

ACTIVE YOUNG READERS
GRADES PRIMARY—3

ASSESSMENT RESOURCE

Reading Assessment Forms

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*texts that might also be suitable for older readers

Introduction

This document contains specific information for each of the 56 books and passages in the Active Young Readers Assessment Resource Package.

The reading assessment form for each title includes

- stage and level
- word count
- introduction
- oral reading record
- comprehension prompts
- comprehension rubric
- fluency rubric
- accuracy rate calculation
- instructional focus notes

This document also includes sample responses for selected books and passages, as well as completed examples of assessments (see page 3).

Book/Passage Organization

The reading assessment forms are organized to match the configuration of books and passages in the resource package—fiction books, fiction passages, non-fiction books, and non-fiction passages. Within each category the reading assessment forms are organized by level. At levels G and H there are both books and passages.

Word Count

In this resource package, word count includes all continuous body text, titles (passages), and subheadings. The word count does not include captions, labels, definitions, fact boxes, or bubbles.

Record of Oral Reading

The procedure for taking a record of oral reading is found on pages 48–58 of the Teaching Resource.

After the Reading

- The teacher guides the student in a conversation about the text. Prompts are provided for each text.
- Literal or “warm up” prompts are used to ease the student into the conversation while inferential prompts encourage the student to think more deeply about what he or she has read.
- Students may not require the use of all the prompts to demonstrate their understanding of what they have read.
- Space is provided for additional or alternate prompts. As teachers become familiar with the text and the prompts, they may choose to add their own prompts.
- As the conversation proceeds, the teacher makes notes and selects the level on the comprehension rubric that best describes the student’s performance. The rubric score is determined by the quality of the student’s responses, not by the number of prompts or questions answered.
- If a student struggles on all prompts, it may be an indication that the student should try an easier level of text. If a student can demonstrate understanding of the text without the use of prompts, it may not be necessary to use the prompts at all.
- The teacher also makes notes about the student’s reading fluency, accuracy, and next steps of instruction.

Sample Reading Assessment Forms

The Animal Puzzle

Stage: Emergent

Genre: Non-fiction Books

Level: C

Word Count: 45

Student Name: Student A Date: October 27

Part One: Oral Reading Record

Introduction: This book will tell us all about an animal. Read to figure out what the animal is. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
	4	1	M	S	V	M	S	V
✓ ✓ ✓ The Animal Puzzle								
✓ ✓ ✓ ✓ ✓ ✓ ✓ I have a tail. It is white.								
✓ ✓ ^a foot ✓ ✓ ✓ I have four legs. I can run.	III		I	I	I			
✓ ✓ ✓ ✓ ✓ ✓ ✓ I have a nose. It is black.								
✓ ✓ ✓ R ✓ ✓ ✓ I have antlers. I can fight.	I							
✓ ✓ for SC ✓ ✓ ✓ I have fur. It is brown.		I			I	I	I	
✓ ✓ ✓ ✓ ✓ ✓ ✓ I have a friend. I can play.								
✓ Yes!								
✓ ✓ ✓ ✓ I am a deer.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What words does this book use to tell you about a deer? 2. In the book what does the deer do with his friend? 3. What colour is the deer's tail?	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	1. fighting 2. playing 3. white (Quickly responds to prompts.)
Inferential Prompts (going deeper) 1. How are you the same as a deer? 2. How are you different from a deer? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	1. We have feet, a nose, eyes, and ears, and belly ... and hair. 2. I don't have antlers and we don't stand like deers do ... and we don't have a tail. (Easily responds, added additional information.)

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

- stops at points of difficulty (legs, antlers)
- used structure and initial visual at errors $\frac{a}{four} \text{ foot}$
- used evidence from the text as well as background knowledge to construct meaning

Next Steps:

Conduct a student/teacher conference to:

- Teach for searching for all sources of information. Prompt: "What would make sense, sound right, and look like that word?"
- During independent reading meet with her to support reading in meaningful phrases.
- Also use shared reading opportunities to practise phrased and fluent reading.

City Streets

Stage: Early

Genre: Fiction Books

Level: F

Word Count: 56

Student Name: Student B Date: October 27

Part One: Oral Reading Record

Introduction: This is a story about what happens on the streets in a busy city. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
✓ ✓ City Streets								
✓ ✓ ✓ ✓ ✓ The city streets are busy.								
✓ ✓ ✓ <u>ch-an</u> ✓ ✓ A girl is changing tires.								
✓ ✓ ✓ ✓ Firefighters are fighting fires.								
✓ ✓ ✓ ✓ ✓ The city streets are busy.								
✓ ✓ ✓ ✓ ✓ ✓ A police officer is stopping cars.								
✓ ✓ ✓ ✓ ✓ A man is playing a guitar.								
✓ ✓ ✓ ✓ ✓ The city streets are busy.								
✓ ✓ ✓ ✓ ✓ ✓ A woman is sweeping the street.								
✓ ✓ ✓ ✓ ✓ ✓ A man is selling hot dogs								
✓ ✓ ✓ for a treat.								
✓ ✓ ✓ ✓ ✓ The city streets are busy!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Talk about how busy the city streets are in this story. 2. What did the police officer do in the story? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	Uses text as evidence 1. This person (hot dog vendor) is making a crowd and the bakery makes a crowd (uses pictures to support thinking). 2. stopping cars
Inferential Prompts (going deeper) 1. What are some of the noises you would hear on the streets in this story? 2. Where would you go to get a treat? 3. Why is the man in the story playing guitar?	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	1. Well, the city has lots of noises and activities like cars honking, yelling, fire engines. 2. Go to the hot dog stand. 3. So people can sing along and maybe for money.

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

- comprehension: easily locates helpful and relevant information using text and pictures*
- connects her personal experiences to text to construct meaning*
- appeared to strategically integrate all sources of information to quickly decode text*
- reading sounds phrased, fluent, and intonated*

Next Steps:

- Introduce an instructional text that requires her to decode text with more sophisticated language structures and vocabulary.*
- During independent work meet with Student B to support her deepening of comprehension.*
- Provide opportunities for her to talk about her independent text with peers and to do response activities after reading independent text.*

The Cow in the Kitchen

Stage: Transitional

Genre: Fiction Passages

Level: M

Word Count: 296

Student Name: Student C

Date: October 27

Part One: Oral Reading Record

Introduction: The farmer's house is very crowded and noisy. Read the story and find out what the farmer did. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E		E			SC		
	9	1	M	S	V	M	S	V
✓ ✓ ✓ ✓ ✓ The Cow in the Kitchen								
✓ ✓ was ^{SC} ✓ ✓ ✓ ✓ ✓ A farmer and his wife lived in a		I	I	I				I
✓ ✓ ✓ ✓ kitchen small house with their children	I			I				
✓ a ✓ ✓ horses ✓ and their dog. Their house always	II		I	I	I			
✓ ✓ ✓ ✓ ✓ ✓ seemed very crowded and very								
✓ ✓ ✓ ✓ ✓ ✓ ✓ noisy. One day, the farmer could								
✓ ✓ ✓ ✓ stand it no more.								
✓ ✓ ✓ ✓ R ✓ ✓ ✓ ✓ ✓ ✓ So he went to the wise woman in								
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ the village to ask what to do. She shrugged and said,								
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ "Bring the cow into the kitchen." The farmer was puzzled								
✓ the ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ by this advice, but he did as he was told.	I		I	I				
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ That night, the small house was noisier								
✓ ✓ ✓ ✓ ✓ ✓ and more crowded than ever.								
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ The next day, the farmer returned to the								
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ wise woman and complained. The wise								

Text	E	SC	E			SC		
			M	S	V	M	S	V
✓ ✓ ✓ ✓ ✓ ✓ woman shrugged and said, "Bring the								
✓ ✓ ✓ ✓ goat into the house."								
✓ ✓ ✓ ✓ ✓ ✓ Once again, the farmer was puzzled,								
✓ ✓ ✓ <u>what</u> ✓ ✓ ✓ but he did as he was told.	I		I	I				
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ That night, it was even noisier in the little house!								
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ The cow mooed, the goat bleated, the dog barked,								
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ the children cried, and the farmer's wife nagged.								
✓ ✓ ✓ ✓ ✓ ✓ ✓ The farmer stormed back to the wise								
✓ ✓ ✓ ✓ woman and complained again.								
✓ ✓ ✓ ✓ ✓ ✓ ✓ The wise woman rolled her eyes and								
✓ ✓ ✓ ✓ ✓ ✓ said, "Bring the ducks and chickens								
✓ ✓ ✓ ✓ ✓ ✓ into the house." Once again, the								
✓ ✓ <u>what</u> ✓ ✓ ✓ farmer did as he was told.	I		I	I				
✓ ✓ ✓ ✓ ✓ ✓ ✓ No one could sleep that night because								
✓ ✓ ✓ ✓ ✓ ✓ ✓ of all the mooing and the bleating								
✓ ✓ ✓ ✓ ✓ ✓ and the barking and the quacking								
✓ — <u>chucking</u> ✓ ✓ ✓ ✓ and the clucking and the crying and	II		I	I	I			
✓ ✓ the nagging.								
✓ ✓ ✓ ✓ ✓ ✓ ✓ The next morning, the farmer stumbled								
✓ ✓ ✓ ✓ ✓ back to the wise woman.								
✓ ✓ ✓ ✓ ✓ ✓ ✓ "What can I do?" he asked sleepily.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
✓ ✓ ✓ ✓ ✓ ✓ ✓ The wise woman smiled. Then she said,								
✓ ✓ ✓ ✓ ✓ ✓ "Send all the farm animals outside."								
✓ ✓ ✓ ✓ ✓ sh ✓ The farmer went home and shoed all	I				I			
✓ ✓ ✓ ✓ ✓ ✓ the animals out of the house.								
✓ ✓ ✓ ✓ ✓ Suddenly, the house seemed very								
✓ ✓ ✓ ✓ ✓ ✓ big. And very quiet. Even the								
✓ ✓ ✓ ✓ ✓ ✓ children and the dog were quiet.								
✓ ✓ ✓ ✓ ✓ "This is wonderful," said the								
✓ ✓ farmer's wife.								
✓ ✓ — ✓ ✓ ✓ "How clever the wise woman is,"	I							
✓ ^{was} ✓ ✓ replied the farmer.	I							

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Who gave the farmer advice? 2. Why did the farmer think the wise woman was clever?	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	1. <i>Maybe his friend or the woman.</i> 2. <i>Cause she knows things to help him.</i>
Inferential Prompts (going deeper) 1. What does the phrase "the farmer could stand it no more" mean in this story? 2. How was the farmer's problem solved? 3. The text says "the farmer stumbled back to the wise woman." Why did he stumble? 4. Prompt to expand on #3. Why do you think that?	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	1. <i>He couldn't go to sleep and he couldn't take it because the house was too noisy.</i> 2. <i>He got advice from the wise woman and then he took them outside.</i> 3. <i>Because he was mad.</i> 4. <i>Because when I'm mad I stumble.</i>

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	31 or more	28-30	26-27	23-25	20-22	17-19	14-16	11-13	8-10	5-7	1-4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

- uses meaning and structures on most errors
- uses text to locate relevant information to respond to literal prompts
- reads known words accurately and fluently

Next Steps:

- Teach Student C to consistently self-monitor.
- Use errors from text: kitchen and a
children their
- Reread first sentence saying, "You said ... What's wrong with that?" Ask him to read the first line again, prompting him to think what would make sense, sound right, and look like that word.
- Follow up with student/teacher conference, checking in on self-monitoring independently.
- Use guided reading opportunities to teach for phrased and fluent reading with emphasis on attending to punctuation.
- Reassess in two weeks.

Reading Assessment Forms: Fiction

Fiction Books

I See It!

Stage: Emergent

Genre: Fiction Books

Level: A

Word Count: 28

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This story is about a boy looking for something he has lost. Read to see what the boy has lost. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
I See It!								
I see my shoe!								
I see my sock!								
I see my book!								
I see my balloon!								
I see my truck!								
I see my puzzle!								
I see my puppy!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What things did the boy see? 2. What has the boy lost? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) Look through the book with the child. 1. What do you think ate the boy's things? 2. How do you know? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	3 or more	2	1	0
	%	Below 90%	93%	96%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

I Like Berries!

Stage: Emergent

Genre: Fiction Books

Level: B

Word Count: 52

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This is a story about a bear named Bruno who likes to eat berries. Read the book to find out what colour berries Bruno likes to eat. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
I Like Berries!								
"I like to eat berries,"								
said Bruno.								
"I like to eat green berries,"								
said Bruno.								
"I like to eat blue berries,"								
said Bruno.								
"I like to eat red berries,"								
said Bruno.								
"I like to eat black berries,"								
said Bruno.								
"I like to eat pink berries,"								
said Bruno.								
"You can eat berries too!"								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What does Bruno like to do? 2. Point to the words that tell what colour berries Bruno eats. 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What can you tell me about Bruno? 2. How do you know Bruno is happy? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	90%	92%	94%	96%	98%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Out Walking

Stage: Emergent

Genre: Fiction Books

Level: C

Word Count: 70

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This is a story about a bear going for a walk. Read the book to learn what the bear finds on his walk. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Out Walking								
I see the bear.								
He is going for a walk.								
I see the bear.								
Here are the bear's orange boots.								
I see the bear.								
Here is the bear's purple coat.								
I see the bear.								
Here are the bear's green mittens.								
I see the bear.								
Here is the bear's yellow scarf.								
I see the bear.								
Here is the bear's blue hat.								
I see the bear going to bed.								
Good night, Bear!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What was the bear doing at the beginning of the story? 2. Look at the pictures. Where did the bear find the boots? 3. What did the bear do at the end of the story? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. The bear might have a problem in the morning. What do you think this problem might be? 2. Tell me what you like about this story? Why? 3. Is there anything you did not like? Why? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Pet Store

Stage: Emergent

Genre: Fiction Books

Level: C

Word Count: 63

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this book is *The Pet Store*. Read the story to find out what the girl sees when she goes to the pet store to look for a pet. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Pet Store								
I am at the pet store								
to look for a pet.								
I see the frog.								
He can jump like me.								
I see the hamster.								
The hamster is little.								
I see the dog.								
He is happy to see me.								
I see the rabbit.								
The rabbit can hop and hop.								
Look at all the pets.								
I like all the pets								
and the pets like me!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Which pets did the girl see in the story? 2. Why is the girl at the pet store? 3. Show me the words at the end of the story that tell how happy the girl is. 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What actions can this girl do that the animals can do? 2. How do you know the dog was happy to see her? 3. Do we know which pet the girl chose? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	7 or more	6	5	4	3	2	1	0
	%	Below 90%	90%	92%	94%	95%	97%	98%	100%

Part Four: Instructional Focus

What does the student have under control?

Lined writing area for the question 'What does the student have under control?'

Next Steps:

Lined writing area for the question 'Next Steps:'

My Day

Stage: Emergent

Genre: Fiction Books

Level: C*

Word Count: 59

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of the book is *My Day*. In this story a girl tells us what she does in a day. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
My Day								
I have breakfast								
in the morning.								
I go to my dad's van.								
I go down the ramp.								
I go to my classroom.								
I go up the ramp.								
I play with my friends								
on the playground.								
I go to the lake.								
It is cold.								
I go to the party.								
I like to dance.								
I go home.								
What a busy day!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Tell me some of the things the girl does in her busy day. 2. Where does she like to play with her friends? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. How does the girl get to school? 2. On page 6, what do you think the children and adults are doing at the lake? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	7 or more	6	5	4	3	2	1	0
	%	Below 90%	90%	91%	93%	95%	97%	98%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

It Is Snowing!

Stage: Early

Genre: Fiction Books

Level: D

Word Count: 50

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this book is *It Is Snowing!* Read to find out about two friends who play in the snow. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
It Is Snowing!								
Two friends went out to play.								
"Look, it is snowing!"								
said Big Friend.								
"We can go down the hill,"								
said Little Friend.								
"Look out, rabbit!"								
"We can make big snowballs,"								
said Big Friend.								
"Look at me!" said Little Friend.								
"We can make a snowman.								
What fun!" said the two friends.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Tell me what the friends did in the snow. 2. What animal did they see while they were playing outside? 3. Big Friend says "Look, it's snowing!" What does Little Friend say? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why did Big Friend say "Look out, rabbit!"? 2. What did the two friends decide to do? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	90%	92%	94%	96%	98%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Help!

Stage: Early

Genre: Fiction Books

Level: D

Word Count: 106

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of the story is *Help!* In this story Sam is scared. When you read the story you will find out his room is not so spooky after all. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E		E			SC		
		SC	M	S	V	M	S	V
Help!								
Sam woke up.								
Sam saw something in his closet.								
"Help," said Sam.								
"I do not like it.								
I am scared."								
"Help!" said Sam.								
"It is going to climb up my chair.								
I am scared."								
"Help!" said Sam.								
"I do not want it in my room.								
It is going to get me."								

Text	E	SC	E			SC		
			M	S	V	M	S	V
"Help!" said Sam.								
"It is under my bed.								
I do not like it under my bed.								
I am scared."								
"Oh, no! It is in my bed.								
I do not like it in my bed.								
I am very scared."								
"Oh! It is my cat!								
My cat is going to sleep with me.								
I am not scared."								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Why was Sam scared? 2. What made the noise? 3. At the end Sam was not scared any more. Why? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why did Sam wake up? 2. Think of another title for the story. Why did you choose that title? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

A Fun Day at the Park

Stage: Early

Genre: Fiction Books

Level: D*

Word Count: 140

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this book is *A Fun Day at the Park*. In this story Mom, Dad, Matt, Rose, and their dog Rex want to have lunch at the park but their lunch does not go quite as planned. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E		E			SC		
		SC	M	S	V	M	S	V
A Fun Day at the Park								
"We are going to the park," said Mom.								
"We will have fun at the park."								
"We can take a lunch," said Dad.								
"It is fun to eat lunch at the park."								
Matt said, "Where are the hats?"								
"They are not here," said Dad.								
"I will run home to get the hats,"								
said Matt.								
"Where is Matt?" said Rose.								
"He is not here.								
I will run home to look								
for Matt."								
Dad said, "Matt is not here.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Rose is not here.								
I will go home to look for								
Matt and Rose."								
"I will go home to get								
the hats.								
I will look for Matt, Rose,								
and Dad," said Mom.								
No Matt! No Rose!								
No Dad! No Mom!								
"It is not fun at the park.								
I will run home to get them,"								
said Rex.								
It is fun to eat lunch at home.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Look at page 3. What is Matt looking for? 2. Everyone left the park. Where do they go? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Look at page 7. Rex is all alone. What could he be thinking about? 2. Look at page 8. There is a note on the fridge that says "Don't forget." Why is the note there? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Letters

Stage: Early

Genre: Fiction Books

Level: E

Word Count: 122

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this book is *The Letters*. In this book Squirrel, Fox, Bear, Moose, and Owl get letters. But where is Snake's letter? (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Letters								
"Here is a letter for me!"								
said Squirrel.								
He read the letter.								
He smiled and smiled.								
Fox got a letter too.								
"The letter is from my friend,"								
said Fox.								
She smiled and smiled.								
There was a letter for Bear.								
"I like to get letters from my								
friends," said Bear.								
He smiled and smiled.								
Moose said, "Here is my letter."								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Moose and his friends								
read the letter.								
Moose smiled and smiled.								
Moose and his friends								
went to see Owl.								
They looked up in the tree.								
"I got a letter too," said Owl.								
Snake looked for his letter.								
He looked and looked.								
"Where is my letter?"								
cried Snake.								
Snake found his letter.								
The letter was from his friends.								
It said, "We love you, Snake!"								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What did the animals do when they got their letters? 2. What did Snake's letter say? 3. Tell me about Snake's problem. 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. How did Snake feel when he couldn't find his letter? 2. At the end, all of the animals are smiling. Why? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

City Streets

Stage: Early

Genre: Fiction Books

Level: F

Word Count: 56

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This is a story about what happens on the streets in a busy city. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
City Streets								
The city streets are busy.								
A girl is changing tires.								
Firefighters are fighting fires.								
The city streets are busy.								
A police officer is stopping cars.								
A man is playing a guitar.								
The city streets are busy.								
A woman is sweeping the street.								
A man is selling hot dogs								
for a treat.								
The city streets are busy!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Talk about how busy the city streets are in this story. 2. What did the police officer do in the story? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What are some of the noises you would hear on the streets in this story? 2. Where would you go to get a treat? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

On Our Street

Stage: Early

Genre: Fiction Books

Level: G

Word Count: 166

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Ava introduces you to a variety of friends on her street and the games they play. Find out their favourite games. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
On Our Street								
"Come and meet my friends," said Ava.								
"See what is happening on our street.								
We learn new games from our friends."								
"Nicky is teaching us a bowling game.								
We are learning how to roll a ball.								
The ball has to knock the pins over."								
Nicky said, "I have the most points."								
"Grace teaches us how to make stars								
with string and our fingers," said Ava.								
"Pull your hands apart and								
look at the star," said Grace.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
"Sue is teaching me to play Jacks,"								
said Ava.								
"I will try to pick up more stones								
than you," said Sue.								
"Jack is teaching me a hand game.								
We can play Rock, Paper, Scissors,"								
said Ava.								
"Our favourite game is soccer.								
It is played with a large ball."								
Hassin said, "Sometimes I bump								
the ball with my head."								
"I am teaching my friends to								
play baseball. I like to hit the ball								
over the fence and get a home run.								
We have lots of fun playing games								
on our street."								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. How do the children learn new games? 2. What do Ava and Sue use when they play jacks? 3. Why were they learning to roll the ball? 4. What game is Jack teaching Ava? 5.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Which game in this story would be hardest to play and why? 2. Of all the games, which is the children's favourite game? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Very Clever Crow

Stage: Early

Genre: Fiction Books

Level: G

Word Count: 148

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Crow was very thirsty, but the rivers were drying up. Read to find out what the clever crow did to find a drink. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Very Clever Crow								
It was a hot, sunny day.								
Crow was flying high over the valley.								
The sun was hot, and Crow								
was thirsty. She wanted some water.								
So she flew over to the river.								
There was only a little bit of water there.								
Crow tried to drink the water,								
but it was too low for her to reach.								
The hot sun was drying up the river!								
Crow was very thirsty.								
She called out, "I need help!"								

Text	E	SC	E			SC		
			M	S	V	M	S	V
No one came.								
Then Crow saw some little stones								
on the ground.								
"I have an idea," she said.								
Crow picked up a stone								
and dropped it into the river.								
She dropped the stones								
into the river, one by one.								
Each stone made the water rise								
a little bit higher.								
Soon, the water was high enough								
for Crow to reach.								
She had a good, long drink.								
"What a very clever crow I am!" she said.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Where did this story take place? 2. Why was the river dry? 3. What did Crow do to get water? Did it work? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What was Crow's problem? 2. How did she solve the problem? 3. Why do you think the author called this text "The Very Clever Crow"? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Why the Sun Is in the Sky

Stage: Early

Genre: Fiction Books

Level: H

Word Count: 115

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The sun, who lived close to the sea, always wanted the sea to visit. One day the sea rose to meet the sun, but something happened. Find out why the sun is in the sky. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Why the Sun Is in the Sky								
Once upon a time, the sun								
lived close to the sea,								
where he shone brightly every day.								
Every day, the sun asked the sea,								
"Why don't you visit me?"								
"Oh, I'm far too busy to visit you,"								
replied the sea.								
After a while, the sea, and all								
the sea creatures, decided that								
it was time to visit the sun.								
"Oh, do come up," said the sun.								
"I will be so pleased to see you."								

Text	E	SC	E			SC		
			M	S	V	M	S	V
So the sea rose up to meet								
the sun, but it couldn't stop!								
The sea rose so high that the sun								
thought he had better climb								
into the sky. So he did.								
That is why the sun is in the sky.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Where did the sun live at the beginning of the story? 2. Why didn't the sea visit the sun? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think the sun wanted the sea to visit? 2. What do you think might have happened if the sun didn't move high in the sky? 3. Do you think the sun and sea ever visit again? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Reading Assessment Forms: Fiction

Fiction Passages

Bob and the Road Monster

Stage: Early

Genre: Fiction Passages

Level: G*

Word Count: 194

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This is a story about a huge hungry monster that is on the loose. Read to see what happens. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Bob and the Road Monster								
Bob made roads. He made long roads,								
short roads, straight roads, and								
ones that bent. One day, he went								
outside. His roads had gone!								
"What has happened?" cried Bob.								
He asked Mary at the farm.								
He asked Joe at the shop.								
He asked Kim at the park.								
No one knew where the roads had gone.								
But Bob saw footsteps.								
Big footsteps.								
HUGE footsteps.								
That night, he watched. A HUGE MONSTER								
was eating his roads!								
"Stop!" cried Bob. "Eat something else."								

Text	E	SC	E			SC		
			M	S	V	M	S	V
"I like roads!" said the monster. "Yum."								
"Eat grapes or green beans," said Bob.								
"No."								
"Eat pizza or pineapple."								
"No."								
"Eat corn or cucumber."								
"No. I like roads."								
Bob stamped his foot. Then he said, "I know!"								
Do you like dirt?"								
"Is dirt yummy?" asked the monster.								
"Try it," said Bob.								
The next day, the monster ate dirt at Mary's farm.								
It ate dirt at Joe's shop.								
And it ate dirt at the park.								
Bob helped Kim build a new								
skate ramp. Then he built his								
roads again. He made long								
roads, short roads, straight								
roads, and ones that bent.								
While the monster set off								
to find ...								
MORE DIRT!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What does Bob make? 2. What type of roads does he make? 3. Who ate the roads? 4. How did Bob know the monster was eating his roads? 5. What are two things the monster didn't like to eat? 6.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What do you think Bob made next? Why? 2. Tell me something important about this story? Why do you think it is important? 3. How did Bob solve his problem? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Mr. Black Comes Back

Stage: Early

Genre: Fiction Passages

Level: H

Word Count: 189

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This story is about a boy named Max and a cat named Mr. Black. Read to find out how they become friends. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Mr. Black Comes Back								
Max was sad. "I don't like the								
city," said Max. "I miss our farm.								
Who will take care of Buster now?"								
Max's father said, "I have to								
work in the city. Your uncle will								
stay on the farm and look after								
the cows and the dog. Buster								
is a farm dog, not a city dog."								
Max's dad opened a can								
of tuna. He didn't see a little								
black cat jump on the counter.								
When Dad turned around,								
some of the tuna was gone.								
He saw the cat running out								
the door.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
That night, the cat came back. Max and his dad saw								
him sleeping under the porch. He looked cold.								
"Where did he come from?" asked Max.								
Dad asked the neighbours. They said, "The cat's name								
is Mr. Black. This was his home, but his owners moved								
to a farm. They took the cat with them, but he came								
back here. Maybe Mr. Black is just a city cat!"								
Max smiled. "Mr. Black," he said, "we are city people								
now, and we need a city cat."								
Max had found his first friend in the city.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Where did Buster's owner move? 2. Where did Buster like to live? 3. What happened when Mr. Black moved to the farm? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Did Max figure out why Buster couldn't live with him? Explain. 2. Why do you think Max's dad brought Mr. Black inside? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Freddy and Banjo

Stage: Early

Genre: Fiction Passages

Level: H*

Word Count: 153

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This story is about a boy named Freddy who couldn't sleep because he kept remembering his dog Banjo. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Freddy and Banjo								
Freddy couldn't sleep. His old								
dog, Banjo, had died. Freddy								
remembered Banjo running,								
playing, and chewing bones.								
"I can't sleep," he called.								
"Try counting sheep," said his								
mom, but the sheep all looked								
like Banjo.								
The next night, Freddy couldn't								
sleep. He remembered Banjo								
fetching, swimming, and								
chasing!								
"I can't sleep," he called.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
"Try counting bears," said his dad, but the								
bears all looked like Banjo.								
The following night, Freddy couldn't sleep.								
He remembered more about Banjo.								
"I still can't sleep," he called, but this time								
his mom gave him a shiny star to stick on								
his wall.								
But Freddy still couldn't sleep, so another night his dad								
gave him a brighter star.								
"This is called the Dog Star. It's the brightest star in								
the sky." Freddy stuck it on his wall.								
He looked up at the beautiful Dog Star shining above								
him. Freddy thought of Banjo, and he slept.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What did Freddy's Mom and Dad tell him to do to help him go to sleep? 2. What was the name of the brightest star? 3. How did Freddy finally get to sleep? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think Freddy missed Banjo so much? 2. Can you think of another title for this story? Why? 3. How did the Dog Star help Freddy? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Telling Tales

Stage: Early

Genre: Fiction Passages

Level: I

Word Count: 168

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This story is about a boy named Thomas who tries to tell his family and friends about the animals he saw in his backyard. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Telling Tales								
Thomas raced inside.								
He saw Mom reading her								
book. "Mom!" he shouted.								
"There's a dinosaur in our								
backyard!"								
"What a tale, Thomas," said Mom.								
She kept on reading her book.								
Thomas saw Dad watching TV.								
"Dad!" he shouted. "There's a								
huge snake in our backyard!"								
"What a tale, Thomas," said								
Dad. He kept on watching TV.								
Thomas ran to the front yard.								
He saw his friend Jay biking by.								
"Jay!" shouted Thomas. "There's								

Text	E	SC	E			SC		
			M	S	V	M	S	V
a gorilla in my backyard!"								
"What a tale, Thomas,"								
said Jay. He rode away								
as fast as he could.								
Thomas saw Grandpa								
painting. "Grandpa!"								
shouted Thomas.								
"There's a giant lizard								
in our backyard!"								
"What a tale, Thomas," said Grandpa.								
He kept on painting.								
Thomas saw Grandma gardening. "Grandma!"								
shouted Thomas. "There's a whale in our backyard!"								
"Let's go see!" said Grandma.								
In the backyard, Thomas								
showed Grandma his <i>Big</i>								
<i>Animal Book</i> . He showed								
her the dinosaur, the								
snake, the gorilla,								
the lizard, and the whale.								
"See, Grandma, I wasn't telling tales!"								
said Thomas.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What animals did Thomas see in the backyard? 2. What does "what a tale" mean? 3. Did Thomas really see all those animals in his backyard? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think the author wrote this book? Why? 2. How do you think Thomas felt when no one believed him? Why? 3. Talk about the friendship between Thomas and Grandma. 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The First Fire

Stage: Early

Genre: Fiction Passages

Level: J

Word Count: 173

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Read this tale to find out how the animals first got fire. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The First Fire								
Long ago, there was no fire. All the animals								
were freezing. They asked Lightning for help.								
So Lightning set a tree on fire. But the								
burning tree was on an island far								
away. Someone needed to go to the								
tree and bring back hot coals.								
First, Owl flew to the tree, but								
the fire started to burn her								
feathers. Owl came back								
with nothing.								
Bear was next to try. He swam								
to the tree, but the fire started								
to burn his fur. Bear came back								
with nothing.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Finally, little Water Spider decided								
she would try, even though she								
was so small. Water Spider danced								
across the water to the tree. Then								
she spun a little bowl out of her web								
thread and placed one tiny coal into								
the bowl. Setting the bowl on her back,								
Water Spider danced back home.								
The animals rejoiced to have fire.								
And to this day, water spiders								
have a white mark on their								
back so animals will always								
remember who brought them								
their first fire.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Why did the animals need fire? 2. Which animals tried to bring back the hot coals? 3. How did the water spider get the coal? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Do you think the water spider's size helped? Why? 2. Why do you think the spider was able to get the fire? 3. Why do you think the water spider has a white spot on its back? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Case of the Horrible Hiccups

Stage: Early

Genre: Fiction Passages

Level: J

Word Count: 293

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: In this story Katie gets the hiccups and her friend Liam helps her to solve this problem. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Case of the Horrible Hiccups								
Katy O'Hara started her day like any other. She got								
ready for school, and when she went in the kitchen,								
her mom had breakfast waiting. Katy started to gobble								
down her toast.								
"Katy, you should eat								
more slowly," warned								
her mom.								
"No, I'll be—HIC!"								
"What did I say?								
You've got hiccups								
now," said her mom.								
"They'll go away—HIC! Hey, there's the bus—HIC!								
Bye!" called Katy as she ran out the door.								
But Katy's hiccups did not go away. All the way to								

Text	E	SC	E			SC		
			M	S	V	M	S	V
school, they were the loudest thing on the bus. Her best								
friend, Liam, even started to call her Katy O'Hiccups.								
At school, Katy took Liam aside. "Liam, will you–								
HIC–go to the library with								
me–HIC? I need to find out								
how to–HIC–make these								
hiccups stop!"								
Liam said, "Sure! We'll be like								
detectives working to solve a mystery."								
The first solution they read was for								
Katy to drink water. Katy tried that,								
but it only made her snort water								
up her nose.								
The next solution was for Katy to hold her breath.								
She tried that, but it only made her feel dizzy.								
The third solution was for								
Katy to blow into a paper								
bag. Katy tried that, but the								
librarian only scolded her								
for acting silly.								
Katy was looking on her								

Text	E	SC	E			SC		
			M	S	V	M	S	V
computer for another idea								
when Liam came up behind								
her and tapped her on the shoulder.								
"AHHHH! You startled me! I didn't hear you								
coming!" gasped Katy.								
"That was the idea. See, I just read that scaring								
someone can make hiccups go away," said Liam.								
And it worked! Katy's hiccups were completely								
gone. "Thanks to you, The Case of the								
Horrible Hiccups is now officially								
CLOSED!" said Katy.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What solutions did Katy and Liam try to solve her problem? 2. How did Katy finally solve her problem? 3. What word tells you that Katy ate her toast quickly? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think Mom warned Katy to eat slowly? 2. What did Liam mean by "We'll be like detectives to solve a mystery?" 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	31 or more	28-30	25-27	22-24	19-21	16-18	14-15	11-13	8-10	5-7	1-4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Monty's Checkup

Stage: Early

Genre: Fiction Passages

Level: J*

Word Count: 174

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Read about a dog named Monty's visit to the vet and what his owner learned about taking care of him. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Monty's Checkup								
Guess what! Yesterday, my dad bought								
me a dog at the animal shelter. I've								
named him Monty. Today, we took								
Monty to the vet for a checkup.								
First, Dr. Marshall made friends								
with Monty. Then she touched								
his nose. She told us that a cool								
and damp nose means he is								
feeling fine.								
She checked Monty's								
teeth, and they looked								
good. She said to								
rub them with a soft								
cloth or a soft, dry								

Text	E	SC	E			SC		
			M	S	V	M	S	V
toothbrush to keep								
them clean. It would also								
help to give him carrots or								
rawhide bones to chew on.								
Next, Dr. Marshall lifted up each								
of Monty's paws. She checked								
for sore spots and nails that								
were too long. She showed us								
how to clip his nails.								
Last, Dr. Marshall listened to								
Monty's heart. She said he had								
a good steady beat. She told								
me he needs to walk and run to								
keep his heart working well.								
Before we left, Dr. Marshall gave me								
a sheet to put on our fridge. I'm going								
to read it every day!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Dr. Marshall touched Monty's nose. What did she learn about Monty? 2. Dr. Marshall listened to Monty's heart. What activities can Monty do to keep his heart healthy? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Dr. Marshall checked Monty's teeth and suggested that rawhide and carrots are good things for dogs to chew on. Why? 2. Why was it important for the boy to learn about ways to take care of Monty? 3. How do you know the boy will be a good pet owner? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Mac and Archie

Stage: Early

Genre: Fiction Passages

Level: K

Word Count: 254

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: In this passage Mac and his little dog Archie spend days climbing sand dunes and looking out to sea. Read to find out what things they saw. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Mac and Archie								
Mac and his little dog, Archie, lived in an old house								
near the sea. Every day, they climbed the sand dunes,								
watched the seagulls, and fished for dinner.								
And every day, Mac stood at the top of the								
dunes and looked out to sea while Archie waited								
for him. <i>What is he looking for?</i> Archie thought to								
himself. <i>I wish we could go home.</i>								
<i>I'm sure it's time for dinner.</i>								
Mac's greatest hope was that one day he would								
see a whale. Day after day, he looked out over the								
water, watching and waiting.								
Finally, that day arrived. "Archie! Archie!" called								
Mac. "I think I can see a whale!" Archie turned								
around and sniffed the air. He couldn't see								

Text	E	SC	E			SC		
			M	S	V	M	S	V
anything except blue water.								
"Come on, Archie, let's climb to the top of the dunes.								
I'm sure it's a whale! We might be able to see it								
breach!" So they climbed to the highest point and								
looked out to sea. "There!" cried Mac. "See? It's the								
most beautiful creature in the world."								
Archie sniffed the air again and tried to look pleased.								
<i>Mmm, I don't think so, but I can see the most beautiful</i>								
<i>creature in the world. I think her name is Allie.</i> Archie								
wagged his tail and scampered down								
the dunes to play with Allie.								
After a while, Mac called, "Come on,								
Archie! It's time to go home. I'm sure								
it's time for dinner!" Archie followed								
Mac back home, but he was								
secretly hoping that they would								
go whale-watching again.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Mac and Archie climbed to a high point and looked out at the ocean. What beautiful creature did Mac see? 2. Mac hopes to see a whale breach. What happens when a whale breaches? 3. What was Archie thinking when Mac looked out to sea?	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Archie was hoping they would go whale watching again. Why? 2. Tell me how Mac's beautiful creature was different from Archie's beautiful creature. 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	27 or more	24–26	22–23	19–21	17–18	14–16	12–13	9–11	7–8	4–6	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

My Cat, Morgan

Stage: Early

Genre: Fiction Passages

Level: K

Word Count: 271

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Morgan is always looking for the perfect place to sleep. Read to find out some of the different places he tries and the perfect place he finds. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
My Cat, Morgan								
My cat, Morgan, loves to sleep.								
He loves it more than hunting								
mice. He loves it more than								
clawing his scratching post.								
He loves it more than watching								
birds. He is always looking for								
comfortable places to take a nap.								
One morning, when Dad opened the car								
door, Morgan jumped onto the front seat.								
It was soft and warm. He curled up								
and started to purr.								
"You can't sleep here, Morgan!"								
said Dad. Morgan leaped up								
and scurried away.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Later, Dad went shopping. As								
he was emptying the grocery bag,								
Morgan crept inside. It was cozy and dark.								
He closed his eyes and started to purr.								
"You can't sleep here, Morgan!"								
said Dad. Morgan jumped up								
and scrambled out of the bag.								
The next day, Morgan was exploring								
the laundry room. As usual, he was								
looking for a good place to sleep.								
When Dad was not looking, Morgan								
hopped into the washing machine.								
It was cold and noisy and wet!								
Morgan yelped and yowled								
and sprang out of the machine.								
Poor Morgan was shaking and								
shivering. He was so unhappy!								
Then he remembered his very								
favourite place for a nap,								
and that is where he went. It was soft								
and warm and cozy and dark. Morgan								

Text	E	SC	E			SC		
			M	S	V	M	S	V
settled in and started to purr. Soon he fell asleep.								
That evening, Dad opened the closet door. Guess who								
was there? Sure enough, it was Morgan, fast asleep								
on a pile of shoes. He opened his eyes to look at Dad.								
Then he covered his face with his tail and went right								
back to sleep. Finally, he had found the perfect place.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Talk about some of the places where Morgan tries to sleep. 2. Morgan loves to sleep. What does Morgan like to do when he is not sleeping? 3. When was Morgan unhappy? Why was he unhappy? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Talk about some reasons why you think Dad didn't want Morgan to sleep in certain places. 2. How did Morgan know he found the perfect place to sleep? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	29 or more	26–28	23–25	21–22	18–20	15–17	13–14	10–12	7–9	4–6	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Seven Sisters

Stage: Early

Genre: Fiction Passages

Level: K*

Word Count: 292

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: On a clear winter’s night, you can look up and see the Seven Sisters and their brother close by. Read the tale to find out of how these groups of stars came to be. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Seven Sisters								
Have you ever gone out on a winter's								
night and looked at the stars?								
In the southern part of the sky, there								
is a group of seven stars. Near them								
is another star. Have you wondered								
why they are together in the sky?								
Long ago, a mother lived with her eight								
children—seven girls and one young boy who								
always liked to follow his sisters and tease them.								
One day, the girls were playing a noisy game.								
They ran around the cooking fire, singing and								
shouting. Suddenly, one girl kicked over								
a cooking pot full of rabbit stew.								
“Go run around the big pine tree								

Text	E	SC	E			SC		
			M	S	V	M	S	V
instead of my cooking fire,"								
shouted their mother.								
The girls ran off to the pine								
tree. They didn't see their								
little brother following them.								
He decided to play a joke								
on his sisters. He crashed								
through the bushes, growling								
like an angry bear.								
The sisters were frightened. "Quick! Climb the pine								
tree!" screamed the oldest sister.								
The girls scrambled up into the thick branches of								
the tree. The boy saw his sisters climbing out of sight.								
"Come back," he yelled. "I'm not a bear. It was just								
a joke." But the sisters kept going up and up.								
The boy followed, but he couldn't catch them.								
At last, the sisters reached the top of the								
tree. "Jump!" yelled the oldest sister.								
"I can hear the bear. He is right								
behind us."								
The sisters jumped. The Great								

Text	E	SC	E			SC		
			M	S	V	M	S	V
One caught them and put								
them safely in the sky. He								
picked up their little brother								
too and put him near them.								
Now, on any clear winter								
night, you can see the group of								
stars called the Seven Sisters								
with the naughty little								
brother star still close								
beside them.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Talk about the joke the brother played on his seven sisters. 2. Tell what the brother did after his sisters climbed the tree. 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. How do you think the brother felt when his sisters climbed out of sight? 2. Talk about the brother's behaviour in this story. 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Mischief-makers

Stage: Transitional

Genre: Fiction Passages

Level: L

Word Count: 187

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This story is called *The Mischief-makers*. In the story Lucas and Seb have a midnight feast in their tree house. Read to find out what mischief they got into. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Mischief-makers								
Lucas and Seb had a tree house high up								
in an old red spruce. They loved to climb								
into their hideout and peer through the								
gaps in the greenery. They kept their								
secret collections in two old boxes and								
hid special things in the tree trunk.								
One spring day, Lucas and Seb decided								
that the tree house would be a perfect								
place for a midnight feast. So late that								
evening, as the moon disappeared								
behind a cloud, they slipped out of								
their beds and crept across the lawn.								
They climbed up the rickety ladder and settled								
down to enjoy their picnic in the dark.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
They ate all the peanut butter sandwiches they had made								
that afternoon and sipped the juice they had hidden the								
day before. "That was great!" said Seb. "Let's do it again								
tomorrow night!" But before they could even begin to plan								
another feast, they heard their dad call, "Boys,								
is there any juice left for me?"								
"Oh, how did he know we were here?" whispered Lucas.								
"I don't know," said Seb. "We didn't make a mess in the								
kitchen ... did we?"								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Talk about what Lucas and Seb's tree house looked like. 2. What were Lucas and Seb doing just before they went to the tree house? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. How did Dad know Lucas and Seb were in the tree house? 2. What did Seb say that tells you they were having a good time in the tree house? 3. How do you know the boys planned ahead for their nighttime picnic? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Cow in the Kitchen

Stage: Transitional

Genre: Fiction Passages

Level: M

Word Count: 296

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The farmer’s house is very crowded and noisy. Read the story and find out what the farmer did. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E		SC			E			SC		
			M	S	V	M	S	V	M	S	V
The Cow in the Kitchen											
A farmer and his wife lived in a											
small house with their children											
and their dog. Their house always											
seemed very crowded and very											
noisy. One day, the farmer could											
stand it no more.											
So he went to the wise woman in											
the village to ask what to do. She shrugged and said,											
“Bring the cow into the kitchen.” The farmer was puzzled											
by this advice, but he did as he was told.											
That night, the small house was noisier											
and more crowded than ever.											
The next day, the farmer returned to the											
wise woman and complained. The wise											

Text	E	SC	E			SC		
			M	S	V	M	S	V
woman shrugged and said, "Bring the								
goat into the house."								
Once again, the farmer was puzzled,								
but he did as he was told.								
That night, it was even noisier in the little house!								
The cow mooed, the goat bleated, the dog barked,								
the children cried, and the farmer's wife nagged.								
The farmer stormed back to the wise								
woman and complained again.								
The wise woman rolled her eyes and								
said, "Bring the ducks and chickens								
into the house." Once again, the								
farmer did as he was told.								
No one could sleep that night because								
of all the mooing and the bleating								
and the barking and the quacking								
and the clucking and the crying and								
the nagging.								
The next morning, the farmer stumbled								
back to the wise woman.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
"What can I do?" he asked sleepily.								
The wise woman smiled. Then she said,								
"Send all the farm animals outside."								
The farmer went home and shooed all								
the animals out of the house.								
Suddenly, the house seemed very								
big. And very quiet. Even the								
children and the dog were quiet.								
"This is wonderful," said the								
farmer's wife.								
"How clever the wise woman is,"								
replied the farmer.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Who gave the farmer advice? 2. Why did the farmer think the wise woman was clever?	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What does the phrase "the farmer could stand it no more" mean in this story? 2. How was the farmer's problem solved? 3. The text says "the farmer stumbled back to the wise woman." Why did he stumble? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	31 or more	28-30	25-27	23-24	20-22	17-19	14-16	11-13	8-10	5-7	1-4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Calla's Diary

Stage: Transitional

Genre: Fiction Passages

Level: N

Word Count: 286

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Here are some pages from Calla's diary about her vacation in Mexico with the Castillo family. Read to find out about her vacation and about how life is different in Mexico. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Calla's Diary								
June 25								
On Tuesday, my aunt is taking me to Mexico to								
visit her friends, the Castillo family.								
Today, Mom gave me this diary so I can write								
about my vacation. My parents will be able to read								
all about it when I get home.								
I didn't know where Mexico was, so I looked it up								
on the Internet. It's a lo-o-o-ong way from Halifax.								
We will need to fly in three planes to get there!								
July 1 (Canada Day!)								
Hey Diary!								
We're in Mexico! It's hot! Luckily, I have most of								
my summer clothes!								

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Castillo family met us at the airport. The								
girl's name is Josefina. She speaks English, French,								
and Spanish!								
They live in Mexico City. That's the capital city								
of Mexico.								
Tomorrow, we are going to the beach.								
You know what, Diary? I miss Mom and Dad.								
July 6								
We are staying in a beach								
house, and we go swimming								
in the sea.								
We drove through the mountains								
all day in a TRUCK to get to								
the beach.								
On the way, I saw sugar cane								
and pineapple plantations.								
This morning, a boat came to the beach,								
with a big net FILLED with fish. People bought								
fish on the beach. They were different fish from								
the ones we get at home.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
July 13								
We made friends with a boy called Hanley.								
He gave me a mango. Yum!								
We had lunch with Hanley's family. They're								
lucky because they live near the beach.								
Hanley's dad shook a palm tree, and coconuts								
fell off it. Then he cut the tops off them, and we								
drank the milk through straws. Yum!								
We go home tomorrow.								
Next time, Mom and Dad have to come too!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What is the purpose of Calla's diary? 2. Describe the area where the Castillo family lives. 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Calla feels a little sad at the beginning and the end of her vacation. Why does she feel this way? 2. Using a text feature find out how long Calla was gone? 3. Do you think Calla will eat a mango again? Why? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	31 or more	28-30	25-27	22-24	19-21	16-18	13-15	10-12	8-9	5-7	1-4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Eliza Ballantyne's Journal

Stage: Transitional

Genre: Fiction Passages

Level: O

Word Count: 290

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This passage tells us about Eliza Ballantyne. Read to find out how she felt coming to a new country and a new life. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Eliza Ballantyne's Journal								
Friday, June 30th, 1848								
It seems such a long time since we left								
Glasgow on May 22nd. I've become quite								
used to the <i>Barque Ellen</i> . But now, we are								
entering the harbour at Pictou. Everyone								
on the boat is cheering! Our new life in a								
new land is about to begin.								
Saturday, July 1st, 1848								
It took most of the morning to								
unload all the trunks from the								
boat. Then Father and Uncle								
Fergus went to buy horses and								
a wagon. And what a strange-								
looking wagon it is!								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Monday, July 3rd, 1848								
We set off for our new home today. All our belongings								
are packed in the wagon—trunks, tools, pots, pans, food,								
plants, and seeds. We brought all of it from home. When								
we arrive at Antigonish, we'll be able to start our farm								
with the plants and seeds.								
Friday, July 21st, 1848								
Sorry, Journal. I couldn't find you for a while. It's now								
been two months since we left Glasgow. I do miss it.								
Life is very different and often quite difficult here.								
Thursday, July 27th, 1848								
The land is covered with								
trees. Father says he, Uncle								
Fergus, and Lachlan will								
clear most of it for farming.								
They'll use the logs to build								
our house and a barn.								
Tuesday, August 1st, 1848								
We have made two trips to								
town to buy food and animals.								
We now have a cow, two pigs,								

Text	E	SC	E			SC		
			M	S	V	M	S	V
and ten chickens. I've been								
busy helping with milking,								
feeding, and collecting eggs.								
I have little time for writing.								
I am also busy watching out								
for bears.								
I must go! Mother is calling. She wants to show me								
how to churn butter. There is so much to do and learn								
in our new life!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Where is Eliza's new home? 2. What were some of the challenges the family faced? 3. The land was covered in trees. What is the father's plan? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. How does Eliza Ballantyne feel about moving to a new country? What evidence in the journal helps you to know that? 2. Describe how Eliza feels in this new place. How do you know? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	31 or more	28–30	25–27	22–24	19–21	16–18	14–15	11–13	8–10	4–7	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Beans, Tomatoes, Lettuce, Carrots!

Stage: Transitional

Genre: Fiction Passages

Level: P

Word Count: 381

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: In this story Cody discovers a community garden. Read to find out what Cody learns. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Beans, Tomatoes, Lettuce, Carrots!								
On Saturday, Cody and his dad woke up early.								
They put on their old clothes and shoes and								
headed out the door.								
Cody's friend Maria was patiently waiting								
for them near the front door of their								
apartment building. They sauntered down								
the street, around the corner, and through a								
wooden gate. There were piles of brown soil								
dumped into straight rows. They saw a bright								
blue shed and a dingy old wheelbarrow.								
"Welcome to our beautiful garden!" said								
a cheerful voice.								
<i>Who said that?</i> thought Cody.								
Then a face emerged from behind								

Text	E	SC	E			SC		
			M	S	V	M	S	V
the wheelbarrow. "Hi! I'm Amy."								
"Is this your garden?" asked Maria.								
"It's a community garden!" said								
Amy excitedly. "It belongs to anyone								
from the community who would like to								
join us. Everyone who lives in the area is								
welcome to join the community garden group.								
In the spring, we prepare the soil and plant the seeds.								
This can be tedious work, but it will be worth it in the								
summer when all the vegetables are grown and ready								
to harvest. Would you like to join our group?"								
"I would love to join, but I don't know anything about								
planting a garden," said Cody.								
"Don't worry about that! There are lots of people here each								
week who can help. Some of our friends have been planting								
gardens for years and are always eager and happy to help.								
Let's get some seeds!" said Amy, leading them								
over to the shed. Amy gave Cody and Maria								
a basket of seeds. She pointed to the								
back of one of the packets. "See?" she								
said. "Each packet has instructions								

Text	E	SC	E			SC		
			M	S	V	M	S	V
that tell you how to plant the								
seeds." There were seeds for beans,								
tomatoes, lettuce, carrots, and more!								
As they began preparing the soil								
for planting, other helpers started								
to arrive. Cody and Maria recognized								
several neighbours from their apartment								
building. Some people were from other parts								
of the city. Everyone worked together, and soon								
all the seeds were planted.								
"I can't wait to come back to the garden," said Maria.								
Cody looked at the basket full of empty seed packets.								
"I can't wait to eat the beans and tomatoes, lettuce, carrots,								
potatoes, beets, peppers ..."								
It will take time. Don't forget the weeding comes first!"								
laughed Amy. "See you next Saturday!"								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. How did Amy explain it was a community garden. 2. Find the word "tedious." What does it mean? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why can't Maria wait to get back to the garden? 2. How do you know Amy expected Maria to keep helping? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	41 or more	37-40	33-36	29-32	25-28	21-24	17-20	14-16	10-13	6-9	1-5	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Reading Assessment Forms: Non-fiction

Non-fiction Books

I See Spots

Stage: Emergent

Genre: Non-fiction Books

Level: A

Word Count: 41

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: In this book we will see all kinds of spots. What spots do you see? (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
I See Spots								
I see spots on a bug.								
I see spots on a frog.								
I see spots on a butterfly.								
I see spots on a snake.								
I see spots on a dog.								
I see spots on a fish.								
I see spots on me!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Name an animal you saw in the book that has spots. 2. Can a fish have spots? Where does the book give you that information? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What is the boy noticing? 2. How is the boy the same as the animals? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Big and Small

Stage: Emergent

Genre: Non-fiction Books

Level: B

Word Count: 31

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: In this book we will see things that are big and things that are small. We will read about puppies, calves, dogs, and other animals. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Big and Small								
The dog is big.								
The puppy is small.								
The cow is big.								
The calf is small.								
The cat is big.								
The kitten is small.								
I am big. My brother is small.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Tell me the name of a big animal in this book. 2. Tell me the name of a small animal in this book. 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What do you know about the boy's brother? 2.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

What Will I Wear?

Stage: Emergent

Genre: Non-fiction Books

Level: C

Word Count: 44

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This book shows us what to wear in all kinds of weather. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
What Will I Wear?								
Today is a cold day.								
I wear my jacket.								
Today is a snowy day.								
I wear my hat.								
Today is a rainy day.								
I wear my raincoat.								
I have an umbrella too.								
Today is a sunny day.								
I wear my sunhat and sandals.								
Yippee!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. How does the person in the story get ready for a snowy day? 2. Why does the person have sandals on? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What is the person's favourite type of weather? 2. How do you know? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Animal Puzzle

Stage: Emergent

Genre: Non-fiction Books

Level: C

Word Count: 45

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This book will tell us all about an animal. Read to figure out what the animal is. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Animal Puzzle								
I have a tail. It is white.								
I have four legs. I can run.								
I have a nose. It is black.								
I have antlers. I can fight.								
I have fur. It is brown.								
I have a friend. I can play.								
Yes!								
I am a deer.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What words does this book use to tell you about a deer? 2. In the book, what does the deer do with his friend? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. How are you the same as a deer? 2. How are you different from a deer? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Looking for Shapes

Stage: Emergent

Genre: Non-fiction Books

Level: C*

Word Count: 66

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: We see shapes everywhere. Let's look for shapes in this beautiful Mi'kmaq quillwork. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Looking for Shapes								
You can find many shapes.								
Let's look for some!								
Can you see the red circle?								
Can you see the green rectangles?								
Porcupine quills are used to make								
the shapes.								
Bark is used to make the shapes too.								
Can you see the yellow triangles?								
Can you see the red triangles?								
Can you see the red squares?								
Can you see the green squares?								
What shapes can you see?								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What shapes can you see in the Mi'kmaq quillwork? 2. What was used to make the purple circle and black square? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What does the author ask us? 2. What is the author teaching us? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	7 or more	6	5	4	3	2	1	0
	%	Below 90%	91%	92%	94%	95%	97%	98%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Looking for Beach Glass

Stage: Early

Genre: Non-fiction Books

Level: D

Word Count: 80

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Lots of beach glass can be found in the sand. Read the book to find out more about the different type and colours of beach glass. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Looking for Beach Glass								
Can you see the beach glass?								
You can find it in the sand.								
Beach glass comes from								
broken bottles.								
You can hold beach glass in your								
hand because it is very smooth.								
White beach glass is easy to find								
because lots of bottles are white.								
Green beach glass is easy to find								
because lots of bottles are green.								
Blue beach glass is hard to find								
because not many bottles are blue.								
Many beautiful things can be made								
with beach glass.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Where can we find beach glass? 2. Which colour of glass is easy to find? Why? 3. Which colour of glass is hard to find? Why? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. How is beach glass used? 2. If you collected beach glass, what colour would you most like to find? Why? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Be Safe

Stage: Early

Genre: Non-fiction Books

Level: D

Word Count: 83

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: A boy and his family are riding their bikes. Read the book to find out how they safely ride a bike. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Be Safe								
I like my bike.								
I like to go for long rides								
with my family.								
I can ride up the hill.								
I can ride down the hill.								
I like to ride fast.								
My bike is blue.								
My helmet is blue too.								
I wear my helmet								
when I ride my bike.								
It keeps my head safe.								
We all wear helmets.								
We like to be safe.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Put the helmet on your head.								
Snap!								
It is fun to ride a bike.								
It is good to be safe.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Who is this boy riding his bike with? 2. How does this family stay safe? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What do you learn about this family? 2.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Looking After Planet Earth

Stage: Early

Genre: Non-fiction Books

Level: D*

Word Count: 99

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: In the book Mr. Duffy’s class learns how to look after Planet Earth. Read to find out how Mr. Duffy’s students Alex, Max, Simone, and Kit learn ways to take care of Planet Earth. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Looking After Planet Earth								
We went on a class trip.								
We went to Sydney.								
We saw fish in a tank. We looked at								
the sand in the tank.								
Mr. Duffy said, “We have to look								
after our Planet Earth.”								
“How can we help look after								
Planet Earth?” asked Mr. Duffy.								
“We can recycle,” said Alex.								
“We can all help.”								
“We can turn off the lights,” said Lisa.								
“We can turn off the water,”								

Text	E	SC	E			SC		
			M	S	V	M	S	V
said Simone and Kit.								
"We can save the water."								
Soon, it was time to go home.								
We had a fun day.								
Now we can help look after								
Planet Earth too.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Where did the class go on their trip? 2. What did the children see in the tank? 3. What did these children know about taking care of Planet Earth? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Do you think Mr. Duffy was happy at the end of the class trip? Why? 2.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

How to Make a Handprint

Stage: Early

Genre: Non-fiction Books

Level: E

Word Count: 50

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: In the book you can learn how to make a handprint using paint. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
How to Make a Handprint								
Here is how to make a handprint.								
What you need:								
paint								
paint brushes								
paper								
plates								
What to do:								
Mix some paint on the plate.								
Brush the paint onto your hand.								
Press your hand onto the paper.								
Wait for the paint to dry.								
You made a handprint.								
What does it look like?								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What are some of the things you can use to make a handprint? 2. Tell me the steps involved in making a handprint. 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Answer the last question in the story. 2.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	90%	92%	94%	96%	98%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Dandelion Days

Stage: Early

Genre: Non-fiction Books

Level: F

Word Count: 92

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Read this book to follow the dandelion life cycle from a seed to a flower. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Dandelion Days								
Have you ever blown on a dandelion?								
A dandelion starts when a seed								
falls on soil. A root may grow								
from the seed.								
Roots grow down into the soil.								
A stem rises above the ground,								
and then leaves form.								
Winter snow protects								
the young plants.								
When the snow melts, the plants								
have water to grow.								
Warm sunshine also helps the								
plants grow.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Soon, buds begin to show.								
Finally, bright yellow flowers open.								
But before long ...								
the flowers will dry up, and seeds								
will appear.								
The dandelion cycle is ready to								
begin again.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What does this story say about a seed that falls on the soil? 2. How does snow help the dandelion? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think this story starts with a question? 2. How do you know flowers don't last long? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Osprey

Stage: Early

Genre: Non-fiction Books

Level: G

Word Count: 106

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The osprey is a bird that is found in Nova Scotia. Read the book to find out more about it. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Osprey								
The osprey is a very large bird.								
It is sometimes called the fish eagle								
or the sea hawk.								
It has wide wings and black and								
white feathers. The feathers look								
like long fingers.								
Ospreys have white heads with								
black patches across their eyes.								
They have big yellow eyes that help								
them to see fish under the water.								
Ospreys have long, sharp beaks.								
They have curved claws that help								
them to catch and hold on to fish.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Ospreys live near rivers and lakes.								
They build their nests with large								
sticks and branches.								
Ospreys eat only fish.								
They dive from high in the sky								
to catch the fish.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Tell me what an osprey looks like. 2. Why are the osprey's claws curved? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why is an osprey called a "fish eagle" or a "seahawk"? 2. The book tells us that osprey go south in the fall. Why do you think they do this? 3. Can you show me some labels in the text? Why are they there? 4. Why do ospreys live by the water? 5.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Making Blueberry Muffins

Stage: Early

Genre: Non-fiction Books

Level: G

Word Count: 121

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This book tells us how to bake something special. Read to find out how the children learned to make delicious, healthy blueberry muffins. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Making Blueberry Muffins								
We love to bake with our mom.								
We had lots of blueberries and								
wanted to use them to make muffins.								
First, we mixed some flour								
and sugar in a mixing bowl.								
Then we added an egg and								
some milk.								
Next, we added some blueberries								
and mixed again.								
Then we filled the muffin pan.								
We made lots of muffins.								
Mom turned on the oven, and we								
waited for the oven to get hot.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
When the oven was hot, Mom put								
the muffins in the oven.								
Then we waited for the muffins								
to bake.								
When the muffins were ready,								
Mom took them out of the oven.								
We waited for them to cool.								
We shared them with our friend.								
Yum! We love blueberry muffins.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Tell me the steps to make blueberry muffins. 2. What did they do when the muffins were cool? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Tell me how Mom and the children worked together. 2.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

A Nova Scotia Festival

Stage: Early

Genre: Non-fiction Books

Level: H

Word Count: 166

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This book will tell you all about the Apple Blossom Festival in Nova Scotia. Read to find out about the parades, costumes and other things that happen at the Festival. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E		E			SC		
		SC	M	S	V	M	S	V
A Nova Scotia Festival								
Many festivals are held in different								
places across Nova Scotia each								
year. People come from near and								
far to visit them.								
One festival is called the Apple								
Blossom Festival. It is held the last								
week of May. Families and friends								
like to go to the festival together.								
There are two kinds of parades								
in the festival.								
In the morning, there is the Children's								
Parade. Many boys and girls put on								
costumes and take part in the parade.								
Some children win prizes.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
In the afternoon, there is the Grand								
Street Parade. Bands, horses, old								
cars, and fire trucks all take part.								
The parade takes a long time to go								
down the street.								
After the parade, everyone goes								
to the market. The market is full								
of good food made from apples.								
Many people like the apple crisp								
the most. It is yummy!								
At night, there are fireworks.								
Everyone watches the fireworks								
light up the sky.								
There are lots of fun things to do								
at the Apple Blossom Festival.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Tell me about the two parades at the Apple Blossom Festival. 2. What happens at night during the Apple Blossom Festival? 3. What is the favourite food at the market? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. The Apple Blossom Festival happens every year. Why is it held in May? 2. The Grand Street Parade takes a long time to go down the street. Why does it take so long? 3. Why do you think the Children's Parade and the Grand Parade are at different times? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Reading Assessment Forms: Non-fiction

Non-fiction Passages

What Am I?

Stage: Early

Genre: Non-fiction Passages

Level: G*

Word Count: 102

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this passage is *What Am I?* It is written in the form of riddles. Try to solve the riddles. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
What Am I?								
What am I?								
I have a long string and								
a beautiful tail.								
I am made to fly.								
Take me out on a windy day								
to see me in the sky.								
What am I?								
When it is raining								
and clouds are in the sky,								
you need to open me up								
if you want to stay dry.								
What am I?								
I'm white and I'm cold								
and I cover the ground.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
I fall from the sky,								
but I don't make a sound.								
What am I?								
When the rain is falling								
and the sun peeks through,								
I show all my colours								
across the sky for you!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. In the first riddle how is the kite described? 2. What words in the second riddle helped you figure out what it was? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. In the first riddle why do you need a windy day to see this object in the sky? 2. In the fourth riddle it says "the sun peeks through." What is the sun peeking through? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Is It a Dolphin? Is It a Porpoise?

Stage: Early

Genre: Non-fiction Passages

Level: H

Word Count: 112

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Read to find out how dolphins and porpoises are the same and how they are different. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Is It a Dolphin? Is it a Porpoise?								
Dolphins and porpoises are sea creatures.								
Some people think they are the same, but								
they are not. Let's find out more about them.								
Things that are the same								
They live in the ocean.								
They have lungs and breathe air.								
They swim in family groups.								
Things that are different								
Bodies								
Dolphins have a long, sleek body.								
Porpoises have a smaller fat body.								
Snouts								
Dolphins have a pointed snout .								
Porpoises have a blunt snout.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Teeth								
Dolphins have sharp, pointed teeth.								
Porpoises have rounded teeth.								
Fins								
Dolphins' fins are shaped like hooks.								
Porpoises' fins are shaped like triangles.								
Behaviour								
Dolphins are playful creatures.								
Porpoises are very shy.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Read the section on fins. Use your own words to describe how they look. 2. Use the text box to find out the meaning of the word "snout." 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Which animal in this story likes to be with other animals? How do you know? 2. Which animal do you think moves the fastest? Why? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Grow Your Own Tomatoes

Stage: Early

Genre: Non-fiction Passages

Level: H*

Word Count: 233

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Read to learn how you can grow tomatoes in peat pots in a mini hothouse. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Grow Your Own Tomatoes								
You can grow your own tomatoes in a mini								
hothouse. Ask an adult to help you gather all								
the materials you will need to make one.								
Materials								
a clear plastic tub								
water								
soap								
a towel								
six peat pots								
potting soil								
tomato seeds								
some clear plastic wrap								
duct tape								
Step 1—Prepare the tub								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Clean the tub with soapy water. Rinse it								
out, and then use a towel to dry it.								
Step 2—Prepare the pots								
Put some potting soil into the peat pots.								
Press the soil down a little to make it settle.								
Place the pots in the tub.								
Step 3—Plant the seeds								
Place two seeds in each pot, and								
then cover them with potting soil.								
Water the pots until they are damp.								
(Do not make them too wet.)								
Step 4—Make the mini hothouse								
Pour about 3 centimetres of water								
into the tub. Cover the top of the								
tub with the plastic wrap. Tape								
the plastic to the tub, and make								
sure that there are no gaps.								
Now put the tub outside in a								
sunny place. If the peat pots start								
to look dry, gently water the soil								
because it needs to stay moist.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
In a week or so, you will								
see green shoots appear.								
Take the plastic wrap off								
when the seedlings are about								
6 centimetres tall. They are now								
ready to plant in your garden.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. If you wanted to grow tomatoes at your house what would you need? 2. What steps would you have to take before you put seeds in the pots? 3. If you plant tomatoes in a peat pot, how will you know when it's time to plant them in your garden? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. In the text you read that the tub was covered with plastic. Why? 2. The text ends when the tomatoes are planted in the garden. What do you think will happen next? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Fossils at Blue Beach

Stage: Early

Genre: Non-fiction Passages

Level: I

Word Count: 176

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this passage is *Fossils at Blue Beach*. Fossils are found at Blue Beach. Read to find out why people study fossils. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Fossils at Blue Beach								
This is Blue Beach. It is on the								
Avon River in Nova Scotia.								
Blue Beach is quiet, with								
blue rocks and red mud,								
but millions of years ago,								
Blue Beach was different.								
It was a lake. The air was								
much hotter, and ferns								
and other tall plants grew								
everywhere. In the lake, there were								
many fish. Some of them were								
sharks, and some had long								
stabbing teeth or sharp spines.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Those plants and animals are								
gone now. But they left fossils								
behind. Blue Beach is full of								
fossils. Almost everywhere you step,								
you put your foot on a fossil!								
There are two kinds of fossils on Blue Beach.								
Body fossils are fossils of plants or animals,								
like a tree root or fish bones. They were once								
part of the plant or animal. Trace fossils are								
marks from living things, like worm tracks or								
a trail of footprints. They tell us about things								
the animals did.								
People come to Blue								
Beach to study these								
fossils. Fossils tell us								
important stories about								
the past.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. How was Blue Beach different millions of years ago? 2. What do people study at Blue Beach? 3. What does this book tell you about trace fossils? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Would a fossil of a leaf be a body fossil or a trace fossil? Explain. 2. Are fossils hard to find at Blue Beach? How do you know? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

What a Sight!

Stage: Early

Genre: Non-fiction Passages

Level: J

Word Count: 140

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this passage is *What a Sight!* The text consists of a news report about whale watchers that see a huge pod of humpback whales in Pleasant Bay. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
What a Sight!								
Friday, September 9								
Huge Pod of Whales in Pleasant Bay								
Early this morning, even though there was a								
strong wind blowing, the whale-watcher <i>Blue</i>								
<i>Explorer</i> sailed out into Pleasant Bay. There were								
many keen whale-watchers on board.								
Just after 9:30 in the morning, a huge pod of								
humpback whales was sighted close to the								
shore. There were over 100 whales in the pod.								
They were not in a performing mood at first,								
but they were quite interested in the boat. The								
whales swam close to the <i>Blue Explorer</i> , giving								
the captain and his passengers a wonderful								
chance to take photographs.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
The whales gradually became more active,								
with one doing a full rollover while others								
were spy hopping .								
Matt Stokes, who was on board the whale-								
watcher, sent us these two photographs.								
Science reporter: Cameron Ling, <i>Cape Breton Post</i>								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. In this text some of the whales are spy hopping. Use the text to describe what that means. 2. Which whales swim close to the shore? 3. What was the weather like when the boat went out? 4. How did Matt Stokes get the photographs? 5.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Look at the sub heading "Huge Pod of Whales at Peasant Bay." What could be another subheading? Why? 2. Based on this article why do you think the whales became more active? 3. If you were one of the whale watchers what would be your favourite part of the day? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Arctic Fox

Stage: Early

Genre: Non-fiction Passages

Level: J

Word Count: 245

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The title of this passage is *The Arctic Fox*. The text is a report about Arctic foxes and how they live. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Arctic Fox								
Home								
The Arctic fox lives in Canada's far North.								
For most of the year, this land is covered with								
snow and ice. The Arctic fox lives in dens								
underground. It digs tunnels through the snow								
to get from one den to another.								
Appearance								
In winter, the Arctic fox has thick white fur that								
keeps it warm. Its coat makes it hard for enemies								
to see it in the snow. The Arctic fox has short								
legs. Fur on the footpads protects it from the cold								
when hunting. The tail of the Arctic fox is bushy,								
almost like a cat's tail. It helps protect the fox								
from the cold.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
In spring, the fox's coat turns brown. Its								
dark fur makes it hard for enemies to see								
the fox in the rocks. The Arctic fox is								
the only animal from the dog family								
to change colours.								
Food								
The fox hunts for animals that it can								
hear under the snow. The Arctic fox								
will eat any kind of meat. During								
the winter months, if the Arctic fox								
cannot catch food, it will eat leftover								
food caught by other animals such as wolves or								
polar bears. Sometimes the Arctic fox will dig a								
hole in the ground to store food.								
Young								
Baby foxes are called kits. Kits are born in spring.								
At first, they drink their mother's milk. By fall,								
the young can hunt. Their coats turn white as								
they get ready for their first Arctic winter.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What are some other names for the Arctic fox? Where did you find this information? 2. Compare the Arctic fox in winter with how he looks in the summer. 3. How does the Arctic fox get from one den to another? 4. How is the Arctic fox protected from the cold? 5.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think foxes live underground? 2. What is unusual about the Arctic fox? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	26 or more	24–25	21–23	19–20	16–18	14–15	11–13	9–10	6–8	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Itch and Scratch

Stage: Early

Genre: Non-fiction Passages

Level: J*

Word Count: 163

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: This passage tells the reader about different plants and insects that people should protect themselves from. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Itch and Scratch								
Nasty plants								
Poison ivy								
Poison ivy is really nasty. When you								
see it, don't touch any part of the								
plant! If you do, you will break out								
in an itchy red rash and blisters.								
Poison ivy grows near streams								
and lakes. It grows in other								
wet and sandy areas too.								
Stinging nettles								
Stinging nettles are nasty,								
and they can also trick you.								
They are harmless in the spring, but don't								
touch them in the summer! That's when								

Text	E	SC	E			SC		
			M	S	V	M	S	V
they have hairy spikes, which give you								
a nasty rash that feels like a burn.								
Stinging nettles often grow in marshy								
areas or along roadsides.								
Biting insects								
Mosquitoes								
Mosquitoes are attracted to								
your breath. They sting you								
and suck your blood. When								
they sting, a bump comes								
up on your skin. The bump is								
always very itchy.								
Blackflies								
Blackflies are so tiny that you can								
hardly see them. In the spring, they								
are everywhere! Blackflies often								
bite your neck or behind your ears.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What are the two nasty plants in this text? 2. How does the stinging nettle change from spring to summer? 3. Use the diagram to show the part of the mosquito that bites. 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Think of another title for this passage. Why? 2. If you were going on a camping trip what important information could you take from this passage? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Woof! The Story of a Working Dog

Stage: Early

Genre: Non-fiction Passages

Level: K

Word Count: 178

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: The most popular pet dog in Canada is the Labrador Retriever, but these dogs are also working dogs. Let's read to find out what kind of work they do. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Woof! The Story of a Working Dog								
Have you ever seen a Labrador retriever ?								
You probably have. That's because Labradors are								
popular pets. In fact, they are the most popular								
pet dogs in Canada. But Labradors, or Labs,								
are not just pets. They are working dogs.								
Fishing dogs								
The first Labs came from								
Newfoundland and Labrador. They								
worked with the fishermen. Their								
job was to swim into the water and								
help pull the nets to shore. Unlike								
other dogs, Labs have webbed paws								
that help them swim.								
Hunting dogs								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Later, some Labs were taken to								
England. There, they became								
hunting dogs. Their job was to								
retrieve water birds that had been								
shot. They were also their owners'								
smart and faithful companions.								
Helping dogs								
Today, Labs are found in most								
parts of the world. They are often								
chosen to be police dogs, and they								
also work as guide dogs, leading								
people who cannot see well.								
Labs love to swim, and to play fetch								
and catch, and they make very good companions								
for people. No wonder they are so popular!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What is the most popular pet dog in Canada? 2. What is unusual about the Lab's paws? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why is the author quite sure you have seen a Lab? 2.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Lucy's Questions about the Planets

Stage: Early

Genre: Non-fiction Passages

Level: K

Word Count: 177

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Lucy has a lot of questions about the planets. Let's read to find out the answers to Lucy's questions. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Lucy's Questions about the Planets								
What are planets made of?								
Planets are made of rock, metal, and gases.								
Where are the planets?								
The planets are part of the solar system . The planets								
circle the Sun, and all of them travel in the same								
direction. This movement is called the planets' orbit .								
What planet do we live on?								
We live on a small rocky planet called Earth. Earth								
is very special because it is the only planet we know								
that allows things to grow.								
Can we see any planets from Earth?								
Yes, we can see all the planets from Earth although we								
may need to use a very strong telescope to see the planets								
that are far away.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Which planet is closest to Earth?								
The closest planet to Earth is Venus. Venus is the brightest and hottest planet. It's the one that we can often see in the night sky.								
What does Earth look like from space?								
Earth looks blue when seen from space. That's because a lot of the Earth's surface is covered by water.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. On what planet do you live? 2. Can you find Earth in the picture of the solar system? 3. What does this passage say is special about Earth? 4. Which planet is closest to Earth? 5.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Based on what you learned from this passage why do you think the Earth is the only planet where things grow? 2. Do you wonder about other planets? How might you learn about them? 3. Do you have a question that Lucy did not ask? 4. If you were in space, what would you look for to find Earth? 5.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Crabbe Mountain: Then and Now

Stage: Early

Genre: Non-fiction Passages

Level: K*

Word Count: 232

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Read about how New Brunswick’s Crabbe Mountain has changed over the years. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Crabbe Mountain: Then and Now								
Many years ago, Lemuel Jenkins Crabbe								
lived and worked in the mountains of New								
Brunswick. He didn't know that someday the								
highest peak on his land would be named after								
him and be one of the most popular ski hills in								
Atlantic Canada.								
First, a road was built to the top of Crabbe								
Mountain. Not long after the road was built,								
three skiers went to the top of the mountain and								
skied down. They later told other skiers about								
what a good time they had.								
Word quickly spread about how great the								
skiing was at Crabbe Mountain. Then Crabbe								
Mountain Winter Park opened. It had three								
ski trails, one tow rope, and a								

Text	E	SC	E			SC		
			M	S	V	M	S	V
small building where people								
could go to get warm.								
Later it grew to have a chairlift,								
big lodges, and many more								
ski runs.								
Soon, cross-country trails were added, followed								
by a snowboard park. Lights were installed								
for night skiing. Snow-making machines were								
brought in to make sure that skiers could enjoy								
their favourite sport even when there was not								
much snow.								
Today, people visit Crabbe Mountain								
all year. In winter, skiers have								
the choice of over 20 trails. In								
warmer weather, hikers enjoy								
the beauty of the area,								
while others like to use								
the mountain bike trails.								
Lemuel Crabbe would								
be very surprised to see								
what has become of								
his mountain.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. How did Crabbe Mountain get its name? 2. What happened after the road to the top of the hill was made? 3. If you go to Crabbe Mountain in the summer what can you do? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. The writer of this passage suggested that Lemuel Jenkins Crabbe would be surprised if he could see his mountain today. How do you think he would feel about Crabbe Mountain? 2. If you were a skier which trail would you ski first and why? 3. If Lemuel Jenkins Crabbe were creating an advertisement for Crabbe Mountain what would he include? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	25 or more	22–24	20–21	18–19	15–17	13–14	11–12	8–10	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Ladybugs

Stage: Transitional

Genre: Non-fiction Passages

Level: L

Word Count: 131

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Ladybugs are colourful insects that eat nectar and aphids. Read the passage and find out more about them. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Ladybugs								
Ladybugs are insects. They have six legs and antennae								
with little knobs on the end. They have wings too.								
The front part of their wings is hard. The hard part								
covers the rest of their wings when they are not flying.								
Ladybugs can be red, orange, or pink. Different types								
of ladybugs have different colours and numbers of								
spots. Some ladybugs also have black markings that								
look like the letter W near the front of their bodies.								
Ladybugs' bright colours warn their enemies to stay								
away. Their enemies know that ladybugs have a								
horrible taste.								
Ladybugs feed on small insects such as aphids .								
Ladybugs also eat pollen, sap, and nectar .								

Text	E	SC	E			SC		
			M	S	V	M	S	V
Ladybugs lay their eggs on the underside								
of leaves.								
There are about 4500 different kinds of								
ladybugs in the world.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. How does this passage describe the ladybug's antennae? 2. Ladybugs eat aphids. What do aphids eat? 3. What keeps ladybugs' enemies away? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Ladybugs lay their eggs on the underside of leaves. Why is this a good idea? 2. If you wanted to attract ladybugs to your backyard what would you need to have in your yard? 3. There are 4500 different types of ladybugs. In the passage there was a picture of one type. Can you describe another? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

Willie O'Ree

Stage: Transitional

Genre: Non-fiction Passages

Level: M

Word Count: 182

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Learn about Willie O'Ree, who was the first African Canadian hockey player in the NHL. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
Willie O'Ree								
In Fredericton, New Brunswick,								
there is a beautiful arena called								
Willie O'Ree Place. It is named								
after Willie O'Ree, who was the first								
African-Canadian hockey player to								
play in the NHL.								
Willie was born in Fredericton in								
1935. He learned to skate when he was								
three years old, and he started playing								
in a hockey league when he was just five.								
Hockey was always what Willie loved best. He practised								
hard and played on many different teams. Then, in 1958,								
Willie got the job he always wanted. The Boston Bruins								
asked him to come join their team, and he became a								

Text	E	SC	E			SC		
			M	S	V	M	S	V
professional hockey player.								
Some people were unkind to Willie. They had never seen								
an African-Canadian person on the ice before, but Willie								
didn't let that bother him. He just wanted to play.								
He didn't pay attention to the things people said.								
Willie does not play hockey								
now, but it is still a big part of								
his life. He works for an NHL								
program, teaching kids from								
different places and different								
backgrounds that hockey is a								
game everyone can play.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What was the job Willie O'Ree always wanted? 2. In what way does Willie O'Ree give back to his sport? 3. How did the people treat Willie O'Ree?	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What kind of person was Willie? 2. Willie O'Ree gave back to the sport of hockey. Why do you think he chose to do that?	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

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

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Bluenose

Stage: Transitional

Genre: Non-fiction Passages

Level: N

Word Count: 237

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Learn about the Nova Scotia sailing ship, *Bluenose*. Find out how *Bluenose* came to be called the greatest sailing schooner of them all. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Bluenose								
In the early 1900s, fishing boats from Nova Scotia and								
New England worked in the North Atlantic.								
In 1920, a special prize was set up. It would be awarded								
each year to the fishing boat that raced the fastest to the								
fishing grounds and back. Only fishing boats from Nova								
Scotia and New England could enter. The Nova Scotians								
hoped that their boat would win the race, but it didn't.								
The race was won by a boat from the United States.								
The Nova Scotians were disappointed, so they decided								
to build a boat that would win the trophy . They built								
a schooner in Lunenburg and called it the <i>Bluenose</i> .								
It was both a fishing vessel and a ship. It was built for								
speed. In 1921, people came to watch the <i>Bluenose</i>								
race. They cheered when the <i>Bluenose</i> won by								

Text	E	SC	E			SC		
			M	S	V	M	S	V
12 minutes and 30 seconds. The people were								
very pleased to have the trophy in Nova Scotia.								
During the next 17 years, no other fishing vessel								
could beat the <i>Bluenose</i> . It was the greatest								
schooner of them all.								
On a dark January night in 1946, the grand								
champion <i>Bluenose</i> struck a reef. It was damaged								
beyond repair. Luckily, all the sailors were saved.								
This ended the sailing history of the first <i>Bluenose</i> .								
Today, we can see a picture of the								
<i>Bluenose</i> on our Canadian ten cent coin.								
The <i>Bluenose</i> lives on in the minds of								
Canadians.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. Why did Nova Scotians decide to build the <i>Bluenose</i> ? 2. What was the <i>Bluenose</i> used for? 3. Why is the <i>Bluenose</i> considered the greatest schooner of them all? 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think the <i>Bluenose</i> is on the back of our dime? 2. What does "The <i>Bluenose</i> lives on in the minds of Canadians." mean? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	25 or more	23–24	21–22	18–20	16–17	13–15	11–12	9–10	6–8	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Glooscap Trail

Stage: Transitional **Genre:** Non-fiction Passages
Level: O **Word Count:** 211

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Take a walk along the fascinating Glooscap Trail. Read to find out what is so interesting about the Glooscap Trail. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Glooscap Trail: A World of Adventure								
Are you interested in hearing exciting legends, hunting								
for fossils, and seeing the highest tides in the world?								
Well, you can do all that, and more, on Nova Scotia's								
Glooscap Trail.								
The Legend of Glooscap								
The name Glooscap means "man								
from nothing." Mi'kmaq legends								
say Glooscap was a man made								
from a bolt of lightning. There are								
many legends about him. Some tell								
how he created many of the landforms								
that you can see along the Glooscap Trail.								
Be sure to visit the Glooscap Heritage Centre when you are								

Text	E	SC	E			SC		
			M	S	V	M	S	V
in the area. You can see displays, hear legends, and learn								
about the Mi'kmaq culture.								
Things to Do along the Glooscap Trail								
All trails offer beautiful scenery and lots of things to do, so								
why not take a hike along one of the many walking trails?								
You can swim, visit a lighthouse, or hunt for fossils and								
rare stones. If you are interested in nature, make sure you								
keep your eyes open for all kinds of animals and plants.								
If you want something more exciting, you can go on a								
thrilling whitewater raft ride.								
So, what are you waiting								
for? Come and tour the								
Glooscap Trail. A whole								
world of adventure is								
waiting for you!								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What does the name "Glooscap" mean? 2. What do you learn at the Glooscap Heritage Centre? 3. If you are a nature lover name things to do along the Glooscap trail. 4.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. What is the purpose of this passage? 2. What information about the Glooscap legend is in this passage? 3.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	23 or more	20–22	18–19	16–17	14–15	12–13	10–11	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:

The Honourable Mayann E. Francis

Stage: Transitional

Genre: Non-fiction Passages

Level: P

Word Count: 261

Student Name: _____ Date: _____

Part One: Oral Reading Record

Introduction: Read this passage to discover interesting information about the Honourable Mayann E. Francis, Nova Scotia's first African Canadian Lieutenant Governor. (Invite the student to look through the book and ask the student to repeat the purpose back to you before beginning.)

Text	E	SC	E			SC		
			M	S	V	M	S	V
The Honourable Mayann E. Francis								
In 2006, Mayann Francis was appointed								
the lieutenant-governor of Nova Scotia.								
She was the vice-regal representative								
of Queen Elizabeth II. She carried out								
the Queen's duties in Nova Scotia.								
Dr. Francis was the first African Nova								
Scotian, and the second woman,								
to hold this important position.								
Dr. Francis was born in Sydney, Nova								
Scotia. Her parents came to Canada								
from different countries. Her mother								
came from the island of Antigua,								
and her father came from Cuba.								
Dr. Francis maintains close ties with								
these two countries.								

Text	E	SC	E			SC		
			M	S	V	M	S	V
As a child growing up, Dr. Francis hoped								
that all people would get along. When she								
grew up, she found jobs that helped her								
work toward this goal. She also worked								
a lot within the community. Dr. Francis								
was made lieutenant-governor in								
recognition of her work, and she lived								
in Government House in Halifax with								
her cat, Angel.								
As lieutenant-governor, Dr. Francis attended many public								
events. She spent her time welcoming important visitors								
to Nova Scotia; she also met people across the province.								
Although Dr. Francis was very busy, she found a way to								
speak with the children of Nova Scotia and to visit schools								
in every part of the province. She also created a website								
that included children's games featuring Angel, her cat.								
In the games, Angel explained why the lieutenant-governor's								
job is so important. One of the messages Angel told the readers								
was, "Remember to study hard."								
The lieutenant-governor always spoke about the values of								
education, community, seniors, and youth. She said we must								
respect people and be kind.								

Part Two: Comprehension Conversation

Talk with the student about what he or she has read. Use the prompts provided to begin the conversation.

Discussion Focus	Comprehension	Notes
Literal Prompts (warm-ups) 1. What was Dr. Francis's childhood dream? 2. How did Dr. Francis speak with the children of Nova Scotia? 3.	1. Response shows no understanding of the text. 2. Response shows some understanding of the text; missing important ideas or facts. 3. Response shows satisfactory understanding of the text, including important facts and ideas. 4. Response shows deeper understanding of the text, which includes almost all important facts and ideas.	
Inferential Prompts (going deeper) 1. Why do you think Dr. Francis used her cat, Angel, on her website? 2. How do you think Dr. Francis's dream might help others? 3. What does Dr. Francis's coat of arms tell us? 4.	1. Response shows no understanding. 2. Response shows partial understanding, with some use of background knowledge and evidence from the text. 3. Response shows satisfactory understanding, with use of background knowledge and evidence from the text. 4. Response shows thorough/deeper understanding, with effective use of background knowledge and evidence from the text.	

Part Three: Fluency and Accuracy

1	Little expression; word-by-word reading; no smooth or expressive interpretation.
2	Mostly in two-word phrases, with occasional three- and four-word groupings; no smooth or expressive interpretation.
3	Smooth expressive reading with some appropriate pauses and observation of punctuation; primarily three- or four-word phrase groups.
4	Smooth expressive reading, emphasizing key words and phrases; observes punctuation.

Accuracy Rate	Errors	28 or more	25-27	23-24	20-22	17-19	15-16	12-14	9-11	7-8	4-6	1-3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Part Four: Instructional Focus

What does the student have under control?

Next Steps:
