\_\_


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:* 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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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 Score**9–10 **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.

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

13,560 ÷ \_\_\_\_\_ = \_\_\_\_\_ 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><b>Within the Text</b></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><b>Beyond the Text</b></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
<b>About the Text</b> <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 Score**9–10 **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.

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:* 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 \_\_\_\_\_

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

## 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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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 \_\_\_\_\_


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

15,420 ÷ \_\_\_\_\_ = \_\_\_\_\_ 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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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:* 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.

 <b>Accuracy Rate</b>	<b>Errors</b>	13	11–12	9–10	7–8	4–6	1–3	0
	<b>%</b>	Below 95%	95%	96%	97%	98%	99%	100%

 <b>Self-Corrections</b>	_____
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<b>Fluency Score</b>	0   1   2   3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.

 <b>Reading Rate</b> <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><math>(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}</math></p> <p>13,560 <math>\div</math> _____ = _____ 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:* 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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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:* 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	 <b>Start Time</b> ____ 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.								
<b>Subtotal</b>									




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.

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

 <b>Self-Corrections</b>	_____
--	-------

<b>Fluency Score</b>	0   1   2   3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.

 <b>Reading Rate</b> <i>(Optional)</i>	End Time      ____ min. ____ sec.
	Start Time      ____ min. ____ sec.
	Total Time      ____ min. ____ sec.
	Total Seconds      ____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $12,600 \div \text{_____} = \text{_____ WPM}$

## 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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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 Score**9–10 **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:** 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	 <b>Start Time</b> ____ 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>								
<b>Subtotal</b>									


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>								
<b>Subtotal</b>									
 <b>End Time</b> ____ min. ____ sec.		<b>Total</b>							

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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%



<b>Self-Corrections</b>	_____
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<b>Fluency Score</b>	0	1	2	3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.



<b>Reading Rate</b> (Optional)	End Time      ____ min. ____ sec. Start Time     ____ min. ____ sec. Total Time      ____ min. ____ sec. Total Seconds   ____  $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,320 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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 \_\_\_\_\_


**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>								
<b>Subtotal</b>									
 <b>End Time</b> ____ min. ____ sec.		<b>Total</b>							

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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%



<b>Self-Corrections</b>	_____
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<b>Fluency Score</b>	0	1	2	3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.



<b>Reading Rate</b> (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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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:** 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	 <b>Start Time</b> ____ 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>								
<b>Subtotal</b>									

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							

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Have the student finish reading the book silently.




**Accuracy Rate**

<b>Errors</b>	12	10–11	8–9	6–7	4–5	1–3	0
<b>%</b>	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><b>Within the Text</b></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><b>Beyond the Text</b></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><b>About the Text</b></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 Score**9–10 **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 the script for a radio news broadcast that might have taken place during the Blitz.