

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading


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

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

Summary of Scores:

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

Sources of Information Used

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

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Part One: Oral Reading *continued*


Sources of Information Used

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

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Part One: Oral Reading *continued*

Sources of Information Used

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


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Have the student finish reading the book silently.

| | | | | | | | | |
|---|---------------|-----------|-------|------|-----|-----|-----|------|
|  Accuracy Rate | Errors | 13 | 11-12 | 9-10 | 6-8 | 4-5 | 1-3 | 0 |
| | % | Below 95% | 95% | 96% | 97% | 98% | 99% | 100% |

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

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

| | |
|--|---|
|  Reading Rate <i>(Optional)</i> | End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds ___ |
| | $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,860 \div \text{_____} = \text{_____ WPM}$ |

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

Guide to Total Score

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

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

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

Writing About Reading

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

Next, Brett wants to teach Ernie to come. Write about how you think he will do it. You can draw a sketch to go with your writing.

Student _____ Grade _____ Date _____
 Teacher _____ School _____

Recording Form


Part One: Oral Reading

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

Introduction: Danny really wanted a dog, but his mom told him he had to do some things first. Read to find out if Danny got a dog.

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

Sources of Information Used

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

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Part One: Oral Reading *continued*


Sources of Information Used

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


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Part One: Oral Reading *continued*

Sources of Information Used


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

Have the student finish reading the book silently.

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

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

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

| | |
|--|--|
|  Reading Rate <i>(Optional)</i> | End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ (RW × 60) ÷ Total Seconds = Words Per Minute (WPM) 12,600 ÷ _____ = _____ WPM |
|--|--|

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Part Two: Comprehension Conversation

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

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

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

| Key Understandings | Prompts | Score |
|--|--|----------------|
| <p>Within the Text</p> <p>Tells 3–4 important events from the story in sequence, such as: Danny wanted a dog; his mom said he had to prove he was responsible; he found out what a dog cost; he did his chores and extra jobs to earn the money; he got a dog.</p> <p><i>Note any additional understandings:</i></p> | <p>What was Danny’s problem in this story and what did he do to solve it?</p> <p>What else happened?</p> | <p>0 1 2 3</p> |
| <p>Beyond the Text</p> <p>Danny wasn’t very responsible because he didn’t clean his room. He changed by doing all his chores because he wanted a dog so much.</p> <p>He kept doing all that work because he was working to save enough money for a dog.</p> <p>His mom was impressed and proud of him because (gives a plausible reason).</p> <p><i>Note any additional understandings:</i></p> | <p>Tell how Danny changed in the story. Why did he change?</p> <p>Why do you think he was able to keep on doing all that work?</p> <p>How do you think Danny’s mom felt about him at the end? Why?</p> | <p>0 1 2 3</p> |

Continued on next page.

Part Two: Comprehension Conversation *continued*

| Key Understandings | Prompts | Score |
|---|---|----------------------|
| <p>About the Text</p> <p>The author showed how much Danny wanted a dog by telling you things he did or said.</p> <p>There is a joke at the end when Danny names the dog Buck and Mom says he is funny. The name Buck is funny because Danny had to earn a "buck" (money) to get a dog.</p> <p><i>Note any additional understandings:</i></p> | <p>How did the author help you know how Danny felt about getting a dog? Show the place in the story that helped you know that.</p> <p>Mom said Danny is responsible and funny. Why did she say he is funny?</p> | <p>0 1 2 3</p> |

| Guide to Total Score |
|---|
| 9-10 Excellent Comprehension |
| 7-8 Satisfactory Comprehension |
| 5-6 Limited Comprehension |
| 0-4 Unsatisfactory Comprehension |

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

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

Writing About Reading

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

Write about what Danny did to show he was responsible enough to get a dog. You can draw a sketch to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form


Part One: Oral Reading

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

Introduction: People tell stories, or myths, about snakes. Read to find out about five myths people tell and learn about one of the truths.

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

Sources of Information Used

| Page |  Start Time ____ min. ____ sec. | Snake Myths Level O, RW: 223, E: 13 | | | | | | Sources of Information Used | | | | | |
|-----------------|---|-------------------------------------|----|---|---|---|----|-----------------------------|--|--|--|--|--|
| | | E | SC | E | | | SC | | | | | | |
| | | M | S | V | M | S | V | | | | | | |
| 1 | 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. Myth 1 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. | | | | | | | | | | | | |
| Subtotal | | | | | | | | | | | | | |

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Part One: Oral Reading *continued*


Sources of Information Used

| Page | Text | E | SC | E | | | SC | | |
|-------------------|--|---|----|---|---|---|----|---|---|
| | | | | M | S | V | M | S | V |
| 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 | | | | | | | | | |


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Part One: Oral Reading *continued*

Sources of Information Used


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

Have the student finish reading the book silently.

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

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

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

| | |
|--|---|
|  Reading Rate <i>(Optional)</i> | End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds ___ |
| | $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,380 \div \text{_____} = \text{_____ WPM}$ |

Part Two: Comprehension Conversation

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

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

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

| Key Understandings | Prompts | Score |
|---|--|----------------------|
| <p>Within the Text</p> <p>Tells 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? What is true about snakes?</p> <p><i>Text Feature Probe:</i> Tell what you learned from the photograph on page 2.</p> | <p>0 1 2 3</p> |
| <p>Beyond the Text</p> <p>Many people are afraid of snakes because they believe all the myths about them.</p> <p>There are reasons for all of the myths, but they are not true. (Gives an example.)</p> <p><i>Note any additional understandings:</i></p> | <p>Why do you think people are afraid of snakes?</p> <p>Why do you think people believe the myths? Can you give an example from the book?</p> | <p>0 1 2 3</p> |

Continued on next page.

Part Two: Comprehension Conversation *continued*

| Key Understandings | Prompts | Score |
|---|---|----------------------|
| <p>About the Text</p> <p><u>Snake Myths</u> is a good title for this book because it lets you know there are some things that are not true. Myths are stories that are not true.</p> <p>The author ends with the most important thing to know about snakes—that they don't want to hurt us and we should leave them alone.</p> <p><i>Note any additional understandings:</i></p> | <p>Why is the title, <u>Snake Myths</u>, a good one for this book?</p> <p>What does the word "myth" mean in this book?</p> <p>Look at the last section. What did the author want you to learn from this book?</p> | <p>0 1 2 3</p> |

Guide to Total Score

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

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

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

Writing About Reading

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

Describe how you feel about snakes after reading this story. Support your opinion with examples from the book. You can draw a sketch to go with your writing.