

VUSD - English Language Arts

ORF Screener Teacher Materials

VUSD ELA/SLA ORF (Oral Reading Fluency) Screener Instructions

- Lower level texts have been revised, added and renamed to follow the A-Z naming conventions.
- Fluency rates have been adjusted to inform an instructional *range* - all rates are based on Hasbrouck & Tindal National ORF Norms from 2017 (referenced in the CA Language Arts framework). “Summer Slide” has been accounted for within these ranges enabling teachers to use T3 data from the previous year to inform Beginning of Year instruction.
- Additional texts from Benchmark have been added to provide a teacher or student choice of passage at each target level and ‘in-between’ passages to be used for progress monitoring at teacher discretion.
- All grades will test across the ORF system to determine a student’s instructional reading level. For example, a 2nd grade teacher may have students testing anywhere from Levels A-Z.

To administer an ORF:

- For a student with previous data, begin from the last successful passage read.
- To gauge a ballpark of where to begin with a student new to the ORF system, look at the results from the Basic Phonics Screener (BPST):
 - A student who has not scored 29 points or higher is not ready to take an ORF assessment.
 - For a student scoring 29-47 points, begin with Levels A, B or C.
 - For a student scoring 48-63 points, begin with ORF Level I “The Sleepy Dog” or “Miss Keen Needs Help”
 - For a student scoring 64 points or higher, begin with ORF Level M, “All About Me” or “Amazon”
- Provide the student with a student copy of the desired passage.
- Locate the corresponding recording sheet and go to the back side (with text). Read the “Say” box out loud to the student.
- Begin timing when the student starts reading text. Time for 60 seconds and silently make note of where the student reached during that time to determine words per minute (you will subtract errors later). Allow student to continue reading until passage is finished. Teacher continues to mark errors.
- As student reads, make note of errors.
 - Mark a misread word with a slash (/). Over the crossed out word, write what the student said.

- Mark words that are skipped with a circle. Count each omitted word as one error.
- Mark extra words with a caret ^. Each inserted word counts as one error.
- Mark any self-correction with SC - do not count self-corrections as errors.
- **Identical errors for the same word or errors regarding the name of a character should only be counted once.**
- Once the student has finished reading, ask them the comprehension questions on the front of the recording sheet and record the student's answers in the space provided. Students may refer back to text on their own.
- Each response is worth up to two points:
 - 2 points - a complete answer. Note that grammatical errors or mispronunciations do not result in deducted points - this is not an English test. If student's answer differs from example but is still correct, please give full points.
 - 1 point - partial answer or an answer that required additional prompts from the teacher.
 - 0 points - incorrect or no answer.
- Total the **comprehension score** then consult and mark the chart on the front of the page to determine a student's comprehension as frustrational, instructional, or independent at this level text.
- Count the **number of errors in the entire passage** then consult and mark the chart on the front of the page to determine a student's accuracy as frustrational, instructional or independent at this level text.
- Subtract the number of errors made within the first minute from the total words read within the first minute. This is your "Correct Words Per Minute" (cwpm). Consult and mark the chart on the front of the page to determine a student's **cwpm fluency rate** as frustrational, instructional or independent at this level text.
- Determining levels:
 - Instructional levels are based on *all three areas* -
 - If a student is frustrational in any area, the student has not yet reached that level and you will need to test the next level down.
 - If a student is frustrational in Level A, enter a score of "0" in IO - this will indicate a Pre-Emergent (PE) level.
 - If a student is instructional in all three areas, that is the correct instructional level for that student.

- If a student is a mix of instructional and independent, that is the correct instructional level for that student.
 - If a student is independent in all three areas, the student should be tested at the next level up.
 - If a student is independent in all three areas, but when tested at the next level up becomes frustrational in any area, the student is not yet ready to move up a level.
- The ORF system is intended to be used across grade levels - there may be a Kinder student ready to work through higher level texts just as there may be an upper grade student who could benefit from reading lower level texts in small group instruction.
 - Consult the grade equivalent chart to determine if your student's instructional level is below, at, or above grade target.
 - ORF Instructional levels and data can be used to:
 - form small groups for targeted instruction
 - guide students in choosing independent text
 - differentiate classroom tasks and/or homework
 - pinpoint areas of need: comprehension, accuracy or fluency
 - pair students for buddy reading in hetero- or homogeneous groupings
 - monitor growth over time
 - Some teachers have expressed concern that a student is able to read a higher level text with accuracy and comprehension at a slower pace than the fluency range calls for and are reluctant to 'hold the student back' based on fluency alone. The ORF is intended to provide information around strengths and weaknesses in a student's reading development. If a student needs work in fluency, the correct ORF level will indicate this. The teacher can then focus on that skill in guided instruction. However, this does NOT mean the student should not be challenged with higher-level comprehension or cannot read different level books of his or her choice. Many teachers encourage students to select one book at the student's ORF level and another based on student choice for independent reading.

Frequently Asked Questions:

Question	Answer
Do I start over from the beginning each trimester?	Students do not retest mastered material. Start each trimester's BPST, ORF and HFW from where the student left off. Many teachers decide to begin testing with the last section the student was successful with.
What if a student 'tests out' of the BPST or HFW?	A student does not need to be retested on mastered material. If the student shows a completed score for any portion of the screener, that student no longer needs to be tested.
How do I enter the scores for BPST and HFW?	Enter the score for ALL mastered material. For example a student who scored 120 HFW in T2 and learned 30 more words during T3 would receive a score of 150.
Can I practice the HFW with my students?	Yes! Please DO practice the HFW words as grade level material for K-2 and individual practice for any student who needs them. Please DON'T practice the BPST words which are designed to test phonics, not word recognition.
Should I use RI to make my reading groups?	No. RI is a valid measure for students scoring at or above grade level (it's difficult to repeatedly guess mostly right answers!). However, some students may have 'false' lows for various reasons. A student scoring Basic or Below Basic on RI should complete an ORF for a true diagnostic. ORF scores should be used to make groups/inform instruction.
How do I enter my students' ORF scores?	Because IO would not take letters we had to convert the reading levels to numbers. For example Level A is entered as the number 1 and level Z is entered as the number 26. There is a table in your spiral booklet that tells you which letters correspond to which numbers.
Do I have to test every ORF passage?	ORF target levels for each trimester for each grade have two passages to choose from. In-between target levels have an additional passage. It is up to teacher discretion to test students on in-between passages to show growth or to go from target to target.
What about summer slide? Are T3 scores reliable in September?	Summer slide has been taken into account in calculating the fluency ranges for each target. Targets are based on Hasbrouck & Tindal 2017 national norms.
How do I find the time to test?	Many teachers carve out a portion of time each day or week for testing to avoid having to disrupt instruction so much around conferences. Teachers can begin testing on or above grade level students and save testing students who are struggling for closer to conferences. Work with your principals, SAI, intervention teachers and (trained) paras to find a schedule that balances growth monitoring and instructional time.

Reading Level Conversion Chart

Use this chart to approximate reading levels.

Lexile® Level	Fountas & Pinnell Level	ATOS® Book Level	Grade Level Range	Reading Stages	Lexile® Level	Fountas & Pinnell Level	ATOS® Book Level	Grade Level Range	Reading Stages
25	A	0.2	K	Emergent	625	O	3.9	3	Transitional
50	B	0.5			650	P	4.1		
75	C	0.65			675	P	4.2		
100	D	0.85	1	Early	700	Q	4.3	4	Fluent
125	E	1.0			725	Q	4.4		
150	E	1.1			750	R	4.6		
175	F	1.3			775	S	4.8		
200	G	1.55			800	S	4.85		
225	H	1.7			825	S	4.9		
250	H	1.8			850	T	5.05		
275	I	2.0	2	Transitional	875	U	5.3	5	
300	J	2.2			900	V	5.45		
325	J	2.4			925	V	5.55		
350	K	2.5			950	W	5.6		
375	K	2.7			975	W	5.7		
400	L	2.8			1000	X	5.9		
425	L	3.1			1025	Y	6.2		
450	M	3.2			1050	Z	6.4		
475	M	3.5			1075	Z	6.9		
500	N	3.6			1100	Z	7.0		
525	N	3.65			1125	Z	7.0+		
550	N	3.7			1150	Z	7.0+		
575	O	3.8	1175	Z	7.0+				
600	O	3.85	1200+	Z+	7.0+	6	Advanced		

Rows in this chart do not represent a direct correlation. Use the grade level range column to approximate expected Lexile® levels, Fountas & Pinnell Levels, or ATOS® levels within a grade level range.

This table was not produced from any empirical studies of alignment across reading level systems. Educators should treat this chart only as a guide and not as a definitive source for exact correlations. Lexile® and grade level correlations exist in a range and each row is approximated. This chart is based on the Lexile® Framework Chart, the Fountas & Pinnell Guided Reading Leveling System, and the ATOS® Scale and Renaissance Learning, Inc. and is not endorsed by any of these entities.

**Oral Reading Fluency Passages for Illuminate/DnA:
Title, Level and Grade Equivalent**

Title	Level	IO #	Grade Equivalent
I See OR Balloon Ride	A	1	K (approx T1)
I Like OR The Pond	B	2	K (approx T2)
Can We Have a Pet? OR How Animals Move	C	3	K (approx T3)
Chicken Little OR Fox in the Forest	D	4	Use to Progress Monitor
Ana's New Brother	E	5	Use to Progress Monitor
Ben Likes to Run OR Little Red Hen	F	6	1st Grade T1
A New Friend	G	7	Use to Progress Monitor
The Scruffy Dog	H	8	Use to Progress Monitor
Miss Keen Needs Help OR The Sleepy Dog	I	9	1st Grade T2
My Body OR The Painting	J	10	1st Grade T3 and 2nd Grade T1
Town Mouse and Country Mouse	K	11	Use to Progress Monitor
The Red Pig OR Bremen Town Musicians	L	12	2nd Grade T2
All About Me OR Amazon	M	13	2nd Grade T3 and 3rd Grade T1
In Search of Big Squid	N	14	Use to Progress Monitor
Scarecrow Joe OR Amazing Plants	O	15	3rd Grade T2
Mom's Birthday OR Houdini	P	16	3rd Grade T3
The Rescue OR What a Bird Brain	Q	17	4th Grade T1
Is Anyone Out There? OR The Talking Dogfish	R	18	4th Grade T2
The Garage Sale OR The Killer Volcano	S	19	4th Grade T3 and 5th Grade T1
Born to Run	T	20	Use to Progress Monitor
Land Sailing OR The Longest Race	U	21	5th Grade T2
Fans OR The Tools of Scientists	V	22	5th Grade T3
Gold: Settling of the West OR Running Time	WXYZ	26	6th - 7th Grade

Lexile Level and Grade Equivalent

<https://hub.lexile.com/lexile-grade-level-charts>

Lexile Level	Fountas & Pinnell Level (ORF)	50th percentile for:
BR345 - BR160	Emergent Reader	Kindergarten T1 - T3
25	A	1st grade T1 (10L)
50	B	1st grade T1-T2 (10L - 85L)
75	C	1st grade T2 (85L)
100	D	1st grade T2 (85L)
125	E	
175	F	1st grade T3 (165L)
200	G	
225-250	H	
275	I	
300-325	J	2nd grade T1 (290L)
350-375	K	2nd grade T2 (355L)
400-425	L	2nd grade T3 (425L)
450-475	M	
500-550	N	3rd grade T1 (530L)
575-625	O	3rd grade T2 (590L)
650-675	P	3rd grade T3 (645L)
700-725	Q	4th grade T1 (735L)
750	R	4th grade T1 (735L)
775-825	S	4th grade T2 (790L)
850	T	4th grade T3 (850L)
875	U	
900-925	V	5th grade T1-T2 (900L - 925L)
950-1200+	WXYZ+	5th grade T3 (950L)

<https://www.aplearning.com/images/DownloadPDFs/Lexile-Conversion-Chart.pdf>

VUSD ORF Pathway

Letter	Grade Level Equivalent	Title	# of words in passage	Fluency Targets for Instructional	Skills
Emergent	K	I See	25	Fluency Rubric for phrasing	K, Unit 2
		Yo veo	27		K, Unit 2
	K	Bob, Tab, and I	44		K, Unit 5
Emergent		Cuco y Camila	41		K, Unit 4
	K/1	A Home for Moles	59		K, Unit 9
		La mama de Jose	68		K, Unit 7
FG	1st - T1	Juan Likes to Run	90	25-35	
		A Juan le gusta correr	90		
I	1st - T2	The Sleepy Dog	82	26-50	
		El perro dormilon	82		
JK	1st - T3 -- 2nd - T1	The Painting	114	44-70	
		La Pintura	114		
L	2nd - T2	The Red Pig	97	69-94	
		La cerdita roja	100		
LM	2nd - T3	All About Me	121	82-110	
		Todo Sobre Mi	124		
O	3rd - T2	Scarecrow Joe	115	89-107	
		El espantapájaros	136		

NP	3rd - T3	Mom's Birthday	154	101-122		
		El cumpleaños de mama	154			
Q	4th - T1	The Rescue	145	85-104		
		El rescate	168			
R	4th - T2	The Talking Dogfish	154	105-130		
		El pez perro que habla	?			
S	4th T3/5th T1	The Garage Sale	163	115-143		
		La venta de garaje	168			
U	5th - T2	Land Sailing	182	119-143		
		Carrovelismo	180			
V	5th - T3	The Tools of Scientists		129-156		Unit ?
		Instrumentos para medir				
Z	7th	Gold Settling of the West		156+		
		El oro y el asentamiento del oeste				

ELA ORF Titles
I See
Bob, Tab, and I
A Home for Moles
Juan Likes to Run
The Sleepy Dog
The Painting
The Red Pig
All About Me
Scarecrow Joe
Mom's Birthday
The Rescue
The Talking Dogfish
The Garage Sale
Land Sailing
The Tools of Scientists
Gold Settling of the West

SLA ORF Titles
Yo veo
Cuco y Camila
La mama de Jose
A Juan le gusta correr
El perro dormilon
La Pintura
La cerdita roja
Todo Sobre Mi
El espantapájaros
El cumpleaños de mama
El rescate
El pez perro que habla
La venta de garaje
Land Sailing
Carrovelismo
Instrumentos para medir
El oro y el asentamiento del oeste

Bop' 18p' 50q' 1

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ETV 086L JH92

Curriculum-Based Oral Reading Fluency Norms

Use these norms to interpret your students' oral reading fluency abilities and to tailor instruction to their individual needs. Results are based on a one-minute timed sampling of students reading at least two passages aloud.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90	NA	81	111
	75	NA	47	82
	50	NA	23	53
	25	NA	12	28
	10	NA	6	15
	SD	NA	32	39
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
	SD	37	41	42
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
	SD	40	43	44
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
	SD	40	41	43
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
	SD	45	44	45
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
	SD	42	45	44

A student's scores should fall within a range of ten WCPM above or below the score shown.

KEY
WCPM: Words correct per minute
SD: Average standard deviation of scores

SOURCE: Hasbrouck, J. & Tindal, G. (2005) Norms for oral reading fluency. Eugene, OR: Behavioral Research & Teaching, University of Oregon.

Oral Reading Fluency Target Rates

The norms above contain the suggested fluency goals in **Reading Wonders**. However, you may want to use more flexible target rates over the course of the year. The table below reflects a broader range than the +/- 10 words identified by Hasbrouck & Tindal.

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1	NA	10-30	30-60
2	30-60	50-80	70-90
3	50-90	80-120	80-110

VUSD Language Arts Screener Cutpoints

- **Grades K-3:** BPST/HFW universal goals refer to 80% or higher of instructed material; strategic is 70%, intensive is 69% and below
- **Grade 4:** BPST/HFW universal goals refer to 90% or higher of instructed material; strategic is 80%, intensive is 79% and below
- **Grade 5:** BPST/HFW universal goals refer to 95% or higher of instructed material; strategic is 85%, intensive is 84% and below
- All goals are based off CCSS, ELA Framework and VUSD Language Arts Suggested Instructional Pacing Guide for Benchmark Advance/Adelante
- Cutpoints are the same for both ELA and SLA VUSD programs
- **If you don't administer the ORF, leave input field blank in IO--DON'T ENTER ZERO UNLESS THE STUDENT WAS TESTED AT LEVEL A AND SCORED FRUSTRATIONAL. A ZERO SCORE IS CONSIDERED A "PRE-EMERGENT" LEVEL (PE in table below)**

What do Screener bands mean?:

- **Universal** - A student scoring Universal will most likely be successful with differentiated grade level curriculum and research-based instruction.
- **Strategic** - In addition to Universal instruction, a student scoring Strategic will most likely need regular, targeted small group instruction by teacher and/or intervention program in order to be successful. Student will need progress monitoring.
- **Intensive** - In addition to Universal instruction, a student scoring Intensive will need frequent, targeted small group or individual instruction by teacher and/or intervention programs in order to be successful. Student will need frequent progress monitoring.

Grade	Beg of Year (BOY)	Kindergarten						Trimester 3 (T3) (BU Units 1-10)
		Trimester 1 (T1) (BU Units 1-2)		Trimester 2 (T2) (BU Units 1-5)		Trimester 3 (T3) (BU Units 1-10)		
Skills Taught	No letters/sounds/HFW taught	5 letters taught; 6 HFW		15 letters taught; 18 HFW		26 letters taught (Level 1); Short Vowel Blends; 38 HFW;		
Test		Universal	Strategic	Intensive	Universal	Strategic	Intensive	
BPST	2-85	1	0	0-2	12-85	10-11	28-85	
HFW	2-300	1	0	0-3	14-300	12-13	30-300	
ORF	None	A - Z 1 - 26	PE 0	N/A	B - Z 2 - 26	A 1	C - Z 3 - 26	
							B 2	
							PE - A 0 - 1	

- **There is no expectation that students will know these skills upon entering K. Beginning of Year cutpoints have been established only to generate a baseline for growth comparison throughout the year.**

Grade	Beg of Year (BOY)			Trimester 1 (T1) (BU Units 1-2)			Trimester 2 (T2) (BU Units 1-5)			Trimester 3 (T3) (BU Units 1-10)		
First Grade												
Skills Taught	Level 1 BPST (no digraphs); Short Vowel Blends; 38 HFW (review)			Levels 1-2 BPST (no digraphs); Consonant Blends; 38 HFW (review)			Levels 1-2 BPST; Consonant Blends, Digraphs; 74 HFW			Levels 1-2 BPST; Long vowels, Vowel Teams, R-Control; 134 HFW		
Test	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive
BPST	28-85	25-27	0-24	33-85	28-32	0-27	36-85	31-35	0-30	48-85	42-47	0-41
HFW	30-300	26-29	0-25	30-300	26-29	0-25	59-300	51-58	0-50	107-300	93-106	0-92
ORF	C-Z 3-26	B 2	PE-A 0-1	F-Z 6-26	C-E 3-5	PE-B 0-2	I-Z 9-26	F-H 6-8	PE-5 0-5	J-Z 10-26	G-I 7-9	PE-F 0-6
Second Grade												
Skills Taught	Levels 1-3 BPST; Other Vowel Digraphs; 134 HFW (review)			Levels 1-3 BPST; Other Vowel Digraphs; 134 HFW (review)			Levels 1-3 BPST; Other Vowel Digraphs; 164 HFW			Levels 1-3 BPST; 300 HFW		
Test	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive
BPST	48-85	42-47	0-41	52-85	45-51	0-44	56-85	49-55	0-48	64-85	56-63	0-55
HFW	107-300	93-106	0-92	107-300	93-106	0-92	131-300	114-130	0-113	240-300	210-239	0-209
ORF	J-Z 10-26	G-I 7-9	PE-F 0-6	J-Z 10-26	G-I 7-9	PE-F 0-6	L-Z 12-26	J-K 10-11	PE-I 0-9	M-Z 13-26	K-L 11-12	PE-J 0-10
Third Grade												
Skills Taught	BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW		
Test	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive
BPST	64-85	56-63	0-55	68-85	59-67	0-58	68-85	59-67	0-58	68-85	59-67	0-58
HFW	240-300	210-239	0-209	240-300	210-239	0-209	240-300	210-239	0-209	240-300	210-239	0-209
ORF	M-Z 13-26	K-L 11-12	PE-J 0-10	M-Z 13-26	K-L 11-12	PE-J 0-10	O-Z 15-26	M-N 13-14	PE-L 0-12	P-Z 16-26	N-O 14-15	PE-M 0-13

Grade	Beg of Year (BOY)			Trimester 1 (T1) (BU Units 1-2)			Trimester 2 (T2) (BU Units 1-5)			Trimester 3 (T3) (BU Units 1-10)		
Fourth Grade												
Skills Taught	BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW		
Test	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive
BPST	68-85	59-67	0-58	76-85	68-75	0-67	76-85	68-75	0-67	76-85	68-75	0-67
HFW	240-300	210-239	0-209	270-300	240-269	0-239	270-300	240-269	0-239	270-300	240-269	0-239
ORF	P - Z 16 - 26	N - O 14 - 15	PE - M 0 - 13	Q - Z 17 - 26	P 16	PE - O 0 - 15	R - Z 18 - 26	Q 17	PE - P 0 - 16	S - Z 19 - 26	R 18	PE - Q 0 - 17

Fifth Grade												
Skills Taught	BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW			BPST Levels 1-3; 300 HFW		
Test	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive	Universal	Strategic	Intensive
BPST	76-85	68-75	0-67	81-85	76-80	0-75	81-85	76-80	0-75	81-85	76-80	0-75
HFW	270-300	240-269	0-239	285-300	255-284	0-254	285-300	255-284	0-254	285-300	255-284	0-254
ORF	S - Z 19 - 26	R 18	PE - Q 0 - 17	S - Z 19 - 26	R 18	PE - Q 0 - 17	U - Z 21 - 26	S - T 19 - 20	PE - R 0 - 18	V - Z 22 - 26	T - U 20 - 21	PE - S 0 - 19

Text Level	Fountas/Pinnell 0 Beg of Year 1 End of T1 2 End of T2 3 End of T3	Hasbrouck/Tindal (2017 norms) Instructional range: 25th percentile + 10 wpm - 50th percentile + 10 wpm Blue text - not referenced in H/T; Benchmark goals used				
Letter	Grade Equivalent	Instructional H& Tindall/BU	HM (old) grade level	DIBELS (low risk)	Wonders grade level	BU- 60% of goal
A	K.0	Fluency patterns observed				
B	K.1		AB 15-25			
C	K.2					
D	K.3, 1.0	20-35	CD 20-35			13-?
E	1.0	20-35				
F	1.1	30-40				
G	1.1	30-40	EFG 30-45			25-?
H	1.2	26-39		20+		
I	1.2	35-60	HI 40-60		13-33	37-?
J	1.3, 2.0	44-70	J 53-78	40+	43-63	40-?
K	2.1	46-60		44+	41-61	46-?
L	2.2	69-94	KL 65-85	68+	62-82	52-?
M	2.3, 3.0	82-110		90+		
N	3.1	69-93	MN 79-93	77+	61-81	58-?
O	3.2	89-107		92+		
P	3.3, 4.0	101-122	OP 86-105	110+	97-117	70-?
Q	4.1	85-104		93+	84-104	70-?
R	4.2	105-130		105+		
S	4.3, 5.0	115-143	QRS 99-116	118+	113-133	73-?
T	5.1	97-131		104+	100-120	76-?
U	5.2	119-143		115+		
V	5.3, 6.0	129-156	TUV 110-131	124+	129-149	82-?
W	6.1	122-142		109+	117-137	85-?
X	6.2	126-155		120+		
Y	6.3, 7.0, 7.1	132-156		125+	140-160	88-?
Z	7.2, 7.3	156+	WXYZ 127-144			91-?

Text Level	Fountas/Pinnell 0 Beg of Year 1 End of T1 2 End of T2 3 End of T3	Hasbrouck/Tindal (2017 norms) Instructional range: 25th percentile + 10 wpm - 50th percentile + 10 wpm Blue text - not referenced in H/T; Benchmark goals used Red text - numbers raised or lowered to create continuity			
Letter	Grade Equivalent	Frustrational	Instructional	HM Old	Wonders
A	K.0		Fluency patterns observed		
B	K.1			AB 15-25	
C	K.2				
D	K.3, 1.0		15-25	CD 20-35	
E	1.0		20-30		
F	1.1		25-35		
G	1.1		25-35	EFG 30-45	
H	1.2		26-42		
I	1.2		35-60	HI 40-60	13-33
J	1.3, 2.0		44-70	J 53-78	43-63
K	2.1		46-70		41-61
L	2.2		69-94	KL 65-85	62-82
M	2.3, 3.0		82-110		
N	3.1		85-99	MN 79-93	61-81
O	3.2		89-107		
P	3.3, 4.0		101-122	OP 86-105	97-117
Q	4.1		105-125		84-104
R	4.2		105-130		
S	4.3, 5.0		115-143	QRS 99-116	113-133
T	5.1		120-143		100-120
U	5.2		119-143		
V	5.3, 6.0		129-156	TUV 110-131	129-149
W	6.1		122-142		117-137
X	6.2		126-155		
Y	6.3, 7.0, 7.1		132-156		140-160

Z	7.2, 7.3		156+	WXYZ 127-144	
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Title	Level #	Grade Equivalent
Gold: Setting of the West OR Running Time	WXZ 25	6th - 7th Grade
Fun On The Tools of Scientists	V 22	5th Grade T2
Luna Soling OR The Longest Race	U 21	5th Grade T2
Ben to Run	T 20	Use to Progress Monitor
The Gargoyle OR The Killer Volcano	S 19	4th Grade T2 and 5th Grade T1
Is Anyone Out There? OR The Talking Dogfish	R 18	4th Grade T2
The Rescue OR What a Big Chain	Q 17	4th Grade T1
Movie: Birthday OR Hoodini	P 16	3rd Grade T2
Secretary Joe OR Amazing Plans	O 15	3rd Grade T2
In Search of Big Squid	N 14	Use to Progress Monitor
At About 1000 ft. Amazon	M 13	3rd Grade T1 and 4th Grade T1
The Red Pig and the Mountain Town Murders	L 12	2nd Grade T2
Tom, Fred and Country Mouse	K 11	Use to Progress Monitor
My Body is the Painting	J 10	1st Grade T2 and 2nd Grade T1
Miss Keat Needs Help for the Topsy Dog	I 9	1st Grade T2
The Stuff Dog	H 8	Use to Progress Monitor
A New Friend	G 7	Use to Progress Monitor
Ben Likes to Run OR Little Red Hen	F 6	1st Grade T1
Ann's New Brother	E 5	Use to Progress Monitor
Chicken Little OR Fox in the Forest	D 4	Use to Progress Monitor
Can We Have a Pet? OR How Animals Move	C 3	K (approx T1)
I Like OR The Pond	B 2	K (approx T2)
I See OR Balloon Ride	A 1	K (approx T2)

Oral Reading Fluency Passages for IO:

Title, Level and Grade Equivalent

Title	Level	IO #	Grade Equivalent
I See OR Balloon Ride	A	1	K (approx T1)
I Like OR The Pond	B	2	K (approx T2)
Can We Have a Pet? OR How Animals Move	C	3	K (approx T3)
Chicken Little OR Fox in the Forest	D	4	Use to Progress Monitor
Ana's New Brother	E	5	Use to Progress Monitor
Ben Likes to Run OR Little Red Hen	F	6	1st Grade T1
A New Friend	G	7	Use to Progress Monitor
The Scruffy Dog	H	8	Use to Progress Monitor
Miss Keen Needs Help OR The Sleepy Dog	I	9	1st Grade T2
My Body OR The Painting	J	10	1st Grade T3 and 2nd Grade T1
Town Mouse and Country Mouse	K	11	Use to Progress Monitor
The Red Pig OR Bremen Town Musicians	L	12	2nd Grade T2
All About Me OR Amazon	M	13	2nd Grade T3 and 3rd Grade T1
In Search of Big Squid	N	14	Use to Progress Monitor
Scarecrow Joe OR Amazing Plants	O	15	3rd Grade T2
Mom's Birthday OR Houdini	P	16	3rd Grade T3
The Rescue OR What a Bird Brain	Q	17	4th Grade T1
Is Anyone Out There? OR The Talking Dogfish	R	18	4th Grade T2
The Garage Sale OR The Killer Volcano	S	19	4th Grade T3 and 5th Grade T1
Born to Run	T	20	Use to Progress Monitor
Land Sailing OR The Longest Race	U	21	5th Grade T2
Fans OR The Tools of Scientists	V	22	5th Grade T3
Gold: Settling of the West OR Running Time	WXYZ	26	6th - 7th Grade

2020-2021 ELEMENTARY DISTRICT ASSESSMENTS CALENDAR

BEGINNING OF YEAR (BOY)				
Grade	Assessments	IO Window Opens	When To Assess	IO Window Closes
K-5	ELA/SLA district screeners (More info HERE)	Monday, August 31, 2020	Starting August 31	Friday, October 2, 2020
1-5	OPTIONAL Moby/Max Math Placement Test	N/A	OPTIONAL	N/A
TRIMESTER 1 (T1)				
Grade	Assessment	IO Window Opens	When To Assess	IO Window Closes
K-5	English Learner Assessment TBD	Monday, October 5, 2020	any time during the window	Friday, December 4, 2020
K-5	ELA/SLA district screener	Monday, October 5, 2020	any time during the window	Friday, December 4, 2020
K-5	T1 Language Arts assessment	Monday, October 5, 2020	after Benchmark Unit 2	Friday, December 4, 2020
K-5	T1 Math assessment	Monday, October 5, 2020	Gr K, 2, 4: Give after Unit 2-Big Idea 2; Gr 1, 5: Give after Unit 2; Gr3: Give after Unit 2-Big Idea 1	Friday, December 4, 2020
T1 Elementary Report Card Editing Window in Q: Friday, Oct. 9 - Friday, Dec. 4 (8 weeks) Viewable for Parents: December 4				
TRIMESTER 2 (T2)				
Grade	Assessment	IO Window Opens	When To Assess	IO Window Closes
K-5	English Learner Assessment TBD	Monday, January 25, 2021	any time during the window	Friday, March 26, 2021
K-5	ELA/SLA district screener	Monday, January 25, 2021	any time during the window	Friday, March 26, 2021
K-5	T2 Language Arts assessment	Monday, January 25, 2021	after Benchmark Unit 5	Friday, March 26, 2021
K-5	T2 Math assessment	Monday, January 25, 2021	Gr K: Give after Unit 3; Gr 1, 2: Give after Unit 4; Gr 3: Give after Unit 7; Gr 4, 5: Give after Unit 5	Friday, March 26, 2021
T2 Elementary Report Card Editing Window in Q: Friday, Feb. 1 - Friday, March 26 (8 weeks) Viewable by Parents: March 26				
TRIMESTER 3 (T3)				
Grade	Assessment	IO Window Opens	When To Assess	IO Window Closes
K-5	ELA/SLA district screeners	Monday, May 3, 2021	By Friday, May 28, 2021	Thursday June 10, 2021
K-5	T3 Math assessment	Monday, May 3, 2021	Any time during window (Cumulative assessment of priority learning for the year)	Thursday June 10, 2021
K-5	Optional: Language Arts - Benchmark Unit 9 Test	Monday, May 3, 2021	Optional - after Benchmark Unit 9	Thursday June 10, 2021
T3 Elementary Report Card Editing Window in Q: Friday, May 3 - Thursday, June 10 (6 weeks) Viewable by Parents: June 10				

*Teacher Specialists are available to meet with staff for data analysis. Please contact Gina Young to schedule a meeting.
 C & I Dept. - Revised 04/28/2020

TENTATIVE - Language Arts Suggested Instructional Calendar 2020-21

All Grades (K-5)

Unit	# of Days	Suggested Time Frame
Review and Routines	Up to 14 instructional days	Finish by September 4
District Screeners		IO window open Aug. 31 - Oct. 2
UNIT 1: Government and Citizenship	14 instructional days	September 8 - September 25
UNIT 2: Character	18 instructional days (give T1 District Assessments)	September 30 - October 23
T1 District Assessment: after Unit 2; District ELA/SLA Screeners		IO window open Oct.5 - Dec. 4
UNIT 3: Life Sciences	16 instructional days	November 2 - November 24
UNIT 4: Point of View	15 instructional days	November 30 - December 18
UNIT 5: Technology and Science	18 instructional days (give T2 District Assessments)	January 4 - January 29
T2 Assessment: after Unit 5; District ELA/SLA Screeners		IO window open Jan. 25 - March 26
UNIT 6: Theme	18 instructional days	February 1 - February 26
UNIT 7: History and Culture	15 instructional days	March 1 - March 19
UNIT 8: Earth Sciences	15 instructional days	March 22 - April 16
UNIT 9: Economics	20 instructional days (finish T3 District Screeners)	April 19 - May 14
OPTIONAL: T3 Assessment: Unit 9 Test; REQUIRED: District ELA/SLA Screeners		IO window open May 4 - June 10
UNIT 10: Physical Sciences	14 instructional days	May 17 - June 4

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.-Sept.)	1st Interval of Year (Nov.-Dec.)	2nd Interval of Year (Feb.-Mar.)	End of Year (May-June)
Grade K	E+ D C Below C	C+ B A	D+ C B	E+ D C Below C
Grade 1	E+ D C Below C	G+ F E Below E	I+ H G Below G	K+ J I Below I
Grade 2	K+ J I Below I	L+ K J Below J	M+ L K Below K	N+ M L Below L
Grade 3	N+ M L Below L	O+ N M Below M	P+ O N Below N	Q+ P O Below O
Grade 4	Q+ P O Below O	R+ Q P Below P	S+ R Q Below Q	T+ S R Below R
Grade 5	T+ S R Below R	U+ T S Below S	V+ U T Below T	W+ V U Below U
Grade 6	W+ V U Below U	X+ W V Below V	Y+ X W Below W	Z Y X Below X
Grade 7	Z Y X Below X	Z+ Y X Below X	Z+ Z Y Below Y	Z+ Z Y Below Y
Grade 8	Z+ Z Y Below Y	Z+ Z Y Below Y	Z+ Z Y Below Y	Z+ Z Y Below Y

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Hasbrouck and Tindal (CA ELA Framework) - https://intensiveintervention.org/sites/default/files/TechRpt_1702ORFNorms%20FINAL.pdf

Figure 4. Compiled ORF Norms 2017

Grade	%ile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102

T3 Fluency Norms for VUSD...notice words per passage; some adjusted to allow for T2 expectations

Level	Grade Equivalent	Title	2017 H&T Fluency Norm - 50	BU Goal	Source of Norm	Adv	Core	Int	Proposed VUSD Core
I	1 T3	The Sleepy Dog 82 words ELA 79 words SLA	60	60	Hasbrouck Tindal	91 +	35-90	34 -	53-81
					VUSD Asst. Com.	82 +	53-81	52-	
					Proposed T3	76 +	44-75	43-	
M	2 T3	Molly's Smile 96 words ELA 105 words SLA	100	95	Hasbrouck Tindal	124 +	73-123	72-	70-93
					VUSD Asst. Com.	90 +	70-89	69-	
					Proposed T3	94 +	70-93	69-	
P	3 T3	The Cat Show 135 words ELA 128 words SLA	112	115	Hasbrouck Tindal	139 +	92-138	91-	91-125
					VUSD Asst. Com.	135 +	107-134	106-	
					Proposed T3	126 +	91-125	90-	
R	4 T3	The Talking Dogfish 154 words ELA 176 words SLA	133	120	Hasbrouck Tindal	160 +	106-159	105-	105-145
					VUSD Asst. Com.	152 +	123-151	122-	
					Proposed T3	146 +	105-145	104-	

U	5 T3	Land Sailing 182 words ELA 214 words SLA	146	130	Hasbrouck Tindal	169+	120-168	119-	115-154
					VUSD Asst. Com.	130+	75-129	74-	
					Proposed T3	155+	115-154	114-	

*all H&T (Hasbrouck & Tindal) numbers refer to percentiles of national norms compiled/updated in 2017; H&T is basis for CA Framework

<http://web.harrisonburg.k12.va.us/languagearts/uploads/Criteria%20for%20Determining%20Instructional%20and%20Independent%20Reading%20Levels.2015.2016.updated.pdf>

Words Correct Per Minute (WCPM)				
Hasbrouck & Tindal rates applied to 4 th quarter.	Range			Benchmark
Passage Level	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
1 st Grade	48-55	20-30	31-47	48-60
2 nd Grade	68-75	63-73	74-83	84-90
3 rd Grade	90-97	83-92	93-101	102-110
4 th Grade	110+	109-112	113-117	118-130
5 th Grade	127+	127+	127+	139+
6 th - 8 th Grade	140+	140+	140+	150+

The fourth quarter benchmark numbers are ranges reflecting oral reading fluency rates of students in grades 1 through 8 scoring at the 50th percentile. Students scoring 10 or more words below the 50th percentile on two or more unpracticed readings from grade level materials need a fluency building program. Students must meet this rate chart as given. No 5 word rate change allowed. It is already factored into the benchmark fourth quarter criteria.

TENTATIVE - Language Arts Suggested Instructional Calendar 2020-21

Additional Information for 2020-21

- The Review and Routines portion of the curriculum is meant to build community, set expectations and explicitly teach the student behaviors required to run small groups and differentiated lessons. In distance learning, some of these lessons are not applicable. Digital citizenship and Video Conferencing etiquette may take the place of some Benchmark Review and Routines lessons during the orientation weeks.
- Benchmark Units are meant to be taught sequentially from Units 1-7. Please do not skip or rearrange units.
- Benchmark Units 8-10 review standards previously taught - with the exception of specific phonics, decoding and high-frequency word scope and sequence for the lower grades. If you fall behind, you may skip Units 8, 9 or 10, but make sure you are including any specific skills not covered in other units.
- Benchmark Units are designed to take approximately 15 days. Several units were allotted extra days to incorporate administration of district assessments.
- With the exception of Units 2, 5 and 9 (if choosing to administer 9 as a formal assessment) which should be completed by students independently, consider using the unit tests as whole-group and small-group teaching tools.
- Please check out the VUSD science website for recommendations on how to extend science instruction in Unit 3: <https://sites.google.com/venturaedu.org/vusd-science/home>

Level A - "Balloon Ride"

Date:

Name	Number of Errors in Entire Passage:	
Teacher	Fluency - See Rubric	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	5 or more errors	3-4 errors	2 or fewer errors
Fluency	See rubric below		
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes
Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

What did Rabbit do? <i>(She goes on a balloon ride. Or... She flies in the sky. Or... She sees lots of things.)</i>	
Can you tell me some of the many things Rabbit sees on her trip? <i>(Answers will vary: house, car, cat, barn, band, tree, lake, boat... OR anything the student can observe in the text. If a student says 'waves,' ask them where Rabbit saw waves. If the student says, 'the lake,' or points to the water, they should receive full credit. If student only names a few, you may prompt them with "What else did you read about?")</i>	1 item = 1 pt. 2 items = 2 pts. 3 items = 3 pts. 4 or more items = 4 pts.
What can we tell about Rabbit from this story? <i>(Rabbit likes adventure. OR Rabbit notices things. OR Rabbit likes vests. You may ask the student for clarification. For example, in response to "Rabbit likes carrots," you might ask, "What makes you say that?" If the student points to the carrot on Rabbit's hat, he or she should receive full credit.)</i>	
Total Score	

Balloon Ride

Say: "You're going to read a story called "Balloon Ride". It's about a Rabbit who is taking a balloon ride. Rabbit is talking about what she sees as she flies in her balloon. I will read the beginning to you, then you can read the rest of the book to find out what Rabbit sees on her trip."

Invite the student to look at the pictures. Then read the title, the 'house' box and the 'car' box out loud, pointing at the words as you go. Do not require the student to read the words with you. After you have read, "I see the fast car," ask the student to continue reading the story on his or her own.

I see the nice house.	Teacher Read
I see the fast car.	Teacher Read
I see the fat cat.	5
I see the red barn.	10
I see the fun band.	15
I see the big tree.	20
It is wet!	23
I see the boat. Yes!	28

Level B "I Like"

Date:

Name	Number of Errors in Entire Passage:	
Teacher	Fluency - See Rubric	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	5 or more errors	3-4 errors	2 or fewer errors
Fluency	See rubric below		
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes
Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

	Score
Which things did the children like to eat? <i>(Student may refer back to text. Answers will vary. Accept spaghetti, pizza, salad, corn, soup, cake, and/or toast. If a student only names a few, you may prompt them with "What else did you read about?")</i>	1 item = 1 pt. 2 items = 2 pts. 3 items = 3 pts. 4 or more items = 4 pts.
Which food did the children like to eat that looked like chocolate? (Cake.)	
Of the foods mentioned in the story, which food would you like to eat? <i>(Accept any answer from those mentioned in the story. If a student says, "I wouldn't eat any of them because I don't like any of those foods," give credit. The important thing is that the answer refer back to the story.)</i>	
Total Score	

I Like

Say: "You're going to read a story called "I Like". It is about some children and the foods they like to eat. I will read the beginning to you, then you can read the rest of the book to find out what the children enjoy eating."

Invite the student to look at the pictures. Then read the "spaghetti" box and the "pizza" box out loud, pointing at the words as you go. Do not require the student to read the words with you. After you have read, "I like pizza. It is hot," ask the student to continue reading the story on his or her own.

I like spaghetti. It is red.		Teacher Read
I like pizza. It is hot.		Teacher Read
I like salad. It is big.		6
I like corn. I had a lot.		13
I like soup. I can sip it.		20
I like cake. Yum!		24

Total Score

Level B "At the Pond"

Date:

Name	Number of Errors in Entire Passage:	
Teacher	Fluency - See Rubric	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	5 or more errors	3-4 errors	2 or fewer errors
Fluency	See rubric below		
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes
Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

Which pond animals did we read about in the book? (Student may refer back to text. Answers will vary: duck, bird, fish, frog, deer or boy. If a student only names a few, you may prompt them with "What else did you read about?")	1 item = 1 pt. 2 items = 2 pts. 3 items = 3 pts. 4 or more items = 4 pts.
What can the deer do? (The deer can run.)	
What do you think the boy is going to do at the pond? (Any 'pond' activity should receive credit: fish, swim, splash, put his feet in the water, etc.)	
Total Score	

The Pond

Say: “You’re going to read a story called “The Pond”. It is about what you might find at a pond. I will read the beginning to you, then you can read the rest of the book to find out which animals and creatures you might see at a pond.”

Invite the student to look at the pictures. Then read the “duck” box and the “bird” box out loud, pointing at the words as you go. Do not require the student to read the words with you. After you have read, “It can fly,” ask the student to continue reading the story on his or her own.

Look at the duck. It can swim.	Teacher Read
Look at the bird. It can fly.	Teacher Read
Look at the fish. It can go.	7
Look at the frog. It can hop.	14
Look at the deer. It can run.	21
Look at the boy. He can sit.	28

Level C "Can We Have a Pet?"

Date: _____

Name	Number of Errors in Entire Passage:	
Teacher	Fluency - See Rubric	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	7 + errors	4-6 errors	3 or fewer errors
Fluency	See rubric below		
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes
Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

What does Mom say at first when Tim asks if he can get a pet? <i>(Student may refer back to text. She says yes, but that the pet can not have fur.)</i>	
What animals does Tim ask his mom about? <i>(Tim asks about a dog, cat and fish.)</i>	
What animal does Tim's mom say yes to? <i>(She says yes to a fish.)</i>	
Why do you think Tim's mom says yes to the fish? <i>(Accept any reasonable answer here: Because it doesn't have fur OR It will be easy to clean up after OR She likes fish, she is smiling in the picture...etc)</i>	
Total Score	

Can We Have a Pet?

Say: “You’re going to read a story called “Can We Have a Pet?”. It is about a boy who asks his mother if they can get a pet. I will read the beginning to you, then you can read the rest of the book to find out if the boy is able to get a pet.”

Invite the student to look at the pictures. Then read the first two boxes out loud, pointing at the words as you go. Do not require the student to read the words with you. After you have read, “But it can not have fur,” ask the student to continue reading the story on his or her own.

Tim said, “Can we have a pet?”.	Teacher Read
“Yes,” said Mom. “But, it can not have fur.”	Teacher Read
Tim said, “Can we get a dog?”	7
“No,” said Mom. “We can not have a dog.”	16
Tim said, “Can we get a cat?”	23
“No,” said Mom. “We can not get a cat.”	32
Tim said, “Well, can we have a fish?”	40
“Yes!” said Mom. “We can have a fish!”	48
“We can have a pet!” said Tim and Mom.	57

Level C "How Animals Move"

Date: _____

Name	Number of Errors in Entire Passage:	
Teacher	Fluency - See Rubric	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	7 or more errors	4-6 errors	3 or fewer errors
Fluency	See rubric below		
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes
Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

What can rabbit do? (Student may refer back to text. Rabbit can hop and/or jump.)	
What kind of legs does the frog have? (The frog has big legs)	
What does the monkey have so he can run and go? (He has legs)	
Look at the picture of the girl. What do you think she will play? (Accept any reasonable answer here: She might play soccer, football, ball, or run in the park.)	

How Animals Move

Say: “You’re going to read a story called “How Animals Move”. It is about animals and the different ways they move. I will read the beginning to you, then you can read the rest of the book to find out how the animals move.”

Invite the student to look at the pictures. Then read the first two boxes out loud, pointing at the words as you go. Do not require the student to read the words with you. After you have read, “This bird flies,” ask the student to continue reading the story on his or her own.

This cat has legs. This cat walks.

Teacher Read

This bird has wings. This bird flies.

Teacher Read

This rabbit has legs. It can hop and jump.

9

This frog has big legs. It can hop a lot!

19

This monkey has legs. This monkey can run and go.

29

This girl has legs. This girl runs and jumps and plays!

40

Name	Number of Errors in Entire Passage:
Teacher	Fluency - See Rubric
Grade	Comprehension

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	10+ errors	5-9 errors	4 or fewer errors
Fluency	See Rubric below		
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

<p>Phrasing:</p> <p>1 - word by word</p> <p>2 - slow, choppy, 2-word phrases</p> <p>3 - 3-4 word phrases, use of syntax</p> <p>4 - meaningful phrases, use of pitch, stress, syntax</p>	<p>Intonation:</p> <p>1 - monotone voice</p> <p>2 - some intonation, punctuation</p> <p>3 - adjusts intonation, consistent punctuation</p> <p>4 - reflects feeling, characters, mood</p>
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

<p>Who are some of the animals Fox meets in the forest? <i>(Student may refer back to text. Answers will vary. Accept: Ant, Porcupine, Owl, Bear, and/or bees. If a student only names a few, you may prompt them with "Who else did you read about?")</i></p>	<p>1 animal = 1 pt.</p> <p>2 animals = 2 pts.</p> <p>3 animals = 3 pts.</p> <p>4 or more animals = 4 pts.</p>
<p>Where will Fox live? <i>(The forest.)</i></p>	
<p>Do you think Fox likes the forest? Why? <i>(Accept any answer that can be inferred from the story. "Yes, he says so. Yes, the animals are so friendly. Yes, he is smiling in the illustrations. Yes, he can eat the honey the bees make. ..He can play with friends, etc..)</i></p>	
Total Score	

Fox in the Forest

Say: “You’re going to read a story called “Fox in the Forest”. In this book, Fox has just moved to a new forest where he meets some friendly animals. Read the story to find out what Fox thinks about his new forest.

Invite the student to look at the pictures. When s/he has finished, read the characters’ names ‘box’ out loud. Do not require the student to read with you. Then, ask the student to read the rest of the text on his or her own.

Fox is new to the forest. He meets lots of animals in the forest like	Teacher Read
Ant, Porcupine, Owl and Bear. Fox wonders if he will like the forest.	Teacher Read
Fox can go to the forest. Fox can see Ant.	10
“You will like the forest,” said Ant.	17
Fox can go with Ant to the forest. Fox and Ant can see Porcupine.	31
“You will like the forest,” said Porcupine.	38
Fox and Ant see Owl.	43
“I like it in the forest,” said Owl. “It is fun!”	54
Fox and Ant see Bear.	59
“I like the forest,” said Bear. “I can sip honey. Yum!”	70
“I like this forest,” said Fox. “Come! We can play!”	80

Level D "Chicken Little"

Date:

Name	Number of Errors in Entire Passage:	
Teacher	Fluency - See Rubric	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	10+ Errors	5-9 Errors	4 or fewer errors
Fluency	See Rubric below		
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

Who are some of the characters in this story? (Student may refer back to text. Answers will vary. Accept: Chicken Little, Hen, Duck, King, and/or Knight/Soldier or birds. If a student only names a few, you may prompt them with "Who else did you read about?")	1 = 1 pt. 2 = 2 pts. 3 = 3 pts. 4 + = 4 pts.
What mistake does Chicken Little make? (He thinks the sky is falling, but really it is only a nut.)	
Do you think the other birds believe Chicken Little when he says the sky is falling? Why? (Accept any answer that can be inferred from the story. "Yes, because they keep looking up at the sky. Yes, they go with him to see the king. Yes, they are friends. ..etc..")	
Total Score	

Level D - Chicken Little

Say: “You’re going to read a story called “Chicken Little”. When a nut falls on Chicken Little he thinks the sky has fallen on him. Chicken Little decides to tell the King about his worries. Read to find out what the King says when he meets Chicken Little.

Invite the student to look at the pictures. Then read the first box out loud, pointing at the words as you go. Do not require the student to read the words with you. After you have read, “I will go to tell the King,” ask the student to continue reading the story on his or her own.

A nut fell on Chicken Little. “Oh no!” he said. “The sky is falling. I will go to tell the King!”	Teacher Read
Chicken Little sees Hen. “The sky hit me! Come and we will tell the King!”	Teacher Read 14 15
Chicken Little sees Duck. “The sky hit me! Come and we will tell the King!”	29 30
Chicken Little sees Turkey. “The sky hit me! Come and we will tell the King!”	44 45
Chicken Little sees the King. “King! The sky hit me! Can you help us?”	59 76
“Yes, I can help,” said the King. “The sky did not hit you. It is a nut!”	

Level E "Ana's New Brother"

Date: _____

Name	Number of Errors in Entire Passage:	
Teacher	Fluency - See Rubric	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	10+ errors	5-9 errors	4 or fewer errors
Fluency	See Rubric below		
Comprehension	5 or fewer pts.	5-6 pts.	7-8 pts.

Notes
Emergent Level texts do not measure fluency using "Words per Minute". Instead, consider the Fluency Observations Rubric to the left. If a student is reading at a 3 or 4 and has independent accuracy and comprehension, it is time to test them at the next level up.

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

	Score
What does Ana think about her new baby brother? <i>(She likes him, she is glad he is here.)</i>	
What the baby's name? <i>(The baby's name is Jim.)</i>	
What does Ana's mother want to do? <i>(She wants all of them to go to the park OR She wants them all to have fun!)</i>	
Why does Mom say the dog can't play with Jim? Why do you think she says that? <i>(Mom says he will jump. The dog might hurt the baby OR you have to be careful with babies, etc)</i>	
Total Score	

Ana's New Brother

Say: "You're going to read a story called "Ana's New Brother". It's a story about a girl named Ana who has a new baby brother named Jim.

Invite the student to look at the pictures. When s/he has finished, read the first box out loud. Do not require the student to read with you. Then, ask the student to read the rest of the text on his or her own.

Mom said, "Ana, come meet your new baby brother, Jim!"	Teacher Read
"I like Jim," said Ana. "I am glad he is here. I want to play with him!"	17
"Look! The dog wants to play with Jim!" said Ana.	27
"Can the dog play with him?"	33
"No, the dog can not play with Jim," said Mom.	43
"The dog will jump!"	47
"We will go to the park," said Mom. "You can play,	58
the dog can jump and Jim will rest."	66
Ana, Mom, Jim and the dog went to the park to have fun!	79

Level F "Little Red Hen"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words per Minute	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	11+ errors	6-10 errors	5 or fewer errors
Fluency	24 wpm or less	25-35 wpm	36 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

What does Hen want to make? (Hen wants to make bread.)	
Who did Hen ask to help her? (Hen asked Duck, Dog and Cat to help her.)	
Do Hen's friends help her? Why or why or not? (No. Duck is swimming, Dog is resting and Cat is sitting. OR They are doing something else. - Students do not have to name all three animals' excuses in detail to get credit.)	
Why doesn't Hen share the bread with her friends? (She does not share with them because they did not help with any of the work.)	
Total Score	

Level F - Little Red hen

Say: “You’re going to read a story called “Little Red Hen”. In this story, Hen asks some of her animal friends to help her plant a seed to grow wheat. She wants to use the wheat to make flour and then the flour to make bread. Read the story to find out if Hen’s friends help her.

Invite the student to look at the pictures. When s/he is finished, ask him or her to read the text on his or her own.

Hen had a seed. She asked Duck, “Will you help me plant this seed?”	14
“No,” said Duck. “I am swimming.”	20
She asked Dog, “Will you help me plant this seed?”	30
“No,” said Dog. “I am resting.”	36
She asked Cat, “Will you help me plant this seed?”	46
“No,” said Cat. “I am sitting.”	52
Hen planted the seed. Then she cut the wheat and made the flour.	65
Next, Hen made bread all by herself.	72
“We will help you eat the bread,” said Duck, Dog and Cat.	84
“No you will not!” said Hen.	90
She ate the bread all by herself!	97

Words read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level F - "Ben Likes to Run"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	10 + errors	5-9 errors	4 or fewer errors
Fluency	24 wpm or less	25-35 wpm	36 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

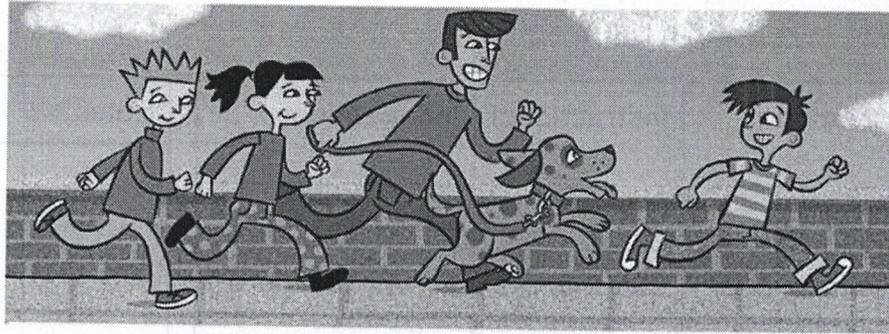
Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What does Ben like to do? <i>(He likes to run.)</i>	
Who does Ben like to run with? <i>(He likes to run with his dad, dog and friends.)</i>	
Why did Ben stop running? <i>(It was time for bed.)</i>	
What will Ben probably do when he gets up? How do you know? <i>(He'll run because he likes running.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "Ben Likes to Run". It is about a boy named Ben. Read the story to find out what happens."



Ben likes to run. Ben runs by himself. He runs with his dog. He runs with his dad. He runs with his friends. 17 23

When does Ben run? Ben runs in the morning. He runs in the afternoon. He runs in the evening. 38 42

"I like to see you run, Ben," Mom says. 51

"I like to run," Ben says, running around Mom. 60

"Do you know what time it is?" Mom asks. 69

Ben looks at the clock. He takes small, slow steps. His mother smiles. Ben stops running. 83 85

It is time for bed! 90

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Name	Number of Errors in Entire Passage:	
Teacher	Correct Words per Minute	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	11+ errors	6-10 Errors	5 or fewer errors
Fluency	24 wpm or less	25-42 wpm	43 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Fluency Observations Rubric

<p>Phrasing:</p> <ul style="list-style-type: none"> 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax 	<p>Intonation:</p> <ul style="list-style-type: none"> 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

<p>Who was moving into a new house? <i>(Emma moved into a new house.)</i></p>	
<p>What do Matt and Liz do when they see Emma outside her new house? <i>(They invite her to play)</i></p>	
<p>What do Matt, Liz and Emma play? <i>(They play ball.)</i></p>	
<p>How do you think Emma feels about her new house? What makes you say that? <i>(She likes her new house because she found friends to play with. Or She is glad because the text says so. etc.)</i></p>	
Total Score	

Level G - A New Friend

Say: "You're going to read a story called "A New Friend". In this story, Emma moves to a new house and is sad because she doesn't have any friends. Read the story to find out if Emma is able to make some friends.

Invite the student to look at the pictures. When s/he is finished, ask him or her to read the text on his or her own.

Emma had a new home.	5
She wanted to play but she did not see kids.	15
"I wish I had some friends," she said.	23
Matt and Liz went to play. They saw Emma at her new home.	36
"Do you want to play," asked Matt and Liz.	45
"Yes," said Emma. "I do want to play!"	53
"Let's play ball first," said Matt. "It will be fun."	63
Emma, Matt and Liz played ball for a long time.	73
"This was fun," said Emma. "I am glad to have some friends!"	85
"We are glad to have you here!" said Liz and Matt.	96

Words read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level H "The Scruffy Dog"

Date: _____

Name	Number of Errors in Entire Passage:	
Teacher	Correct Words per Minute	
Grade	Comprehension	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	11+ errors	6-10 errors	5 or fewer errors
Fluency	24 wpm or less	25-46 wpm	47 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Fluency Observations Rubric

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question, unless noted (sample answers)

Score

What does Mr. Green want to do? (Mr. Green wants to give his dog a bath.)	
What does Scruffy think about taking a bath? Why? (Scruffy doesn't like baths because he doesn't like dog soap or dog brushes.)	
Where does Scruffy try to hide from Mr. Green? (Scruffy tries to hide in the yard.)	
What happens to Scruffy after the bath? (He is clean and fluffy)	
Total Score	

Level H - The Scruffy Dog

Say: “You’re going to read a story called “The Scruffy Dog”. This story is about a dog named Scruffy. The word scruffy means messy and dirty. Scruffy’s owner, Mr. Green, has some news for Scruffy. Read to find out what Mr. Green tells his dog.

Invite the student to look at the pictures. When s/he is finished, ask him or her to read the text on his or her own.

It was bath day for Mr. Green’s dog.	8
Mr. Green’s dog, Scruffy did not want a bath.	17
“Come here, Scruffy,” said Mr. Green. “It’s time for your bath.”	28
Scruffy did not like to be washed with dog soap.	38
He did not like to be brushed with a dog brush.	49
He liked to be scruffy and dirty and smelly.	58
“Here I come, Scruffy,” said Mr. Green.	65
“You can’t run away from me this time. You need a bath!”	77
Scruffy ran into the yard and hid from Mr. Green.	87
But Mr. Green did not quit and now Scruffy is clean and fluffy!	100

Words read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level I "Miss Keen Needs Help"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	13 + errors	7-12 errors	6 or fewer errors
Fluency	25 wpm or less	26-50 wpm	51 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

Who are the characters in this story? <i>(Ben, Miss Keen, Miss Smith, Max the Dog. (Student should name at least two.)</i>	
Why does Miss Keen need help? <i>(She hurt her leg. or She broke/sprained her leg.)</i>	
How does Ben help Miss Keen? <i>(Ben takes Max for walks.)</i>	
Why do you think Ben wants to help Miss Keen? <i>(She helps him with reading, so he wants to return the favor, OR She is kind, OR He is a nice guy... accept a reasonable response.)</i>	
Total Score	

Miss Keen Needs Help

Say: "I'm going to ask you to read a story called "Miss Keen Needs Help". It is about a boy named Ben and his reading buddy Miss Keen." Invite the student to look at the pictures. Then say, "Read the story to find out why Miss Keen needs help from Ben."

Ben's reading buddy is Miss Keen. She is a helper at the library. Miss	14
Keen sits in the big, soft chair. Today, the chair is empty. Ben goes to see	30
Miss Smith behind the desk.	35
"Do you know where Miss Keen is?" Ben asks.	44
Miss Smith says, "Miss Keen hurt her leg."	52
Ben says, "Maybe I can help Miss Keen!" Ben goes to Miss Keen's house.	66
"I am worried about you," says Ben.	73
Miss Keen says, "I am feeling better! But I wish I could walk my dog,	88
Max."	89
Ben says, "I can help! I can walk Max." Ben walks Max every day. Miss	104
Keen's leg gets better.	108
"Thank you, Ben!" says Miss Keen.	114

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level I "The Sleepy Dog"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	11 + errors	6-10 errors	5 or fewer errors
Fluency	25 wpm or less	26-50 wpm	51 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <ul style="list-style-type: none"> 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax 	<p>Intonation:</p> <ul style="list-style-type: none"> 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question (sample answers)

Score

What kind of pet did Sara want? <i>(She wanted a dog.)</i>	
What did Sara's cat like to do? <i>(It liked to sleep.)</i>	
Where did Sara go with her mom? <i>(She went to look after her Grandpa's dog.)</i>	
Why does Sara say that Jack the dog would make a good cat? <i>(He would make a good cat because he sleeps like one.)</i>	
Total Score	

The Sleepy Dog

Say: "I'm going to ask you to read a story called "The Sleepy Dog". It is about a girl named Sara and some animals. Read the story to find out what happens."

Sara had a cat, but she had always wanted to have a dog. 13

"Jump, Snowy, jump," Sara said to her cat. The cat just went to sleep. 27

"Sit, Snowy, sit," Sara said to her cat. The cat just went to sleep. 41

Sara's cat just slept and slept all day. 49

Then Sara went with her mom to look after her grandpa's dog. 61

"Run after the ball, Jack!" Sara said to her grandpa's dog. 72

Jack didn't run. He shut his eyes and went to sleep. 83

"Jack would make a very good cat!" said Sara as she laughed. 95

Jack just snored a little louder. 101

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	13+ errors	8-12 errors	6 or fewer errors
Fluency	43 wpm or less	44-70 wpm	71 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <p>1 - word by word</p> <p>2 - slow, choppy, 2-word phrases</p> <p>3 - 3-4 word phrases, use of syntax</p> <p>4 - meaningful phrases, use of pitch, stress, syntax</p>	<p>Intonation:</p> <p>1 - monotone voice</p> <p>2 - some intonation, punctuation</p> <p>3 - adjusts intonation, consistent punctuation</p> <p>4 - reflects feeling, characters, mood</p>
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Comprehension - 2 pts. per question *(sample answers)*

Score

How many hours does the story say we need to sleep? <i>(It says we need 10 hours.)</i>	
What two ways does the story say to keep clean? <i>(It says to brush your teeth and wash your body with soap and water.)</i>	
What other ways does the story say we can keep healthy? <i>(Eat healthy foods. OR Drink water. OR Have fun with friends.)</i>	
What are some good foods to eat? <i>(Fruits, vegetables, grains or meats. OR an example of any of these.)</i>	
Total Score	

My Body

Say: "I'm going to ask you to read a story called "My Body". It is about what our bodies need to stay healthy." Invite the student to look at the pictures. Then say, "Read the story to find out the different things we can do to keep our bodies healthy."

I can run fast and jump high. I can ride my bike and race with my friends.	17
I can do these things because I take care of my body.	29
What does my body need to stay healthy?	37
My body needs sleep. I need about ten hours of sleep each night.	50
My body should be clean. I brush my teeth and wash my body with soap and water.	65
My body needs good food every day. I eat fruits, vegetables, grains and meat. My body needs water, too.	67
Having fun is also a good way to take care of my body. I like to dance to music, go for walks at the beach or skate with my friends.	80
	86
	104
	116

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

J - The Happy Robot

Name	Date
Teacher	Grade
Words Read Correctly in 1 minute:	Number of Errors in Entire Passage:

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	0-89% Above 10 Errors	90-95% 5-10 Errors	96-100% 4 or fewer Errors
Fluency	43 and below	44-70 wpm	71 and above
Comprehension	Below 50% 5 or fewer pts.	51-89% 5-6 pts.	90-100% 7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <ol style="list-style-type: none"> 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax 	<p>Intonation:</p> <ol style="list-style-type: none"> 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question <i>(sample answers)</i>	Score
What did Robot eat? <i>(Robot ate 10 banana muffins.)</i>	
If Robot was not hungry, why did it eat? <i>(It ate because its wires were messed up.)</i>	
Who fixed Robot? <i>(Robot's owner fixed it.)</i>	
Why was Robot happy to be fixed? <i>(He wouldn't feel stuffed anymore.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "The Happy Robot". It is about a Robot. Read the story to find out what happens."

Robot sat down at the kitchen table.

7

"Would you like something to eat?" asked Robot's owner.

16

"No, I'm not hungry," said Robot.

22

But then it ate ten banana-nut muffins.

30

"I want to look at some of your wires," said Robot's owner.

42

She gently opened Robot's tummy and looked inside.

50

"Your wires are messed up, so you eat when you're not hungry."

62

When Robot was fixed, it smiled and said,

70

"Thank you for fixing me. Now I will not feel so stuffed."

82

Total Score

Level K "Town Mouse and Country Mouse"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	15 or more errors	8-14 errors	7 or fewer errors
Fluency	55 wpm or less	56-82 wpm	83 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What does Country Mouse do for food? <i>(He works on a farm harvesting carrots and beans.)</i>	
Why does Town Mouse want Country Mouse to visit him? <i>(To try the tasty food.)</i>	
What foods does Town Mouse share with Country Mouse? <i>(They eat pizza and cake.)</i>	
Why does Country Mouse run home? <i>(He runs home because he is scared of a cat. OR He runs home to be safe.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "Town Mouse and Country Mouse". In this story, two mouse cousins live in different places and they each think that their own place is the best. Read to find out what each mouse thinks of the other's home."

Town Mouse and Country Mouse each believed where he lived was the best place on Earth.	12
Town Mouse went to Country Mouse's farm. They ate big piles of carrots and beans Country Mouse had harvested.	16
"Town food is tastier," said Town Mouse. "Visit me and I will show you."	29
Country Mouse visited town. Town Mouse took him to a trash can and said, "Look! People leave pizza and cake. I don't even have to work!"	35
"Delicious!" said Country Mouse.	49
Suddenly the mice heard a noise. "What is that?" asked Country Mouse.	62
"There are many noises in town," said Town Mouse. "Don't worry!"	75
The sound grew closer.	79
"That is a cat! Town has good food, but in the Country I am safe," cried Country Mouse and he ran all the way home.	91
	102
	106
	122
	131

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level L "The Red Pig"

Date:

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	14 + errors	7-13 errors	6 or fewer errors
Fluency	68 wpm or less	69-94 wpm	95 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

How does the baby pig describe herself? <i>(She says she is lovely, clean and pink.)</i>	
What does the baby pig notice about the other pigs? <i>(She notices they are smelly and muddy.)</i>	
Why did the baby pig jump into the mud? <i>(She was getting sunburned. or Her skin was turning red.)</i>	
What did the other pigs know that the baby pig did not know at first? <i>(They knew that mud protects pigs from the sun.)</i>	
Total Score	

The Red Pig

Say: "I'm going to ask you to read a story called "The Red Pig". It is about what happens when a baby pig stays in the sun too long. Read the story to find out what happens."

The baby pink pig looked at the other pigs.

9

"You all need a bath," she said. "I'm not smelly, and I don't have mud all over me. I'm lovely, clean, and pink."

25

32

The other pigs looked at the baby pig. Then they looked up at the hot sun and shook their heads. The baby pig got hotter and hotter. Her skin turned pinker and pinker. Soon it started to turn red.

47

61

71

The pigs said, "You're lovely and clean, but you're not pink. Your skin is red and burned. You should get out of the sun and go in the mud like us."

85

102

The baby pig knew the other pigs were right. So she jumped into the brown mud and was never, ever pink or red again!

116

126

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level L "The Red Pig"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	14 + errors	7-13 errors	6 or fewer errors
Fluency	68 wpm or less	69-94 wpm	95 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

How does the baby pig describe herself? <i>(She says she is lovely, clean and pink.)</i>	
What does the baby pig notice about the other pigs? <i>(She notices they are smelly and muddy.)</i>	
Why did the baby pig jump into the mud? <i>(She was getting sunburned. or Her skin was turning red.)</i>	
What did the other pigs know that the baby pig did not know at first? <i>(They knew that mud protects pigs from the sun.)</i>	
Total Score	

The Red Pig

Say: "I'm going to ask you to read a story called "The Red Pig". It is about what happens when a baby pig stays in the sun too long. Read the story to find out what happens."

The baby pink pig looked at the other pigs.	9
"You all need a bath," she said. "I'm not smelly, and I don't have mud all over me. I'm lovely, clean, and pink."	25
	32
The other pigs looked at the baby pig. Then they looked up at the hot sun and shook their heads. The baby pig got hotter and hotter. Her skin turned pinker and pinker. Soon it started to turn red.	47
	61
	71
The pigs said, "You're lovely and clean, but you're not pink. Your skin is red and burned. You should get out of the sun and go in the mud like us."	85
	102
The baby pig knew the other pigs were right. So she jumped into the brown mud and was never, ever pink or red again!	116
	126

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level M "All About Me"

Date:

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	13 + errors	7-12 errors	6 or fewer errors
Fluency	81 wpm or less	82-110 wpm	111 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <ul style="list-style-type: none"> 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax 	<p>Intonation:</p> <ul style="list-style-type: none"> 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What was Lee's father reading? <i>(He was reading a special book.)</i>	
What does Lee say about the baby in the book? <i>(She says the baby is cute.)</i>	
How does Lee's father know the baby is smart? <i>(He says the baby is smart because the baby could say lots of words before it was two and it learned to walk by itself.)</i>	
How does Lee's father feel about her? How do you know? <i>(He loves her because he hugs her, tells her she is a smart, special person and calls the book with her pictures in it special.)</i>	
Total Score	

All About Me

Say: "I'm going to ask you to read a story called "All About Me". It is about a girl named Lee, her father and a special book. Read the story to find out what happens."

Lee's father was sitting in his favorite rocking chair. He was reading and smiling. 13

"What are you reading?" Lee asked. 14

"I'm reading a special book. The book is about a special person," said Lee's father. 33

"Who is it?" Lee asked. Lee went up to the rocking chair and climbed onto her father's lap. 50

Lee looked at the book. "The book has pictures of a baby," she said. 53

"That baby is cute!" 68

Lee's father said, "That baby is smart, too. That baby could say lots of words before age two. That baby even learned to walk all by herself." 71

"Who is that cute, smart baby?" Lee asked. 85

"It's you!" Lee's father said with a laugh. He hugged Lee. Lee hugged him back. 98

106

120

121

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level O "Scarecrow Joe"

Date:

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	13+ errors	6-12 errors	5 or fewer errors
Fluency	88 wpm or less	89-107 wpm	108 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question (sample answers)

Score

What did Farmer Robin do to make Scarecrow Joe look scarier? <i>(She dressed him in black.)</i>	
Why weren't the crows scared of Scarecrow Joe? <i>(They thought he looked like a big, black friendly bird.)</i>	
How did Farmer Robin's problem get solved? <i>(The eagle helped and from then on the eagle and the scarecrow kept the corn safe.)</i>	
Where do you think the story takes place? How do you know? <i>(It happens on a farm or in a field because that is where you find corn and scarecrows.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "Scarecrow Joe". It is about a scarecrow and some crows that like to eat his corn. Read the story to find out what happens."

The old crows weren't afraid of Scarecrow Joe. Farmer Robin knew that she had to do something, so she dressed Joe in black clothes.	13 24
"That will make you look scary," she said to Scarecrow Joe.	35
But the crows thought that Joe looked like a big, black, friendly bird. They just kept eating Farmer Robin's corn.	49 55
One day an eagle flew over the field and saw the crows eating Farmer Robin's corn. The eagle decided to help poor, frightened Scarecrow Joe by swooping down and scaring the crows.	69 81 87
The eagle said, "I'm an eagle who scares crows," and sat on Joe's shoulder. From that day on, the eagle and the scarecrow kept Farmer Robin's corn safe together.	100 113 116

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level O "Amazing Plants"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	15+ errors	8 - 14 errors	7 or fewer errors
Fluency	88 wpm or less	89-107 wpm	108 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What were some of the reasons these plants are considered amazing? <i>(There were giant, stinky, sensitive, wilting, killer plants...Ask student to name at least 2-3.)</i>	
Why are the giant plants stinky? <i>(The plants are stinky to attract insects.)</i>	
What does the sensitive plant do when touched? <i>(The sensitive plant wilts, droops or folds up.)</i>	
Which group of plants do you think is the most amazing? <i>(Accept any reasonable answer based on giant, stinky, sensitive or killer plants.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "Amazing Plants". It is about some very unusual plants and what makes them so special."

This text is about an amazing collection of plants. They are amazing for different reasons.	13
First, there are the giant, stinky plants! The biggest flower can grow to be three feet across. It can weigh more than fifteen pounds. This plant is also very stinky! The awful smell attracts insects that feed on dead things.	15
The insects help these giant flowers grow new plants.	28
Second, there are the very sensitive plants. When touched, one plant instantly wilts. Its leaves suddenly fold up and its stalks droop. But ten to twenty minutes later, the plant appears normal.	42
Third, there are the killer plants. These plants catch and eat insects. One well-known killer plant is the pitcher plant. The pitcher plant has a sweet smell that attracts insects. Once inside, the insect slides down slippery walls into a pool of liquid and drowns.	55
	64
	75
	89
	96
	109
	122
	134
	141

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level P "Houdini: The Great Escape Artist"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	16+ errors	9-15+ errors	8 or fewer errors
Fluency	100 wpm or less	101-122 wpm	123 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What did Harry Houdini do for a career? <i>(He was an escape artist. OR He would escape from things...)</i>	
What kinds of things did Harry Houdini escape from? <i>(He escaped from handcuffs, chains, wooden boxes, jail cells and from underwater. - Student should answer with at least 2 examples).</i>	
How did Houdini convince people to handcuff him? <i>(He said he would give them \$100 if he could not escape.)</i>	
Based on the text, why do you think Houdini was so successful? <i>(He was always practicing. OR He was as good with his left hand as with his right. OR He was in excellent shape.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "Houdini: The Great Escape Artist". It is about a man named Harry Houdini who was famous for escaping from all kind of handcuffs and locks. Read the story to find out about his life."

A crowd watched from the shore. They gasped as a handcuffed man wrapped in chains jumped into a river. Minutes ticked by. Everyone was positive the man had drowned. Then, his head popped out of the water, and he waved his chains overhead. Harry Houdini (Hoo-dee-nee) had escaped again!	12 24 37 47 49
By the time he was thirteen, Houdini was performing magic tricks with his brother. After he married in 1894, his career as an escape artist took off. He would travel from town to town. He'd dare people to handcuff him. They would get one-hundred dollars if he could not get free. Houdini never had to pay!	61 75 89 101 105
Houdini would also escape from locked chains, wooden boxes nailed shut, jail cells and underwater.	115 120
Houdini never told how he made his escapes. All everyone knew was that he was always practicing. He kept himself in excellent shape. He could use his left hand nearly as well as his right.	132 144 155
The great escape artist died on Halloween in 1926.	164

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level P "Mom's Birthday"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	16 + errors	9-15 errors	8 or fewer errors
Fluency	100 wpm or less	101-122 wpm	123 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What did Sammy get out? <i>(He got out flour, sugar, cocoa and cooking oil.)</i>	
Why did some of the cake batter fly out of the bowl? <i>(The children had the mixer on high.)</i>	
Why did Mom look surprised? <i>(Mom looked surprised because she didn't know they were making a cake OR because the kitchen was messy.)</i>	
What did Mom think about her surprise? How do you know? <i>(She liked it because it said she was happy.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "Mom's Birthday". It is about two kids named Sammy and Tammy and how they celebrate their Mother's birthday. Read the story to find out what happens."

Today was Mom's birthday, so Tammy and I got up early to bake a cake. Tammy read the recipe. I got out the flour, sugar, cocoa and cooking oil.	14 28 29
"We also need two eggs, Sammy," said Tammy. I put the eggs on the counter, but one egg rolled off.	43 49
"Oops!" I picked up the broken egg shell. "I'll clean the rest later," I said. Then we poured everything into a big metal bowl. We set the electric mixer on high.	64 78 80
"Oops!" I said again. Some of the cake batter flew out of the bowl. "I think we should put the mixer on <i>low</i> . We'll clean the walls later," I added.	95 110
We poured the rest of the batter into the pan and put the pan in the oven. We baked the cake before Mom woke up. She came into the kitchen just as we were frosting the cake.	126 140 147
Boy, did Mom look surprised--and happy!	153

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level Q "The Rescue"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	14+ errors	8-13 errors	7 or fewer errors
Fluency	84 wpm or less	85-104 wpm	105 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

Where does this story take place? <i>(In a cabin in the woods. OR By a river. etc)</i>	
How did Dad know the river would keep rising and crest in about two hours? <i>(He called the forest headquarters.)</i>	
Why did the family climb onto the roof? <i>(The family climbed up to get away from the rising river.)</i>	
What caused them to feel relieved the next morning? Why? <i>(They heard a rescue helicopter and it meant someone was on the way to help.)</i>	
Total Score	

Say: "I'm going to ask you to read a story called "The Rescue". It is about a family who experiences a flooding river . Read the story to find out what happens."

"We'll have to wait for the river to go down before we cross," warned Mom.	14 15
"Look, the river's rising and the water is getting near the cabin," Jordan alerted the family.	27 31
As the water continued to rise, Dad and Mom became even more worried. They told Jordan and me to pack up and prepare to abandon the cabin. Dad then called the forest headquarters on his cell phone.	43 56 68
"The ranger told me that we should get to higher ground because the river will crest in about two hours," said Dad.	81 90
But it was too late. The river had flowed over its banks and there was no escape route. We climbed onto the cabin roof and hoped the cabin would not float away.	105 118 122
We survived the night on the roof. The next morning we were relieved to hear the sound of a rescue helicopter hovering overhead.	135 145

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level Q "What a Bird Brain"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	18 + errors	10 - 17 errors	9 or fewer errors
Fluency	84 wpm or less	85-104 wpm	105 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <p>1 - word by word</p> <p>2 - slow, choppy, 2-word phrases</p> <p>3 - 3-4 word phrases, use of syntax</p> <p>4 - meaningful phrases, use of pitch, stress, syntax</p>	<p>Intonation:</p> <p>1 - monotone voice</p> <p>2 - some intonation, punctuation</p> <p>3 - adjusts intonation, consistent punctuation</p> <p>4 - reflects feeling, characters, mood</p>
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Comprehension - 2 pts. per question *(sample answers)*

Score

What did Irene want Alex to do? <i>(She wanted him to learn to speak. OR To do more than copy sounds. (Do not accept 'copy sounds'.)</i>	
How many words did Alex learn? <i>(He learned more than one hundred words.)</i>	
How high did Alex count? <i>(Alex learned to count to six.)</i>	
What kind of work is Irene doing now? <i>(She is still working with parrots.)</i>	
Total	
Score	

Say: "I'm going to ask you to read a story called "What a Bird Brain". It is about Alex, an African Grey Parrot, who learned to speak many words. Read to find out about this amazing bird."

Alex was an African Grey Parrot. These parrots can imitate all sorts of sounds--human speech, doorbells, vacuum cleaners. Alex's owner was a science student named Irene Pepperberg. Irene wanted to see if she could teach Alex to do more than copy sounds. She wanted him to understand what he was saying.	13 22 33 46 51
Here's how most owners teach their parrots to speak: The owner repeats a word, "Hello, hello." The parrot copies and says, "Hello." Here's how Irene decided to work with Alex: She picked a concept for Alex to learn such as 'truck'. She would identify a toy truck and Alex would watch, learning along with her.	63 75 89 102 106
Irene worked with Alex for thirty years. He learned more than one hundred words! He knew more than fifty objects, seven colors and seven shapes. He could count to six. If asked to describe something Alex might say, "small, red, paper, triangle".	118 130 143 148
Alex died in 2007. Irene continues to work with parrots using all she learned from Alex. She still misses him.	161 168

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

The Talking Dogfish

Say: "I'm going to ask you to read a story called "The Talking Dogfish". It is about a girl named Martha who plays a joke on her neighbor. Read the story to find out what happens."

Benson was a nosy guy and was always looking for interesting stories to write in the school newspaper.	13 18
"What are you doing, Martha?" asked Benson, looking over his neighbor's fence.	28 30
Martha was just sitting by the garden pond.	38
"Go away, Benson. It's top secret, and I don't want you or anyone else to know about it," said Martha.	53 58
"Oh, have you found something interesting for me to report in the school newspaper?" inquired Benson.	71 74
Martha thought for a minute, then smiled and said, "Don't tell, but there's a talking dogfish from Planet Dingo in the pond. It was delivered in this spaceship."	87 101 102
Just then Martha pulled out a shiny silver machine used to clean the garden pond.	115 117
The following day, Benson's newspaper report made the front page: "Talking Dogfish From Planet Dingo Lands in Garden Pond!"	127 136
Benson had forgotten that it was April Fools' Day, so he didn't know the joke was on him!	150 154

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Say: "I'm going to ask you to read a story called "The Garage Sale". It is about a boy named Ryan who has a garage sale with his family. (Pause to make sure the student is familiar with garage sales, if not, explain the concept.) Read the story to find out what happens."

"Ok, everybody, we have too much stuff we never use. I'm declaring this week family clean-up week," said Ryan's dad. "I want everyone to clean the house and collect anything you haven't used in the past year. On Saturday we're going to have a gigantic garage sale, and the profits will be split evenly among the family."

Ryan sorted through the stuff in his room and found many things that he didn't play with or wear anymore. His sister found even more stuff than Ryan did to contribute to the garage sale. Saturday soon came, and early in the morning, people began arriving like a swarm of insects descending on a cornfield.

"It looks as if our old junk is everyone else's treasure," said Ryan as people purchased their stuff.

"Yes, selling your throwaways has been my pleasure!" said Dad as he gave Ryan his share of the money.

"And buying new treasure with the profits will be my pleasure!" said Ryan, smiling.

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

The Killer Volcano You Never Heard Of

Say: "I'm going to ask you to read a story called "The Killer Volcano You Never Heard Of". It is about Mount Tambora, the most destructive and deadliest volcano ever. Read the story to find out about Mount Tambora and what happened when it erupted in 1815."

When Mount Tambora erupted in 1815, it caused the biggest explosion in history.	12
Why isn't the eruption of Mount Tambora better known? Well, it took place when there was no radio, TV, or Internet. No scientists were there to study the eruption. It took years for people to find out just how much damage this historic eruption caused.	25
In 1815, about 140,000 people lived near Tambora peacefully. Then, on April 5, the volcano began acting up. The explosions continued for days.	39
Some 10,000 people were killed right off. Many more deaths followed.	53
The ash destroyed and buried all plant life within 250 miles. Plant life would not come back for five years. In that time, over 80,000 people died from disease and starvation.	58
Yet Tambora did even more damage. It hurled gas and volcanic dust high into the atmosphere. This affected the weather and growing season of food crops. In the United States, there were snowstorms in June, July and August! Many crops failed and people died.	70
All because of a volcano you may never have heard of.	82
	94
	108
	123
	126
	138
	149
	162
	170
	181

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Say: "I'm going to ask you to read a story called "Born to Run". It is about horses. Read to find out about how fast horses can run."

Picture a horse galloping across a field. It gracefully leaps over a fence and keeps running, mane flying. It's a lovely image.	13 22
The modern horse's long legs and one-toed feet enable it to run swiftly over hard ground. A fast breed, like the thoroughbred horse, can run 40 miles per hour over long distances. But the real speedsters are the quarter horses. These are the hardy breeds that cowboys ride. They can sprint 50-55 miles per hour for short distances. By way of comparison, the fastest humans can manage maybe 23 miles per hour for about 10 seconds.	35 48 61 73 86 98 110
As a defense against danger, horses can sleep standing up. In a dangerous situation, the awakened horse can escape much faster if it's already standing! When a horse sleeps, the joint in the middle of its legs can lock in place to keep the horse from toppling over. But it does need to sleep lying down at least an hour or two a night. During this hour or two, a horse gets the deep sleep it must have to stay healthy. The rest of the time, "standing sleep" is fine.	121 135 151 168 184 188

Words Read in 60 secs.	
Minus errors in 60 secs.	

Correct WPM

Level U "Land Sailing"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	20 + errors	11-19 errors	10 or fewer errors
Fluency	118 wpm or less	119-143 wpm	144 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What activity does the family in the story enjoy? <i>(They enjoy a sport called land sailing or dirt boating.)</i>	
Where does the family practice this activity? <i>(They go land sailing in a dry lakebed in a nearby desert.)</i>	
Why doesn't Lara's mother race dirtboats anymore? <i>(She was injured in a dirtboating accident so now she doesn't race. She waves the checkered flag at the finish line.)</i>	
Who was the national dirtboat champion two years in a row? <i>(Lara's dad was the national champion.)</i>	
Total Score	

Say: “I’m going to ask you to read a story called “Land Sailing”. It is about a family who enjoys an unusual sport together. Read the story to find out what the activity is and what happens.”

Most weekends, Lara and her family go land sailing in dirtboats on the dry lakebed in a nearby desert. Land sailing is using wind power to make a four-wheeled cart or ‘dirtboat’ go.	14 28 33
“Remember your helmet and gloves, Lara. You got enormous blisters and rope burns on your hands the last time you went land sailing without gloves,” said her dad.	44 44 58
Mom limped toward the car holding a black-and-white checked flag. She seriously injured her leg in a land sailing accident four years before, so instead of racing like she used to, she now waves the flag as the winners cross the finish line.	72 86 102 104
“I’m going to see if I can improve on my speed record from last weekend by at least a few miles per hour,” said Lara’s brother, Bob.	109 120
“I’m going to practice my favorite trick--lifting one side of my dirtboat off the ground while zooming along on just two wheels,” said Lara.	144 155
“You kids are speedsters and tricksters, just like your mom,” said Dad.	167
“You were the national dirtboat champion for two years in a row, Dad, so I think we take after you!” said Bob.	182 189
“Yes, but your mother taught me everything I know about dirtboats!” said Dad, laughing.	201 203

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level U "The Longest Race"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	19 + errors	10 - 18 errors	9 or fewer errors
Fluency	118 wpm or less	119-143 wpm	144 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What is the marathon race named after? <i>(It's named after a Greek victory. OR A Greek city.)</i>	
What happened to the Greek runner who ran 25 miles to bring the news of the victory? <i>(He collapsed and died.)</i>	
Why have marathon winning times kept going down over the years? <i>(Scientists know more about running. OR Runners train more carefully. OR We have better shoes now.)</i>	
What happens to people after they win a marathon today? <i>(They are around to enjoy their victories.)</i>	
Total Score	

Say: “I’m going to ask you to read a story called “The Longest Race”. It is about the history of a race called a ‘marathon’ and how it has changed over the years.”

One foot reaches forward, the other pushes back--again and again and	11
again. You can barely hear the crowd cheering over the sound of your	24
breathing. There are runners all around you, but you only see the path ahead	38
of you. You’re running a marathon!	44
The marathon race is named after a Greek victory. More than 2,500 years	58
ago, a small group of 10 Greek soldiers faced a Persian army of 150,000 near	74
the city of Marathon. The overmatched Greeks were victorious! Supposedly, a	85
Greek soldier was sent to bring the news to the city of Athens. He ran without	101
stopping for 25 miles. After announcing the victory to the astonished people of	114
Athens, the runner collapsed and died.	120
In 1896, the marathon race was run in the first modern Olympics. Over the	134
years, winning times kept decreasing. This was due to various factors.	146
Scientists learned more about the mechanics of running. Runners began to	158
train more carefully. New, improved running shoes were developed.	165
The original marathoner died after running his race. But today’s world-class	176
marathoners know how to run the “longest race” and still be around to enjoy	190
their victory.	192

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Name	Number of Errors in Entire Passage:	
Teacher	Correct Words per 1 minute:	
Grade	Comprehension Score:	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	22 + errors	12-21 errors	11 or fewer errors
Fluency	128 wpm or less	129-156 wpm	157 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <p>1 - word by word</p> <p>2 - slow, choppy, 2-word phrases</p> <p>3 - 3-4 word phrases, use of syntax</p> <p>4 - meaningful phrases, use of pitch, stress, syntax</p>	<p>Intonation:</p> <p>1 - monotone voice</p> <p>2 - some intonation, punctuation</p> <p>3 - adjusts intonation, consistent punctuation</p> <p>4 - reflects feeling, characters, mood</p>
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Comprehension - 2 pts. per question (sample answers)

Score

Why did Gary and Tammy think the hockey player was at the hotel? <i>(They had seen a rumor. or Someone had told them. Etc)</i>	
What happened when the man told Gary and Tammy to go home? <i>(They hid behind a plant.)</i>	
What was Tom Marshall doing at the hotel? How do you know? <i>(He was getting married OR Celebrating his wedding. Because he was holding hands with a stunning woman in a long white gown and/or the man called her a 'bride'.)</i>	
Why do you think Tom Marshall gave the kids an autograph? <i>(Because he was impressed/or felt bad that they waited for so long.)</i>	
Total Score	

Say: "I'm going to ask you to read a passage called 'Fans'. The characters, Tammy and Gary, are determined to see their favorite hockey player in person. They wait for hours and hours. Read to find out if their determination pays off."

When Tammy and Gary saw the rumor that Tom Marshall, the world's best hockey player, was at the hotel, they had to find out. Now, after hours of waiting, they were still more excited than tired.	12 27 36
There were people talking and laughing on the other side of the hotel ballroom door. Maybe Tom Marshall himself was in there! The young fans were desperate to find out and they weren't leaving until they did!	49 61 73
Finally, the door opened and a man glared at them. "You still here? Go home now or I'll call security!" The man closed the door with a bang.	87 101
"We're not really leaving, are we?" whispered Gary.	109
"No!" Tammy answered. "Let's hide behind those tall plants."	118
A while later the music stopped. The ballroom door slowly opened. Tom Marshall stepped through the doors holding the hand of a stunning woman in a long, white gown.	130 142 147
"It's Tom!" Tammy and Gary shrieked.	153
"Oh no!" said the man who had threatened to call the security guard. "I'll get rid of them so you and your bride can have some privacy!"	167 180
"No wait," said Tom. "Have you kids been waiting for me all this time?"	194
"Yes!" shouted Gary. "You're the greatest!"	200
"Can we get your autograph?" Tammy said.	207
"Sure," smiled Tom.	210
Tammy and Gary raced to their hero's side.	218

Level V "The Tools of Scientists"

Date:

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	20 + errors	11-19 errors	10 or fewer errors
Fluency	128 wpm or less	129-156 wpm	157 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <ul style="list-style-type: none"> 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax 	<p>Intonation:</p> <ul style="list-style-type: none"> 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question (sample answers)

Score

What were the scientists watching on the video monitor? <i>(They were watching images from the bottom of the ocean.)</i>	
What did the scientists call the new species they discovered? <i>(They called it a squidworm.)</i>	
What was the goal of the scientific expedition? <i>(The goal was to learn more about sea life and identify new species.)</i>	
Do you think the scientists had a successful expedition? Why? <i>(Yes, because they fulfilled their goal of finding new species.)</i>	
Total	
Score	

The Tools of Scientists

Say: “I’m going to ask you to read a passage called “The Tools of Scientists”. It is about tools used on an ocean exploration. Read the passage to find out what happens.”

A scientific adventure at sea	5
The scientists on the research ship BPR were crowded around a video monitor. They were watching images taken at the bottom of the ocean.	17
Suddenly, they spotted an unusual-looking sea creature. It was bright orange, about ten centimeters (3.94 inches) long, and had ten long tentacles. At first, the scientists thought it might be a squid or a shrimp. It wasn't. The scientists realized it was a new species--one never seen before!	29
The scientists called it the “squidworm.”	39
	52
	68
	79
	84
	95
The discovery was just one of many from a scientific research expedition to the Celebes Sea in the Pacific Ocean. The scientists spent ten days exploring the sea. Their goal was to learn more about sea life and identify new species. How did they do it?	108
	122
	130
	143
They used a variety of tools. They used scuba equipment to observe the marine animals in their natural habitat. They carried jars to capture specimens, or samples, of marine life. Twice a day, giant nets were used to scoop up plankton. Plankton are the tiny living things that form the bottom of the food chain in the ocean. On the ship, scientists used microscopes to examine, measure, and photograph the specimens. Tools made the scientists' work possible.	154
	168
	181
	195
	204
	207

Level WXYZ - Running Time

Say: "I'm going to ask you to read a passage called "Running Time" about a girl who lives in New York. Read the story to find out what she thinks about living right in the path of a famous New York marathon route."

The article in the news said that every year thousands of people come to New York just to watch the New York City Marathon. I don't have to go anywhere to watch the marathon race because the marathon comes to me. Every year, on the first Sunday in November, all I have to do is gaze out my window and the whole marathon runs right past my house.	14 29 40 56 68
I think my favorite part of the race is when people on the sidewalk turn around and squint up at me in my room and tell me how lucky I am that I don't have to stand in a crowd like they do. Sometimes, they ask me if they can come up and watch the race with me. There's no way Mom and Dad would go for that. Only my friends can come into my house on race day.	82 99 114 129 143 147
Dad rolls his eyes when I tell him I'm going to run the New York City Marathon one day. Dad says I'm too lazy to run the marathon because I play video games and sleep too much. It's going to happen, though. I might not beat the really fast runners, but I know someday I'll finish the race and I'll get that medal!	163 177 190 204 210

Words Read in 60 secs.	
Minus errors in 60 secs.	
Correct WPM	

Level WXYZ "Running Time"

Date: _____

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	20 + errors	11-19 errors	10 or fewer errors
Fluency	128 wpm or less	129-156 wpm	157 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

Phrasing: 1 - word by word 2 - slow, choppy, 2-word phrases 3 - 3-4 word phrases, use of syntax 4 - meaningful phrases, use of pitch, stress, syntax	Intonation: 1 - monotone voice 2 - some intonation, punctuation 3 - adjusts intonation, consistent punctuation 4 - reflects feeling, characters, mood
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Comprehension - 2 pts. per question *(sample answers)*

Score

What important event is held near the narrator's house? <i>(The New York Marathon runs right past her house.)</i>	
When is the New York Marathon held? <i>(The first Sunday in November.)</i>	
Why does the girl's father think she would not be able to finish the marathon? <i>(He says she is too lazy because she plays video games and sleeps too much.)</i>	
How does the girl feel about the marathon? How do you know? <i>(She likes the marathon. We know she likes it because she has a favorite part and because she wants to run in the marathon someday.)</i>	
Total Score	

Level WXYZ "Gold and the Settling of the West"

Date:

Name	Number of Errors in Entire Passage	
Teacher	Correct Words Per Minute:	
Grade	Comprehension Score	

Focus of Instruction	Frustrational	Instructional	Independent
Accuracy	20 + errors	11-19 errors	10 or fewer errors
Fluency	128 wpm or less	129-156 wpm	157 wpm or more
Comprehension	4 or fewer pts.	5-6 pts.	7-8 pts.

Notes

Additional Fluency Observations

<p>Phrasing:</p> <p>1 - word by word</p> <p>2 - slow, choppy, 2-word phrases</p> <p>3 - 3-4 word phrases, use of syntax</p> <p>4 - meaningful phrases, use of pitch, stress, syntax</p>	<p>Intonation:</p> <p>1 - monotone voice</p> <p>2 - some intonation, punctuation</p> <p>3 - adjusts intonation, consistent punctuation</p> <p>4 - reflects feeling, characters, mood</p>
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Comprehension - 2 pts. per question (sample answers)

Score

Why did John Sutter come to North America? (He came to start an agricultural settlement.)	
Was Sutter's Fort successful? How do you know? (Yes, because they had orchards, gardens and large herds of cattle.)	
Where was James Marshall when he found gold? (He was northeast of the American River building a mill.)	
Why was James Marshall certain that he had found gold? (The flecks he saw were bright and metallic and they shimmered in the water.)	
Total Score	

Gold and the Settling of the West - California Gold

Say: "I'm going to ask you to read a passage called "California Gold". It is about the discovery of gold in California. Read the passage to find out what happens."

John Sutter was a German-Swiss merchant who came to North America	11
in 1834 with hopes of starting an agricultural settlement in the West. By 1839,	25
he had received a land grant from the Mexican government and established	37
a thriving farming community in what is now Sacramento, California. The	48
settlement, with successful orchards, rose gardens, and large herds of cattle	59
was called "Sutter's Fort" for its thick, sun-dried adobe brick walls, which rose	72
as high as five meters (18 feet).	79
James Marshall was born in Hopewell, New Jersey in 1810. In 1844 he left	93
Missouri, where he had been farming, and ventured west on the Oregon Trail	106
and south from Oregon into California. Marshall found work as a carpenter	118
at John Sutter's frontier settlement and was assigned with the task of	130
building and operating Sutter's Mill, about 58 kilometers (36 miles) northeast	141
of the fort beside the American River.	148
On a cold morning in late January 1848, during the construction of the	161
mill, James Marshall noticed something in the river--there were bright,	171
metallic, yellow flecks shimmering in the water. "It made my heart thump, for	184
I was certain it was gold," Marshall said.	192