



# K-5 Progress Monitoring Tools

Evanston/Skokie District 65

2011-2012

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## **Formative Progress Monitoring Tools for Literacy Grades K-5**

**Purpose:** Included in this document are literacy-related progress monitoring tools available for District 65 teachers and support staff. Recommendations as to when and how often they should be used are also provided. This document assists teachers and support staff in the selection of appropriate tools to monitor student progress.

**Definition:** Formative progress monitoring is a way to measure a student’s growth in a specific area of literacy. The tool(s) can be used as sensitive and discrete measures to track a student’s increasing achievement and reflect trends over time. The assessment must be administered in a consistent, standardized way so that data gathered can be accurately charted and compared.

Refer to “The Multiple Roles of Assessment” on the next page to see where formative progress monitoring falls in the continuum of the assessments we use to inform instruction in our district.

**Recommendation:** The information from progress-monitoring tools should be used to inform and adjust instruction at all three tiers.

If it is determined that a student is in need of additional instruction or intervention in a given area of literacy, then the *intervention plan will include a description of what the intervention will be, who will provide the intervention, and how often the intervention will take place.* The intervention will be based on the results of benchmark progress monitoring, screening tools, or other relevant classroom assessments. Additionally, the progress monitoring tool to be used, the frequency of the assessment, and who will be responsible for administering it will also be included in the plan. The frequency of each progress-monitoring tool will be specific to the tool and area of need. This will be further detailed in each defined area.

**Audience:** Classroom teachers and all support staff.

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## Multiple Roles of Assessment: Literacy

Grade	Screening	Diagnostic	Formative Progress Monitoring	Benchmark Progress Monitoring	Summative Outcome Assessment
K – 2  Selected Tests Per grade level	ISEL: - Alpha Recognition* - Phonemic Awareness* - Letter/sounds* - Developmental Spelling - 1-1 Matching - Story Listening - Vocabulary - Word Recognition - Extended Response - Comprehension	ISEL  DRA/EDL  Words Their Way  Writing Prompt	ISEL* HF words Spelling tests Running Records Retellings Writing Fluency Checks Unit Tests* Anecdotal Notes Reading Logs DRA-2 PM— <i>new</i>	ISEL  DRA/EDL  WTW  Fluency Benchmark Passages	ISEL  DRA/EDL
3 - 8	NWEA MAP - Vocabulary & Word Analysis - Reading Strategies & Comprehension - Literary Works - Literary Elements	DRA/EDL (3 & 4-5*)  QRI/SRI (6 – 8)  Fluency check (3 – 8)	Running Records Spelling tests Comprehension Questions/ Interviews Fluency Checks Unit Tests Vocabulary Checks Conferences Work samples Rubrics Reading Logs Anecdotal notes DRA-2 PM— <i>new</i>	MAP  Benchmark Fluency checks  QRI/SRI	MAP DRA/EDL QRI ISAT

**Area to be monitored:** *Phonemic Awareness (kindergarten and 1<sup>st</sup> grade)*

**Tool:** *ISEL Phonemic Awareness Assessment Tool*

**How to Use:**

For each item, the child listens as the teacher pronounces the prompt (not represented by a picture). Then the teacher pronounces and points to each of three pictures in the Student Booklet, only one of which begins with the same sound as the prompt. The child is asked to identify that picture that starts with the same sound as the prompt. Two of the three pictures are distracters because they begin with initial sounds that do not match the prompt.

The *ISEL-E* presents nine initial consonant sounds (/s/, /m/, /j/, /f/, /l/, /r/, /k/, /b/, /p/) and one digraph (/sh/). The *ISEL-S* has ten initial consonant and initial vowel sounds (/s/, /o/, /l/, /a/, /n/, /ch/, /ll/, /t/, /m/, and /e/). For each item, recognizable and familiar pictures are carefully chosen to represent both the distractors' beginning sounds and the correct picture's beginning sounds.

Use the Snapshot to monitor growth at the benchmark points during the year. This information will help determine how much progress the student is making toward the established grade level goals.

In order to access the error analysis tool for your class within the ISEL website ([www.pdaisel.com](http://www.pdaisel.com)), from the teacher's "Home" screen, click the "PDA ISEL" tab. Under "Reports," click "Item Analysis (Class)." This will provide information to assist in planning and differentiating instruction for groups and/or individual students.

**Implications for Instruction**

The following teaching strategies and activities are suggested to promote phonemic awareness. Provide opportunities for the child to:

- Write independently and interactively (with the teacher)
- Pronounce words slowly to highlight individual sounds
- Choral read poems, rhymes, songs and chants
- Match and sort pictures and words according to their beginning sounds

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom? Frequency?</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-Johnny (1 <sup>st</sup> grade) will participate in a teacher lead additional interactive writing small group	-3 times per week during literacy block -Classroom teacher	- <i>ISEL Phonemic Awareness Assessment Tool</i> -Classroom teacher -Every 3 weeks		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials:** [www.pdaisel.com](http://www.pdaisel.com)

Further administration and scoring instructions are provided on the [pdaisel.com](http://pdaisel.com) website under the "Support" tab: ISEL Materials.

**Area to be monitored:** *Alphabet Recognition (kindergarten and 1<sup>st</sup> grade)*

**Tool:** *ISEL Alphabet Recognition tool, additionally:*

- Record the type of miscues students make (e.g., correct, incorrect attempts, self-corrections, student does not know) so additional analysis can be done as needed to adjust classroom instruction.

**How to Use:**

In this snapshot, the upper and lower case letters are arranged horizontally from easiest to most difficult to recognize. The student is asked to identify the letters in that order, moving from left to right across each row.

With ISEL-E, as with ISEL-S, letter identification is important (Escamilla, Andrade, Basurto & Ruiz, 1996). Students are asked to identify a total of 54 letters, 26 upper case and 28-lower case. Alternative ways of printing two of the letters (typeset a and typeset g) are included because these letterforms are frequently seen in books.

To access the error analysis tool for your class within the ISEL website, from the teacher’s “Home” screen, click the “PDA ISEL” tab. Under “Reports,” click “Item Analysis (Class).” This will provide information to assist in planning and differentiating instruction for groups and/or individual students.

**Implications for Instruction**

The following teaching strategies and/or activities are suggested to help improve a student’s alphabet recognition. Provide opportunities for the student to:

- Identify, match, and/or sort upper and lower-case magnetic letters
- Play games such as Lotto, Concentration, and Go Fish with letter flash cards
- Read a variety of simple alphabet books
- Write letters in the air, in a sand tray, on a chalkboard, or on a Magna Doodle
- Cut-out and identify letters in magazines and newspapers
- Search for and circle specific letters on a printed page
- Complete alphabet puzzles

Accommodation & Intervention	How Often? When? By Whom?	PM Tool to be Used? By Whom? Frequency?	Results? How were they determined?	Next Steps for student?
-Anna (kdg) will have her own personal ABC book with a picture or sticker that represents each letter. She will read it daily with her teacher during guided instruction.	-3 times per week during literacy block -Classroom teacher	- <i>ISEL Alphabet Recognition tool</i> - <i>Psychologist</i> - <i>Every 2 weeks</i>		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials:** [www.pdaisel.com](http://www.pdaisel.com). Further administration and scoring instructions are provided on the pdaisel.com website under the “Support” tab: ISEL Materials.

**Area to be monitored:** *Letter Sounds (kindergarten and 1<sup>st</sup> grade)*

**Tool:** *ISEL Letter Sounds tool, along with...*

- Record the type of miscues students make (e.g., correct, incorrect attempts, self-corrections, student does not know) so additional analysis can be done as needed to adjust classroom instruction.

**How to Use:**

In ISEL-E, students are asked to provide sounds for 26 letters, 18 of which are consonants, five of which are vowels (requiring a short vowel sound to be counted as correct), and three of which are digraphs. In ISEL-S, students are asked to identify 25 sounds, 20 of which are consonant sounds (including *ll* and *ch*) and five of which are vowels.

To access the error analysis tool for your class within the ISEL website, from the teacher’s “Home” screen; click the “PDA ISEL” tab. Under “Reports,” click “Item Analysis (Class).” This will provide information to assist in planning and differentiating instruction for groups and/or individual students.

**Implications for Instruction**

The following teaching strategies and/or activities are suggested to help improve a student’s letter-sound recognition. Provide opportunities for the student to:

- Read simple alphabet books
- Write interactively by supplying known letters, letter clusters, and words
- Write independently
- Pronounce words slowly and think about how the sounds can be represented
- Read and reread familiar books
- Use letter sound knowledge in instructional-level new text
- Write from dictation
- Build words with word cards, tiles or letterboxes

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom? Frequency?</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-Jack (1 <sup>st</sup> ) will participate in an additional word study group to build words using cards or tiles.	-2 times per week during literacy block -Teacher provides materials	- <i>ISEL Letter Sounds tool</i> - <i>Classroom teacher</i> - <i>Every 2 weeks</i>		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials:** [www.pdaisel.com](http://www.pdaisel.com)

Further administration and scoring instructions are provided on the [pdaisel.com](http://pdaisel.com) website under the “Support” tab: ISEL Materials.

**Area to be Monitored:** *High Frequency words (1<sup>st</sup> through 5<sup>th</sup> grade)*

**Tool:** *High Frequency Word list for Grade 1 (list 1-100), Grade 2 (list 101-200), and Grade 3 (list 201-300). See Appendix for materials and detailed instructions.*

**How to Use/Implications for Instruction:**

Based on results from ISEL word recognition snapshot, fluency snapshot, running records, and DRA2 benchmark assessment, students may be identified as needing further instruction in high frequency word recognition skills. Prior to progress monitoring, instruction for the student must be focused, and perhaps, different than the instruction peers are receiving. Determine your plan for instruction. Below is *one way* that this instruction might look.

- Introduce words, weekly, as you normally do.
- Discuss a way for students to associate the meaning of each word with a concept they already know (ex. Sam is happy. Create a simple, permanent visual that reflects the example.).
- Once the association is established, plan for repeated and varied ways to reinforce the word (i.e. word hunts in a small, shared piece of text, write sentences which include the word, quickly build words with magnetic letters or write them on a dry erase board).
- Put words on a Word Wall at the end of the week (or on a personal word ring).

High Frequency Words

Accommodation & Intervention	How Often? When? By Whom?	PM Tool to be Used? By Whom? Frequency?	Results? How were they determined?	Next Steps for student?
-Adam (2 <sup>nd</sup> ) will have additional practice by building identified words with a pre-selected bank of letter tiles.	-3 times per week with reading interventionist -2 times per week with classroom teacher	- <i>High Frequency word list</i> - <i>Reading Interventionist</i> - <i>Classroom teacher</i> - <i>Every 2 weeks</i>		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary Materials (Appendix A):**

- Appropriate grade level high frequency word list (2 copies, 1 student/1 examiner) (Appendix A.1-A.4)
- Stopwatch
- Colored pencils (3 different colors)
- Graph paper to chart results (A.5)

**Area to be monitored:** *Fluency*

**Tool:** *ISEL Passage Reading fluency tool, additionally*

- 3 comprehension questions that accompany each passage.
- Record the type of miscues students make so additional analysis can be done as needed to adjust classroom instruction.

**How to Use:**

The Fluency Snapshot is an individually administered, one-minute timed reading of a narrative passage. The student reads a short story aloud and the teacher times the reading and marks the errors (miscues). The Fluency score is the number of words read correctly in 1 minute. Allow the student to finish reading the passage so that he/she can respond to the three comprehension questions.

Use the grade level passage to monitor growth at the benchmark points during the year. This information will help determine how much progress the student is making toward the established grade level goals. **However, you may have to adjust the grade level passages for progress monitoring to reflect the student's independent level.** This may be from one to three years below the student's actual grade level.

Fluency

**Implications for Instruction**

The teaching strategies and/or activities below are suggested to help a student acquire fluency in reading. Provide frequent opportunities for the student to:

- Listen to skilled readers model fluent reading.
- Read and reread many books at the student's independent reading level (books read at 98%-100% accuracy).
- Participate in three-minute repeated readings of instructional level texts (95-97% accuracy), tape recorded or read to the teacher, teaching assistant, or volunteer helper who gives feedback on errors, or feedback from listening to tape (tape assisted reading).
- Read out loud and discuss the material with a parent or other skilled reader (paired reading or partner reading).
- Participate in reader's theater, choral reading, and echo reading.
- Practice reading phrases and short sentences
- Read along with texts while singing.

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom? Frequency?</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-Wilma (4 <sup>th</sup> ) will participate in a reader's theater group.	-2 times per week during literacy block -Resource Teacher	- <i>ISEL Passage Reading Fluency Tool</i> - <i>Resource Teacher</i> - <i>Every 3 weeks</i>		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials:** [www.pdaisel.com](http://www.pdaisel.com). Further administration and scoring instructions are provided on the pdaisel.com website under the "Support" tab: ISEL Materials.



**Area to be monitored:** *Comprehension (1<sup>st</sup> grade through 5<sup>th</sup> grade)*

**Tool:** *DRA-2/EDL-2 Progress-Monitoring*

**How to Use:**

The *DRA-2 Progress Monitoring Assessments* provides a method to measure reading growth between DRA-2 benchmark periods. **The assessment format is identical to the DRA-2, with the exception of shorter passages. However, you may have to adjust the grade level passages for progress monitoring to reflect the student’s instructional level.**

**Implications for Instruction:**

-Refer to the Analysis and Focus For Instruction component of the assessment to inform instruction.

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom? Frequency?</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-Suzy (3 <sup>rd</sup> grader) will learn how to monitor and keep track of main events in narrative text by tracking her thinking on a sticky note at the end of each page.	-Daily during literacy block -Classroom teacher and reading interventionist	- <i>DRA-2/EDL-2 Progress-Monitoring Tool</i> - <i>Classroom teacher &amp; reading interventionist alternate</i> - <i>Every 3 weeks</i>		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials**

DRA2 Progress Monitoring Kit (per grade level, 1<sup>st</sup> through 5<sup>th</sup> grade)

*While the administration manual indicates that this can be used to monitor fluency and accuracy, it is recommended that this tool be used to primarily monitor comprehension.*

**Comprehension:  
DRA-2PM**

**Area to be monitored:** *Student's ability to orally read continuous text, defined as:*

- accurate reading
- ability to monitor and self-correct
- attempts to problem-solve
- fluency
- the level of text difficulty for a particular reader

**Tool:** *Running Record*

**How to Use:**

Examiner listens to student read **instructional** level text aloud and records words read correctly, self-corrections and miscues by using a standard coding system. Examiner analyzes oral reading behavior, including fluency, to modify instruction according to student need. **This is to be used in conjunction with the Comprehension Conversation or comprehension rubrics on the back of the running record form.**

**Implications for Instruction:**

Provides teachers with information pinpointing the student's knowledge of letters, sounds, and words to understanding the messages in text. Teachers analyze this information and determine instructional prompts that will teach the students independent problem-solving strategies.

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom? Frequency</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-Teacher will use prompting language to focus Jesse's attention on meaning and syntax of the text at point of error.	-Daily in guided reading	- <i>Running record form w/analysis</i> - <i>Classroom teacher</i> - <i>Weekly</i>		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials** (Appendix B):

- Running record form (B.1-B.17)
- Fountas & Pinnell Running record coding key (B.18)
- Instructional level text for the student

Running records/  
Miscue analysis

**Area to be monitored:** *Comprehension*

**Tool:** *Comprehension Conversation (recommended for 1<sup>st</sup> grade and beyond)*

**How to Use:**

Upon completing the Running Record, the Comprehension Conversation is used to engage the student in a dialogue about their understanding of what was read. Use the rubric to assess the student’s literal, inferential, and critical thinking skills. This should be used with the student’s appropriate instructional level text. See Appendix for comparable DRA and Fountas & Pinnell levels. This can be used with either fiction or nonfiction text (separate forms). Also available in Spanish.

**Implications for Instruction:**

Provides teachers with information about student’s ability to recall explicitly stated information, generate inferences, and think critically about the text. Based on the analysis of the oral reading data from the running record and the Comprehension Conversation, teachers can adjust instruction according to identified student needs.

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom? Frequency?</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-George (2 <sup>nd</sup> grade) will use the Fab 5 retelling tool to help him sequentially track important events.	-Daily during guided reading instruction -Classroom teacher	- <i>Comprehension Conversation rubric</i> - <i>Classroom teacher</i> - <i>Every 3 weeks</i>		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials (Appendix C):**

- Comprehension Conversation Form(s); Select fiction/nonfiction and appropriate level text (C.1-C.6)
- Spanish forms are also available (C.7-C.10)

**Comprehension: Comprehension Conversation**

**Area to be monitored:** *Comprehension*

**Tool:** *Comprehension Interview (recommended for 3<sup>rd</sup> grade and beyond)*

**How to Use:**

Upon completing the running record, the Comprehension Interview provides information about a student's strategic reading. The teacher asks specific questions to assess student's strategic knowledge and application. While there are eight potential strategies identified on the form, the teacher can select specific strategy areas based on student need. This should be used with the student's appropriate instructional level text. See Appendix for comparable DRA and Fountas & Pinnell levels. This can be used with either fiction or nonfiction text. Also available in Spanish.

**Implications for Instruction:**

Provides teachers with information about student's use of specific strategies to make meaning. Based on analyzing the oral reading data from the Running Record and the Comprehension Interview, teachers can adjust instruction according to identified student needs.

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom?</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-Ian will participate in an additional interactive writing small group	-3 times per week during literacy block -Classroom teacher	- <i>ISEL Phonemic Awareness Assessment Tool</i> -Classroom teacher		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials (Appendix D):**

- Comprehension Interview Form (D.1-D.2)
- Spanish forms are also available (D.3-D.5)



**Area to be monitored:** *Knowledge of Spelling Patterns*

**Tool:** *Words Their Way Spelling Inventory*

**How to Use:**

All students are given benchmark assessments three times per year to assess progress and to determine instructional needs. The “Spelling by Stage Classroom Organization Chart” (see Appendix) can be used to develop instructional groupings. It is recommended that weekly spelling tests are used to monitor mastery of previously learned spelling patterns as well as spelling patterns currently targeted for instruction. For students not demonstrating adequate growth on the weekly assessments, the “*Words Their Way Spelling Inventory Feature Guide*” (see Appendix) should be used to further individualize instruction. Students’ daily written work should also be analyzed for transference of spelling patterns.

**Implications for Instruction:**

Provides teachers with information about student’s knowledge of spelling patterns. Based on analysis of the weekly assessments, instructional adjustments should be made accordingly.

<b>Accommodation &amp; Intervention</b>	<b>How Often? When? By Whom?</b>	<b>PM Tool to be Used? By Whom?</b>	<b>Results? How were they determined?</b>	<b>Next Steps for student?</b>
-Sandy (3 <sup>rd</sup> grade student) is at Letter-Name stage. She will participate in an additional Words Their Way instruction during word study focused on targeted patterns.	-3 times per week during word study -Classroom teacher	-Teacher created spelling list based on identified patterns from the spelling inventory -Classroom teacher		<input type="checkbox"/> Maintain <input type="checkbox"/> Change <input type="checkbox"/> Discontinue

**Necessary materials** (Appendix E):

- Words Their Way Primary Spelling Inventory Feature Guide* (E.1)
- Words Their Way Elementary Spelling Inventory Feature Guide*” (E.2)

## High Frequency Words Progress Monitoring Tool Grade 1-3

As stated in the IL English/Language Arts Performance descriptors, by the end of 3<sup>rd</sup> grade, students should be able to automatically identify 300 high-frequency words. To help students who have been identified as needing more focused instruction, the following high frequency word lists included here can be used to track student progress over time.

More instruction and intervention may be determined if:

- ISEL Word Recognition snapshot reveals the student is below target, in a given testing window.
- DRA and/or running records reveal, through analysis, that sight word miscues are causing difficulty.

Prior to progress monitoring, instruction for the student must be focused, and perhaps, different than the instruction peers are receiving. Determine your plan for instruction. Below is *one way* that this instruction might look.

- Introduce words, weekly, as you normally do.
- Discuss a way for students to associate the meaning of each word with a concept they already know (ex. Sam *is* happy. Create a simple, permanent visual that reflects the example.).
- Once the association is established, plan for repeated and varied ways to reinforce the word (i.e. word hunts in a small, shared piece of text, write sentences which include the word, quickly build words with magnetic letters or write them on a dry erase board).
- Put words on the Word Wall at the end of the week.

Guidelines for progress monitoring:

Materials: 2 copies of “Hundred Words”

3 colored pencils

stopwatch

dry erase board and marker (and/or magnetic letters)

Steps:

1. Give the student a clean copy of the “First Hundred Words”. Fold it to reveal the column of words on which the student will be assessed.
2. Teacher has the student’s copy of the “First Hundred Words” and a colored pencil in hand.
3. Explain to the student that when you say “Begin”, the student should read down the list of words as quickly as s/he can. When you say “Stop”, the student should stop.
4. Begin timing for *15 seconds*. Circle any words the student reads incorrectly.
5. When the time is up, review any words read incorrectly with the student. Write the word on a dry erase board or have the student build the word with magnetic letters.
6. Repeat this process 2 more times.\*

## First Hundred Words

### Words 1-25

the  
of  
and  
a  
to  
in  
is  
you  
that  
it  
he  
was  
for  
on  
are  
as  
with  
his  
they  
I  
at  
be  
this  
have  
from

### Words 26-50

or  
one  
had  
by  
word  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said  
there  
use  
an  
each  
which  
she  
do  
how  
their  
if

### Words 51-75

will  
up  
other  
about  
out  
many  
then  
them  
these  
so  
some  
her  
would  
make  
like  
him  
into  
time  
has  
look  
two  
more  
write  
go  
see

### Words 76-100

number  
no  
way  
could  
people  
my  
than  
first  
water  
been  
call  
who  
oil  
now  
find  
long  
down  
day  
did  
get  
come  
made  
may  
part  
over

## Second Hundred Words

### Words 101-125

new  
sound  
take  
only  
little  
work  
know  
place  
year  
live  
me  
back  
give  
most  
very  
after  
thing  
our  
just  
name  
good  
sentence  
man  
think  
say

### Words 126-150

great  
where  
help  
through  
much  
before  
line  
right  
too  
mean  
old  
any  
same  
tell  
boy  
follow  
came  
want  
show  
also  
around  
form  
three  
small  
set

### Words 151-175

put  
end  
does  
another  
well  
large  
must  
big  
even  
such  
because  
turn  
here  
why  
ask  
went  
men  
read  
need  
land  
different  
home  
us  
move  
try

### Words 176-200

kind  
hand  
picture  
again  
change  
off  
play  
spell  
air  
away  
animal  
house  
point  
page  
letter  
mother  
answer  
found  
study  
still  
learn  
should  
America  
world  
high



## Third Hundred Words

### Words 201-225

every  
near  
add  
food  
between  
own  
below  
country  
plant  
last  
school  
father  
keep  
tree  
never  
start  
city  
earth  
eye  
light  
thought  
head  
under  
story  
saw

### Words 226-250

left  
don't  
few  
while  
along  
might  
close  
something  
seem  
next  
hard  
open  
example  
begin  
life  
always  
those  
both  
paper  
together  
got  
group  
often  
run  
important

### Words 251-275

until  
children  
side  
feet  
car  
mile  
might  
walk  
white  
sea  
began  
grow  
took  
river  
four  
carry  
state  
once  
book  
hear  
stop  
without  
second  
late  
miss

### Words 276-300

idea  
enough  
eat  
face  
watch  
far  
Indian  
real  
almost  
let  
above  
girl  
sometimes  
mountain  
cut  
young  
talk  
soon  
list  
song  
leave  
family  
body  
music  
color



## Running Record

95 – 100%	<i>Easy</i>
90 – 94%	<i>Instructional</i>
less than 90%	<i>Hard</i>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy: Errors \_\_\_\_\_ %      Self-Correction Ratio: \_\_\_\_\_  
                   Running words

Title: _____ Text Level: _____	E	SC	Used Meaning	Used Structure	Used Visual Information

Running Record

95 – 100%	Easy
90 – 94%	Instructional
less than 90%	Hard

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy: Errors \_\_\_\_\_ %  
Running words

Self-Correction Ratio: \_\_\_\_\_

Title: _____ Text Level: _____	E	SC	Used Meaning	Used Structure	Used Visual Information

**DRA Levels: A/1**

**Fountas and Pinnell Level A**

<b>Monitoring/Self-Corrections</b>	1 Detects no miscues	2 Self-corrects at least 1 miscue, neglects others	3 Self-corrects 2 or more miscues or reads accurately
<b>Use of Cues</b>	1 Often neglects cues (e.g. pictures, sentence pattern, visual information)	2 Uses cues (e.g. pictures, sentence pattern, visual information) at times	3 Uses cues (e.g. pictures, sentence pattern, visual information) most of the time
<b>One-to One Correspondence</b>	1 Slides finger; no one-to-one match	2 Points to words, inconsistent one-to-one match	3 Points to words; consistent one-to-one match

Comments:

\_\_\_/9

Levels: 2(B) 3(C)  
**Running Record**

95 – 100%	Easy
90 – 94%	Instructional
less than 90%	Hard

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy: Errors \_\_\_\_\_ %      Self-Correction Ratio: \_\_\_\_\_  
 Running words

Title: _____ Text Level: _____	E	SC	Used Meaning	Used Structure	Used Visual Information

Levels: 2(B)

3(C)

Show the child a letter. Show them a page of the book and ask the child to “Find a word that begins with this letter.”

Show the child another letter. Show them a page of the book and ask the child to “Find a word that ends with this letter.”

<b>Monitoring/Self-Corrections</b>	1 Detects no miscues	2 Self-corrects at least 1 miscue, neglects others	3 Self-corrects 2 or more miscues or reads accurately
<b>Use of Cues</b>	1 Often neglects cues (e.g. pictures, sentence pattern, visual information)	2 Uses cues (e.g. pictures, sentence pattern, visual information) at times	3 Uses cues (e.g. pictures, sentence pattern, visual information) most of the time
<b>One-to-One Correspondence</b>	1 Slides finger; no one-to-one match	2 Points to words, inconsistent one-to-one match	3 Points to words; consistent one-to-one match
<b>Words/Letters</b>	1 Demonstrates little understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> ; unable to locate either word.	2 Demonstrates some understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> by locating 1 of the words.	3 Demonstrates an understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> by locating both words.

\_\_\_/12

Comments:

Levels: 4(C)

6(D)

8(E)

10(F)

12(G)

Running Record

95 – 100%	Easy
90 – 94%	Instructional
less than 90%	Hard

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy: Errors \_\_\_\_\_ %  
Running words

Self-Correction Ratio: \_\_\_\_\_

Title: _____ Text Level: _____	E	SC	Used Meaning	Used Structure	Used Visual Information



Levels: 4(C)

6(D)

8(E)

10(F)

12(G)

<b>Phrasing</b>	1 Reads word-by-word	2 Reads word by word with some short phrases	3 Reads in short phrases most of the time	4 Reads in longer phrases at times
<b>Monitoring/Self-Corrections</b>	1 Detects no miscues	2 Self-corrects at least 1 miscue, neglects others	3 Self-corrects 2 or more miscues or only makes 1 uncorrected miscue	4 Self-corrects miscues quickly or reads accurately
<b>Problem-Solving Unknown Words</b>	1 At difficulty stops, relying on support to problem-solve unknown words; 3 or more words told by teacher	2 At difficulty initiates problem-solving of a few unknown words; 1 or 2 words told by teacher	3 At difficulty uses 1 or 2 cues to problem-solve unknown words.	4 At difficulty uses multiple cues to problem-solve unknown words.

\_\_\_/12

If progress-monitoring comprehension, ask:

**(Retelling) Start at the beginning and tell me what happened in this story (prompt as needed and tally teacher prompts).**

**(Reflection) What part did you like best in this story? Tell me why you liked that part.**

**(Response/Making Connections) What did this story make you think of? What connection did you make while reading this story?**

Comprehension				
<b>Previewing</b>	1 Comments briefly about each event or action only when prompted or is uncertain	2 Identifies and comments briefly about each event or action with some prompting	3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary	4 Identifies and connects at least 4 key events without prompting; relevant vocabulary
<b>Retelling: Sequence of Events</b>	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
<b>Retelling: Characters and Details</b>	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes most of the important details
<b>Retelling: Vocabulary</b>	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
<b>Retelling: Teacher Support</b>	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
<b>Reflection</b>	1 Gives an unrelated response, no reason for opinion, or no response	2 Gives a limited response and/or a general reason for opinion	3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)	4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)
<b>Making Connections</b>	1 Makes an unrelated connection, relates an event in the story, or gives no response	2 Makes a connection that reflects a limited understanding of the story	3 Makes a literal connection that reflects a basic understanding of the story	4 Makes a thoughtful connection that reflects a deeper understanding of the story
<b>Score</b>	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

**Level: 14(H)**  
**Running Record**

95 – 100%	Easy
90 – 94%	Instructional
less than 90%	Hard

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy:  $\frac{\text{Errors}}{\text{Running words}}$  \_\_\_\_\_ %      Self-Correction Ratio: \_\_\_\_\_

Title: _____ Text Level: _____	E	SC	Used Meaning	Used Structure	Used Visual Information

Level: 14(H)

<b>Expression</b>	1 No expression; monotone	2 Little expression; rather monotone	3 Some expression	4 Expression conveys meaning most of the time
<b>Phrasing</b>	1 Mostly word-by-word	2 Short phrases most of the time; inappropriate pauses	3 Longer word phrases some of the time; heeds most punctuation	4 Longer, meaningful phrases most of the time; heeds all punctuation
<b>Rate</b>	1. 29 WPM or less	2 20-39 WPM	3 40-70 WPM	4 71 WPM or more

\_\_\_/12

If progress-monitoring comprehension, ask:

**(Retelling) Start at the beginning and tell me what happened in this story (prompt as needed and tally teacher prompts).**

**(Reflection) What part did you like best in this story? Tell me why you liked that part.**

**(Response/Making Connections) What did this story make you think of? What connection did you make while reading this story?**

<b>Previewing</b>	1 Comments briefly about each event or action only when prompted or is uncertain	2 Identifies and comments briefly about each event or action with some prompting	3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary	4 Identifies and connects at least 4 key events without prompting; relevant vocabulary
<b>Retelling: Sequence of Events</b>	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
<b>Retelling: Characters and Details</b>	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes most of the important details
<b>Retelling: Vocabulary</b>	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
<b>Retelling: Teacher Support</b>	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
<b>Reflection</b>	1 Gives an unrelated response, no reason for opinion, or no response	2 Gives a limited response and/or a general reason for opinion	3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)	4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)
<b>Making Connections</b>	1 Makes an unrelated connection, relates an event in the story, or gives no response	2 Makes a connection that reflects a limited understanding of the story	3 Makes a literal connection that reflects a basic understanding of the story	4 Makes a thoughtful connection that reflects a deeper understanding of the story
<b>Score</b>	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

**Level: 16(I) Fiction**  
**Running Record**

95 – 100%	Easy
90 – 94%	Instructional
less than 90%	Hard

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy: Errors \_\_\_\_\_ %      Self-Correction Ratio: \_\_\_\_\_  
 Running words

Title: _____ Text Level: _____	E	SC	Used Meaning	Used Structure	Used Visual Information

**Level: 16(I) Fiction**

<b>Expression</b>	1 No expression; monotone	2 Little expression; rather monotone	3 Some expression	4 Expression conveys meaning most of the time
<b>Phrasing</b>	1 Mostly word-by-word	2 Short phrases most of the time, inappropriate pauses	3 Longer word phrases some of the time; heeds most punctuation	4 Longer, meaningful phrases most of the time, heeds all punctuation
<b>Rate</b>	1. 34 WPM or less	2 35-44 WPM	3 45-75 WPM	4 76 WPM or more

\_\_\_/12

If progress-monitoring comprehension, ask:

**(Retelling) Start at the beginning and tell me what happened in this story (prompt as needed and tally teacher prompts).**

**(Reflection) What part did you like best in this story? Tell me why you liked that part.**

**(Response/Making Connections) What did this story make you think of? What connection did you make while reading this story?**

<b>Previewing</b>	1 Comments briefly about each event or action only when prompted or is uncertain	2 Identifies and comments briefly about each event or action with some prompting	3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary	4 Identifies and connects at least 4 key events without prompting; relevant vocabulary
<b>Retelling: Sequence of Events</b>	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
<b>Retelling: Characters and Details</b>	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes most of the important details
<b>Retelling: Vocabulary</b>	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
<b>Retelling: Teacher Support</b>	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
<b>Reflection</b>	1 Gives an unrelated response, no reason for opinion, or no response	2 Gives a limited response and/or a general reason for opinion	3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)	4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)
<b>Making Connections</b>	1 Makes an unrelated connection, relates an event in the story, or gives no response	2 Makes a connection that reflects a limited understanding of the story	3 Makes a literal connection that reflects a basic understanding of the story	4 Makes a thoughtful connection that reflects a deeper understanding of the story
<b>Score</b>	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28



**Level: 18(J) Fiction**

<b>Expression</b>	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, tension at times	4 Expression reflects mood, pace, tension at times
<b>Phrasing</b>	1 Reads mostly word-by-word	2 Reads in short phrases most of the time, inappropriate pauses	3 Reads in longer phrases at times, heeds most punctuation	4 Reads in longer, meaningful phrases most of the time; heeds all punctuation
<b>Rate</b>	1. 44 WPM or less	2 45-54 WPM	3 55-85 WPM	4 86 WPM or more

\_\_\_/12

**If progress-monitoring comprehension, ask:**

**(Retelling) Start at the beginning and tell me what happened in this story (prompt as needed and tally teacher prompts).**

**(Interpretation) What do you think the author is trying to tell you in this story?**

**(Reflection) What do you think was the most important thing that happened in this story? Why do you think that was important?**

Comprehension				
<b>Prediction</b>	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
<b>Retelling: Sequence of Events</b>	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
<b>Retelling: Characters and Details</b>	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes all important details
<b>Retelling: Vocabulary</b>	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
<b>Retelling: Teacher Support</b>	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
<b>Interpretation</b>	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale
<b>Reflection</b>	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking
<b>Score</b>	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28





**Level: 20(K) Fiction**

<b>Expression</b>	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, tension at times	4 3 Expression reflects mood, pace, tension at times
<b>Phrasing</b>	1 Reads mostly word-by-word	2 Reads in short phrases most of the time, inappropriate pauses	3 Reads in longer phrases at times, heeds most punctuation	4 Reads in longer, meaningful phrases most of the time; heeds all punctuation
<b>Rate</b>	1. 54 WPM or less	2 55-64 WPM	3 65-95 WPM	4 96 WPM or more

\_\_\_/12

**If progress-monitoring comprehension, ask:**

**(Retelling) Start at the beginning and tell me what happened in this story (prompt as needed and tally teacher prompts).**

**(Interpretation) What do you think the author is trying to tell you in this story?**

**(Reflection) What do you think was the most important thing that happened in this story? Why do you think that was important?**

<b>Comprehension</b>				
<b>Prediction</b>	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
<b>Retelling: Sequence of Events</b>	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
<b>Retelling: Characters and Details</b>	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes all important details
<b>Retelling: Vocabulary</b>	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
<b>Retelling: Teacher Support</b>	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
<b>Interpretation</b>	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale
<b>Reflection</b>	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event <u>and</u> gives relevant reason(s) for opinion	4 Identifies a significant event <u>and</u> gives reason(s) for opinion that reflects higher-level thinking
<b>Score</b>	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

**Level: 24(L) Fiction**  
**Running Record**

95 – 100%	Easy
90 – 94%	Instructional
less than 90%	Hard

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy:  $\frac{\text{Errors}}{\text{Running words}}$  \_\_\_\_\_ %

Self-Correction Ratio: \_\_\_\_\_

Title: _____ Text Level: _____	E	SC	Used Meaning	Used Structure	Used Visual Information

**Level: 24(L) Fiction**

<b>Expression</b>	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, tension at times	4 Expression reflects mood, pace, tension at times
<b>Phrasing</b>	1 Reads mostly word-by-word	2 Reads in short phrases most of the time, inappropriate pauses	3 Reads in longer phrases at times, hears most punctuation	4 Reads in longer, meaningful phrases most of the time; hears all punctuation
<b>Rate</b>	1. 59 WPM or less	2 60-69 WPM	3 70-100 WPM	4 101 WPM or more

\_\_\_/12

**If progress-monitoring comprehension, ask:**

**(Retelling) Start at the beginning and tell me what happened in this story (prompt as needed and tally teacher prompts).**

**(Interpretation) What do you think the author is trying to tell you in this story?**

**(Reflection) What do you think was the most important thing that happened in this story? Why do you think that was important?**

Comprehension				
<b>Prediction</b>	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
<b>Retelling: Sequence of Events</b>	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
<b>Retelling: Characters and Details</b>	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes all important details
<b>Retelling: Vocabulary</b>	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
<b>Retelling: Teacher Support</b>	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
<b>Interpretation</b>	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale
<b>Reflection</b>	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking
<b>Score</b>	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

# Coding and Scoring Errors At-A-Glance

Behavior	What Reader Does	How to Code	Example	How to Score
<b>Accurate Reading</b>	Reads words correctly	Do not mark or place check (✓) above word	no mark or $\checkmark$ Kate	No error
<b>Substitution</b>	Gives an incorrect response	Write the substituted word above the word	her Kate's	Substitution, not corrected 1 error
<b>Multiple Substitutions</b>	Makes several attempts at a word	Write each substitution in sequence above the word	little some him his	Multiple substitutions, not corrected 1 error for each incorrect word in text
			touch teeth SC tooth	Multiple substitutions, self-corrected (SC) No error; 1 SC
			to touch teeth tooth	Multiple misreadings of the same word, not corrected 1 error for each incorrect word in text
			Kathy Kelly Kate	Multiple misreadings of names and proper nouns 1 error first time missed; no errors after that
			It's Do not It is Don't	Misreading contractions (reads contraction as two words or two words as contraction) 1 error each time
<b>Self-correction</b>	Corrects a previous error	Write the error over the word, followed by SC	teeth SC tooth	No error; 1 SC
<b>Insertion</b>	Adds a word that is not in the text	Write in the inserted word using a caret	loose ^	1 error per word inserted
<b>Omission</b>	Gives no response to a word	Place a dash (-) above the word	- very	Skipping a word 1 error per word Skipping a line 1 error per word
<b>Repetition</b>	Reads same word again	Write R after the word	R	No error
<b>Repeated Repetitions</b>	Reads the same word more than once	Write R for first repetition, then write a number for additional repetitions	R <sub>2</sub> R <sub>3</sub>	No error
<b>Rereading</b>	Returns to the beginning of sentence or phrase to read again	Write an R with an arrow back to the place where rereading began	$\curvearrowright$ R	No error
	Rereads and self-corrects	Write an R with an arrow back to the place where rereading began and a SC at point of self-correction	$\curvearrowright$ ✓ ✓ come SC R tooth to fall	No error; 1 SC
<b>Appeal</b>	Verbally asks for help	Write A above the word	A very	Follow up with "You try it" No error
<b>"You Try It"</b>	The child appeals, the teacher responds with "You try it"	Write Y after the word	A very   Y	"You try it" followed by correct word No error
			A very   Y	"You try it" followed by omission, incorrect word, or Told 1 error
<b>Told</b>	Child doesn't attempt a word even after "You try it"	Write T after the word or the Y	A   very   Y   T or A   very   T	1 error
<b>Spelling Aloud</b>	Child spells word by saying names of letters	Write the letters in all capital letters	B-U-T   ✓ But	Spelling followed by correct word No error, no SC
			B-U-T   ✓ But	Spelling followed by incorrect word 1 error
<b>Sounding Out</b>	The child makes the sounds associated with the letters in the word	Write the letters in lower case with hyphens between them	n-o-t not	"Sounding out" followed by correct word No error; no SC
			l-o-s   lose loose	"Sounding out" followed by incorrect word or no word 1 error
			f-   SC come	Sounding the first letter incorrectly and then saying the word correctly No error; 1 SC

**LEVELS A-K**  
**Comprehension Conversation**

Name: \_\_\_\_\_ Title/Level: \_\_\_\_\_ Date: \_\_\_\_\_

Score for evidence of all understandings expressed with or without prompting. Circle the number that reflects the level of understanding demonstrated.

Comprehension Scoring Key		Guide to Total Score	
<b>3</b> -Reflects <b>excellent</b> understanding of the text. Includes almost all important information and main ideas. <b>2</b> -Reflects <b>partial</b> understanding of the text. Includes important information and ideas but neglects other key understandings. <b>1</b> -Reflects <b>very limited</b> understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas. <b>0</b> - Reflects <b>no</b> understanding of the text. Either does not respond or talks off the topic.		<b>5-6</b> Excellent Comprehension  <b>4</b> Satisfactory Comprehension  <b>3</b> Limited  <b>0-2</b> Unsatisfactory Comprehension  <p style="text-align: right;">Total: _____</p>	
<b>Check one:</b> _____ <b>Fiction</b>		_____ <b>Non-Fiction</b>	
<b>Within the Text:</b>	Retells significant events of the story in sequence. <b>3    2    1    0</b>	Identifies main idea and supporting details.  <b>3    2    1    0</b>	
<b>Beyond the Text:</b>	Reader makes connections, visualizes, questions, infers, synthesizes. <b>3    2    1    0</b>	Reader makes connections, visualizes, questions, infers, synthesizes.  <b>3    2    1    0</b>	

**Finding Independent, Instructional, and Hard Texts**

Accuracy	Benchmark Criteria For Levels A-K			
	Excellent 5-6	Satisfactory 4	Limited 3	Unsatisfactory 0-2
95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

**Comment**

August 2010

## Prompts to Guide a Comprehension Conversation for Nonfiction Text: Levels A-K

Converse around one or two questions from each category based on the text and what you know about the reader.

**Within the Text:** Evidence that the reader is gaining the literal meaning of the text (*Right There/Think and Search*)

- 1) What new information did you learn from the text?
- 2) What is this book mostly about? Summarize what you've learned so far.
- 3) What information does this text feature (bold print/diagram/table/graph/other text feature) give you?

**Beyond the Text:** Reader is thinking beyond the text by predicting, connecting, inferring and synthesizing

- 1) What was the most important idea in this book? Why do you think this is important?
- 2) After reading this, what questions do you still have?
- 3) How does this new information make you feel? What does the information make you think about this subject (opinion)?
- 4) Do you have schema or background knowledge about this topic? Does this remind you of anything else you know?
- 5) How has your thinking changed?
- 6) Based on the information in the text, what would happen if...?
- 7) What can you infer about...? What evidence in the text supports your thinking?

*Help students to expand their thinking by using these prompts:*

- Say more about that.
- Can you talk more about that?
- Say more about your thinking.
- Why do you think that?
- What else?
- What do you think about that?
- Why is that important?
- And then what happened?

Do not judge the student's response lower because you have to prompt for thinking. Prompted responses are just as correct as spontaneous ones.

August 2010

## Prompts to Guide a Comprehension Conversation for Fiction Text: Levels A-K

Converse around one or two questions from each category based on the text and what you know about the reader.

**Within the Text:** Evidence that the reader is gaining the literal meaning of the text (Right There/Think and Search)

- 1) Tell about what happened in the story.
- 2) What was the problem in the story?
- 3) What did \_\_ do to solve the problem?
- 4) What happened at the end of the story?

**Beyond the Text:** Reader is thinking beyond the text by predicting, connecting, inferring and synthesizing

- 1) Did anything in this story remind you of an experience that you or someone you know has had?
- 2) How do you think the character felt or what was he/she thinking? What made you think that?
- 3) Predict what could happen next. What makes you think that?
- 4) Did you have any questions while you were reading? What were you wondering?
- 5) What words helped you to visualize (see/hear/feel/create a mental image) as you read this story? Describe this.
- 6) Describe some character traits of \_\_. How would you describe \_\_ as a person?
- 7) How did the character change in this story?
- 8) Why did the character act this way?
- 9) What does the word/phrase \_\_ mean? (i.e., vocabulary word, metaphor, simile, etc.)

Get students to expand their thinking by using these prompts:

- Say more about that.
- Can you talk more about that?
- Say more about your thinking.
- Why do you think that?
- What else?
- What do you think about that?
- Why is that important?
- And then what happened?

Do not judge the student's response lower because you have to prompt for thinking. Prompted responses are just as correct as spontaneous ones.

August 2010

**LEVELS L-Z**

**Comprehension Conversation**

Name: \_\_\_\_\_ Title/Level: \_\_\_\_\_ Date: \_\_\_\_\_

Score for evidence of all understandings expressed with or without prompting. Circle the number that reflects the level of understanding demonstrated.

Comprehension Scoring Key	Guide to Total Score
<p><b>3</b>-Reflects <b>excellent</b> understanding of the text. Includes almost all important information and main ideas.</p> <p><b>2</b>-Reflects <b>partial</b> understanding of the text. Includes important information and ideas but neglects other key understandings.</p> <p><b>1</b>- Reflects <b>very limited</b> understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.</p> <p><b>0</b>- Reflects <b>no</b> understanding of the text. Either does not respond or talks off the topic.</p>	<p><b>8-9</b> Excellent Comprehension</p> <p><b>6-7</b> Satisfactory Comprehension</p> <p><b>4-5</b> Limited</p> <p><b>0-3</b> Unsatisfactory Comprehension</p> <p align="right"><b>Total:</b> _____</p>
<p><b>Check one:</b> _____ <b>Fiction</b></p>	<p>_____ <b>Non-Fiction</b></p>
<p><b>Within the Text:</b> Retells significant events and locates key information of the story in sequence.</p> <p align="center"><b>3    2    1    0</b></p>	<p>Identifies main idea and supporting details and uses text features to locate key information.</p> <p align="center"><b>3    2    1    0</b></p>
<p><b>Beyond the Text:</b> Reader makes connections, visualizes, questions, infers, synthesizes.</p> <p align="center"><b>3    2    1    0</b></p>	<p>Reader makes connections, visualizes, questions, infers, synthesizes.</p> <p align="center"><b>3    2    1    0</b></p>
<p><b>About the Text:</b> Shows evidence of thinking critically about literary elements and author's purpose/craft.</p> <p align="center"><b>3    2    1    0</b></p>	<p>Recognizes text structure and analyzes the use of text features.</p> <p align="center"><b>3    2    1    0</b></p>

**Finding Independent, Instructional, and Hard Texts**

Accuracy	Benchmark Criteria For Levels L-Z			
	Comprehension			
	Excellent 8-9	Satisfactory 6-7	Limited 4-5	Unsatisfactory 0-3
98-100%	Independent	Independent	Instructional	Hard
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

**Comments:**

August 2010



## Prompts to Guide a Comprehension Conversation for Nonfiction Text: Levels L-Z

Converse around one or two questions from each category based on the text and what you know about the reader.

**Within the Text:** Evidence that the reader is gaining the literal meaning of the text (*Right There/Think and Search*)

- 1) What new information did you learn from the text?
- 2) What is this book mostly about? Summarize what you've learned so far.
- 3) What information does this text feature (bold print/diagram/table/graph/other text feature) give you?

**Beyond the Text:** Reader is thinking beyond the text by predicting, connecting, inferring and synthesizing

- 1) What was the most important idea in this book? Why do you think this is important?
- 2) After reading this, what questions do you still have?
- 3) How does this new information make you feel? What does the information make you think about this subject (opinion)?
- 4) Do you have schema or background knowledge about this topic? Does this remind you of anything else you know?
- 5) How has your thinking changed?
- 6) Based on the information in the text, what would happen if...?
- 7) What can you infer about...? What evidence in the text supports your thinking?

**About the Text:** Evidence of thinking critically about literary elements, text structure/features, and author's purpose/craft

- 1) Why do you think the author wrote this book (author's purpose)?
- 2) What evidence shows the author's opinion or bias about this subject?
- 3) How does the author organize this text (text structure)? How does this help you understand the subject?
- 4) Identify some of the text features used in this text. Tell how they help you understand the subject.
- 5) What author's craft techniques were used in this piece? What did the author do to try to make this more interesting?
- 6) If you were to pick two things to share with others about this subject, what would they be? Why?
- 7) Look back at the text and find some important words. Explain what they mean and why they are important.
- 8) Why was \_\_\_ a good title/subtitle for this text/section?

Get Students expand their thinking by using these prompts:

- Say more about that.
- Can you talk more about that?
- Say more about your thinking.
- Why do you think that?
- What else?
- What do you think about that?
- Why is that important?
- And then what happened?

Do not judge the student's response lower because you have to prompt for thinking. Prompted responses are just as correct as spontaneous ones.

August 2010

## Prompts to Guide a Comprehension Conversation for Fiction Text: Levels L-Z

Converse around one or two questions from each category based on the text and what you know about the reader.

**Within the Text:** Evidence that the reader is gaining the literal meaning of the text (*Right There/Think and Search*)

- 1) Tell about what happened in the story.
- 2) What was the problem in the story?
- 3) What did \_\_ do to solve the problem?
- 4) What happened at the end of the story?

**Beyond the Text:** Reader is thinking beyond the text by predicting, connecting, inferring and synthesizing

- 1) Did anything in this story remind you of an experience that you or someone you know has had?
- 2) How do you think the character felt or what was he/she thinking? What made you think that?
- 3) Predict what could happen next. What makes you think that?
- 4) Did you have any questions while you were reading? What were you wondering?
- 5) What words helped you to visualize (see/hear/feel/create a mental image) as you read this story? Describe this.
- 6) Describe some character traits of \_\_. How would you describe \_\_ as a person?
- 7) How did the character change in this story?
- 8) Why did the character act this way?
- 9) What does the word/phrase \_\_ mean? (i.e., vocabulary word, metaphor, simile, etc.)

**About the Text:** Evidence of thinking critically about literary elements, text structure/features, and author's purpose/craft

- 1) Why was \_\_ a good title for this story? Can you think of another title?
- 2) Why do you think the author said \_\_\_? (For example: Why do you think the author said that Brett gave a happy bark?)
- 3) Is the ending a satisfying one? Why or why not?
- 4) What was the author trying to teach you? What was the message/lesson/moral of the story?
- 5) How did the author develop \_\_ (characters/plot/setting/etc.)?
- 6) Do you like/dislike or admire the character(s)? Why?

Get students to expand their thinking by using these prompts:

- Say more about that.
- Can you talk more about that?
- Say more about your thinking.
- Why do you think that?
- What else?
- What do you think about that?
- Why is that important?
- And then what happened?

Do not judge the student's response lower because you have to prompt for thinking. Prompted responses are just as correct as spontaneous ones.

## Preguntas para guiar una conversación sobre comprensión de texto de no-ficción: Niveles A-K

Conversa sobre 1 o 2 preguntas de cada categoría basadas en el texto y lo que ya sabes sobre el lector/la lec.

**En el texto:** Evidencia que el lector está aumentando su entendimiento literal sobre el texto  
(Allí mismo/Piensa y busca)

- 1) ¿Cuál información nueva aprendiste sobre el texto?
- 2) ¿Sobre que se trata la mayoría de este cuento/libro? Haz un resumen sobre lo que haz aprendido.
- 3) ¿Cuál información aprendiste sobre las características del texto (palabras negritas/diagramas/tablas/gráficas/otras características)?

**Más allá del texto:** El lector está pensando más allá del texto porque hace predicciones, conexiones, inferencias, y puede sintetizar

- 1) ¿Cuál fue la idea más importante del libro? ¿Por qué piensas que es importante?
- 2) ¿Cuáles preguntas todavía tienes después de leer esto?
- 3) ¿Cómo te hace sentir esta información nueva? ¿Qué opinas sobre el tópico de lo que haz leído?
- 4) ¿Tienes conocimientos previos sobre el tópico? Te da recuerdos de otras cosas que sabes?
- 5) ¿Cómo han cambiado tus pensamientos?
- 6) Pensando sobre la información del texto, ¿qué pasaría si...?
- 7) ¿Qué puedes inferir sobre...? ¿Qué evidencia del texto apolla tus pensamientos o te ayuda inferir eso?

Usa estas sugerencias para motivar los estudiantes a que estiren sus pensamientos:

- |                                  |                           |
|----------------------------------|---------------------------|
| - Dime más sobre eso.            | - ¿Qué más?               |
| - ¿Puedes decirme más sobre eso? | - ¿Qué piensas sobre eso? |
| - Dime más sobre lo que piensas. | - ¿Por qué es importante? |
| - ¿Por qué piensas eso?          | - ¿Y después que pasó?    |

No baje la calificación del estudiante porque uso estas sugerencias para motivar sus pensamientos. Respuestas que fueron sugeridas valen igual que las que el estudiante respondió voluntariamente.

Chang-Pisano July 2011

## Preguntas para guiar conversaciones sobre comprensión de texto de ficción: Niveles A-K

Conversa sobre 1 o 2 preguntas de cada categoría basadas en el texto y lo que ya sabes sobre el lector/a.

**En el Texto:** Evidencia que el lector está aumentando su entendimiento literal sobre el texto  
(Allí mismo/Piensa y busca)

- 1) Cuenta sobre lo que sucedió o pasó en el cuento.
- 2) ¿Cuál fue el problema del cuento?
- 3) ¿Qué hizo \_\_\_\_\_ para resolver el problema?
- 4) ¿Qué sucedió/pasó al final del cuento?

**Más allá del texto:** El lector está pensando más allá del texto porque hace predicciones, conexiones, inferencias, y puede sintetizar

- 1) ¿Hay algo en el cuento que te da recuerdos de una experiencia que haz tenido o que ha tenido alguien que conoces?
- 2) ¿Cómo piensas que se siente el personaje? o ¿Qué está pensando el personaje? ¿Qué te hizo pensar eso?
- 3) Haz una predicción sobre lo que pueda suceder o pasar. ¿Qué te hace pensar esto?
- 4) ¿Tenías preguntas mientras que estabas leyendo el cuento? ¿Qué estabas pensando mientras leíste?
- 5) ¿Cuáles palabras te ayudaron visualizar (ver/oir/sentir/crear un imagen) mientras que estabas leyendo este cuento? Descríbelo.
- 6) Describe algunas características sobre el personaje \_\_\_\_\_. ¿Cómo describirías el personaje \_\_\_\_\_ como persona?
- 7) ¿Cómo cambio el personaje en este cuento?
- 8) ¿Por qué actuo de esa manera?
- 9) ¿Qué significa la palabra/frase \_\_\_\_\_? (palabra de vocabulario, metáfora,símil, etc.)

Usa estas sugerencias para motivar los estudiantes a que estiren sus pensamientos:

- |                                  |                           |
|----------------------------------|---------------------------|
| - Dime más sobre eso.            | - ¿Qué más?               |
| - ¿Puedes decirme más sobre eso? | - ¿Qué piensas sobre eso? |
| - Dime más sobre lo que piensas. | - ¿Por qué es importante? |
| - ¿Por qué piensas eso?          | - ¿Y después que pasó?    |

No baje su juicio sobre la respuesta del estudiante porque uso estas sugerencias para motivarle el pensamiento. Respuestas que fueron sugeridas son tan correctas como las que el estudiante respondió voluntariamente.

Chang-Pisano July 2011

## Preguntas para guiar una conversación sobre comprensión de texto de no-ficción: Niveles L-Z

Conversa sobre 1 o 2 preguntas de cada categoría basadas en el texto y lo que ya sabes sobre el/la lector/a.

### **En el texto:** *Evidencia que el lector está aumentando su entendimiento literal sobre el texto (Allí mismo/Piensa y busca)*

- 1) ¿Cuál información nueva aprendiste sobre el texto?
- 2) ¿Sobre que se trata la mayoría de este cuento/libro? Haz un resumen sobre lo que haz aprendido.
- 3) ¿Cuál información aprendiste sobre las características del texto (palabras negritas/diagramas/tablas/gráficas/otras características)?

### **Más allá del texto:** *El lector está pensando más allá del texto porque hace predicciones, conexiones, inferencias, y puede sintetizar*

- 1) ¿Cuál fue la idea más importante del libro? ¿Por qué piensas que es importante?
- 2) ¿Cuáles preguntas todavía tienes después de leer esto?
- 3) ¿Cómo te hace sentir esta información nueva? ¿Qué opinas sobre el tópico de lo que haz leído?
- 4) ¿Tienes conocimientos previos sobre el tópico? Te da recuerdos de otras cosas que sabes?
- 5) ¿Cómo han cambiado tus pensamientos?
- 6) Pensando sobre la información del texto, ¿qué pasaría si...?
- 7) ¿Qué puedes inferir sobre...? ¿Qué evidencia del texto apolla tus pensamientos o te ayuda inferir eso?

### **Sobre el texto:** *Evidencia de pensamiento crítico sobre elementos de literatura, estructura de texto, y el propósito o estilo del autor/a*

- 1) ¿Por qué piensas que el autor/la autora escribió este libro (propósito del autor)?
- 2) ¿Cuál evidencia muestra la opinion del autor/la autora sobre este tópico?
- 3) ¿Cómo es que el autor/la autora organiza el texto (estructura del texto)? ¿Te ayuda entender mejor el tópico?
- 4) Identifica algunas características de no-ficción que se usaron en este texto. ¿Cómo te ayudaron entender el tópico?
- 5) ¿Cuáles fueron los estilos/técnicas del autor/la autora que se usaron en el texto? ¿Qué hizo el autor/la autora para hacerlo más interesante?
- 6) Si pudieras escoger dos cosas para compartir con otros sobre este tópico, ¿cuales dos cosas escogerías? ¿Por qué?
- 7) Busca algunas palabras importantes en el texto. Explica que significan y por qué son importantes.
- 8) ¿Por qué es que\_\_\_ fue un buen título/subtítulo para este texto/esta sección?

Motiva los estudiantes a que estiren sus pensamientos usando estas sugerencias:

- |                                  |                           |
|----------------------------------|---------------------------|
| - Dime más sobre eso.            | - ¿Qué más?               |
| - ¿Puedes decirme más sobre eso? | - ¿Qué piensas sobre eso? |
| - Dime más sobre lo que piensas. | - ¿Por qué es importante? |
| - ¿Por qué piensas eso?          | - ¿Y después que pasó?    |

No baje la calificación del estudiante porque uso estas sugerencias para motivar sus pensamientos. Respuestas que fueron sugeridas valen igual que las que el estudiante respondió voluntariamente.

## Preguntas para guiar conversaciones sobre comprensión de texto de ficción: Niveles L-Z

Conversa sobre 1 o 2 preguntas de cada categoría basadas en el texto y lo que ya sabes sobre el lector/a.

**En el Texto:** Evidencia que el lector está aumentando su entendimiento literal sobre el texto  
(Allí mismo/Piensa y busca)

- 1) Cuenta sobre lo que sucedió o pasó en el cuento.
- 2) ¿Cuál fue el problema del cuento?
- 3) ¿Qué hizo \_\_\_\_\_ para resolver el problema?
- 4) ¿Qué sucedió/pasó al final del cuento?

**Más allá del texto:** El lector está pensando más allá del texto porque hace predicciones, conexiones, inferencias, y puede sintetizar

- 1) ¿Hay algo en el cuento que te da recuerdos de una experiencia que haz tenido o que ha tenido alguien que conoces?
- 2) ¿Cómo piensas que se siente el personaje? o ¿Qué está pensando el personaje? ¿Qué te hizo pensar eso?
- 3) Haz una predicción sobre lo que pueda suceder o pasar. ¿Qué te hace pensar esto?
- 4) ¿Tenías preguntas mientras que estabas leyendo el cuento? ¿Qué estabas pensando mientras leíste?
- 5) ¿Cuáles palabras te ayudaron visualizar (ver/oir/sentir/crear un imagen) mientras que estabas leyendo este cuento? Describelo.
- 6) Describe algunas características sobre el personaje \_\_\_\_\_. ¿Cómo describirías el personaje \_\_\_\_\_ como persona?
- 7) ¿Cómo cambio el personaje en este cuento?
- 8) ¿Por qué actúo de esa manera?
- 9) ¿Qué significa la palabra/frase \_\_\_\_\_? (palabra de vocabulario, metáfora, símil, etc.)

**Sobre el texto:** Evidencia de pensamiento crítico sobre elementos de literatura, estructura de texto, y el propósito o estilo del autor/a

- 1) ¿Por qué es que \_\_\_ es un buen título para este cuento? ¿Puedes pensar de otro título?
- 2) ¿Por qué piensas que el autor/la autora dijo \_\_\_\_? (Por ejemplo: ¿Por qué dice el autor que Pepo ladró de felicidad?)
- 3) ¿Crees que el cuento tiene un final bueno? ¿Por qué si o no?
- 4) ¿Qué te está tratando de enseñar el autor/la autora? ¿Cuál fue el mensaje/lección/moral del cuento?
- 5) ¿Cómo es que el autor/la autora desarrolla \_\_\_ (personajes/argumento/escenario/etc.)?
- 6) ¿Te gusta o admiras los prsonajes? ¿Por qué?

Usa estas sugerencias para motivar los estudiantes a que estiren sus pensamientos:

- Dime más sobre eso.
- ¿Puedes decirme más sobre eso?
- Dime más sobre lo que piensas.
- ¿Por qué piensas eso?
- ¿Qué más?
- ¿Qué piensas sobre eso?
- ¿Por qué es importante?
- ¿Y después que pasó?

No baje su juicio sobre la respuesta del estudiante porque uso estas sugerencias para motivarle el pensamiento. Respuestas que fueron sugeridas son tan correctas como las que el estudiante respondió voluntariamente.

# Comprehension Interview

Adapted by J. Richardson (2000) from Keene's Major Point Interview for Reading in *Mosaic of Thought*

Student \_\_\_\_\_ Date \_\_\_\_\_ Text (pp #) \_\_\_\_\_

**Teacher (for narrative texts):** *What has happened in the story so far?*

\_\_\_\_\_ Setting \_\_\_\_\_ Characters \_\_\_\_\_ Problem(s) \_\_\_\_\_ Solutions \_\_\_\_\_ Events \_\_\_\_\_ Inferences

**Teacher (for informational texts):** *What are you learning about?*

**Teacher:** *Start reading where you left off; I'll listen.* (Student whisper reads while teacher records miscues and self-corrections on back of interview sheet).

**Text Level:** \_\_\_\_\_ Easy (95-100%) \_\_\_\_\_ Instructional (90-94%) \_\_\_\_\_ Hard (< 90%)

**Teacher:** *Keep reading and I'll stop you once in a while and ask you some questions.*

Strategy	Questions	Student Response	Rubric
<b>Self-Monitors</b> (Uses fix-up strategies when meaning breaks down.)	<ul style="list-style-type: none"> <li>◆ What can you do to make the sentence make sense?</li> <li>◆ What else can you do to help you understand?</li> </ul>		<ol style="list-style-type: none"> <li>1. No response or "I don't know."</li> <li>2. Fix-up strategies do not clear up confusion.</li> <li>3. Fix-up strategies help construct meaning.</li> </ol>
<b>Retells</b> (Remembers what was read and retells information in sequence.)	<ul style="list-style-type: none"> <li>◆ Tell me what you read.</li> <li>◆ What happened first? Next?</li> <li>◆ Tell me about the characters, setting, problem, solution, etc.?</li> </ul>		<ol style="list-style-type: none"> <li>1. No response or "I don't know."</li> <li>2. Partial retelling, does not address all story elements.</li> <li>3. Retells events in logical order and comments on story elements.</li> </ol>
<b>Connects</b> (Makes connections to personal experiences, previous knowledge or other texts that s/he has read.)	<ul style="list-style-type: none"> <li>◆ What did you think about when you read that part of the story?</li> <li>◆ Did it remind you of something you already know, or an experience you've had, or another book? Tell me about it.</li> </ul>		<ol style="list-style-type: none"> <li>1. No response or "I don't know."</li> <li>2. Response is not related to text.</li> <li>3. Response relates background knowledge &amp; personal experiences to text and enhances comprehension.</li> </ol>
<b>Summarizes</b> (Provides short statements that capture main idea and related details.)	<ul style="list-style-type: none"> <li>◆ What is this part mainly about?</li> <li>◆ Tell me what you just learned in one or two sentences</li> </ul>		<ol style="list-style-type: none"> <li>1. No response or incorrect.</li> <li>2. Recalls some events in random order.</li> <li>3. Synthesizes succinctly, recalling main idea and details in sequence.</li> </ol>
<b>Predicts</b> (Makes logical prediction(s) based on events.)	<ul style="list-style-type: none"> <li>◆ What do you think will happen next?</li> <li>◆ What might you learn next?</li> <li>◆ What in the text helped you make that prediction?</li> </ul>		<ol style="list-style-type: none"> <li>1. No response or "I don't know."</li> <li>2. Prediction is not substantiated with text.</li> <li>3. Prediction is consistent and logical with text. It is plausible.</li> </ol>
<b>Questions</b> (Asks questions while reading to clarify meaning or extend the meaning.)	<ul style="list-style-type: none"> <li>◆ What did you wonder about as you were reading?</li> <li>◆ What questions did you ask yourself?</li> <li>◆ What confusion did you have?</li> </ul>		<ol style="list-style-type: none"> <li>1. No response or an unrelated question.</li> <li>2. Literal question with short answer.</li> <li>3. Higher-order question that represents complex thinking about text.</li> </ol>

Strategy	Questions	Student Response	Rubric
<b>Infers</b> (Reads “between the lines,” draws conclusions.)	<ul style="list-style-type: none"> <li>◆ What did the author mean by _____?</li> <li>◆ What made you think that?</li> <li>◆ What were you thinking when the text said _____?</li> </ul>		<ol style="list-style-type: none"> <li>1. No response or “I don’t know.”</li> <li>2. Response is literal or not logical.</li> <li>3. Response is logical and shows inferential thinking.</li> </ol>
<b>Visualizes</b> (Creates mental images of characters, events and/or ideas.)	<ul style="list-style-type: none"> <li>◆ What did you picture in your mind?</li> <li>◆ What did the characters look like?</li> <li>◆ What could you draw to illustrate that idea?</li> </ul>		<ol style="list-style-type: none"> <li>1. No response.</li> <li>2. Image is unrelated to text.</li> <li>3. Image is closely matched with text and further clarifies complex ideas or anomalies.</li> </ol>

Sources of Information Used or Neglected

Page #	Record Substitutions and Self-Corrections	Reader’s Response Text or Teacher Assistance	Error MSV	SC MSV



## Intervista de comprensión

(Adapted by J. Richardson (2000) from Keene's Major Point Interview for Reading in Mosaic of Thought)  
Translated by M. Chang-Pisano

Estudiante \_\_\_\_\_ Fecha \_\_\_\_\_ Texto (pp #) \_\_\_\_\_

**Maestro (para texto narrativo)** *¿Qué ha pasado en el cuento?*

\_\_\_\_\_ Ambiente \_\_\_\_\_ Personajes \_\_\_\_\_ Problema(s) \_\_\_\_\_ Solución \_\_\_\_\_ Sucesos \_\_\_\_\_ Inferencias

**Maestro (para texto informativo):** *¿Sobre que estas aprendiendo?*

**Maestro:** *Empieza a leer desde donde estabas leyendo. Yo te escucharé.* (El estudiante lee en una voz susurra mientras que el maestro escribe los errores y lo que corrige por el/ella misma atrás de esta hoja.

**Nivel de texto :** \_\_\_\_\_ Fácil (95-100%) \_\_\_\_\_ A nivel de instrucción (90-94%) \_\_\_\_\_ Difícil (< 90%)

**Maestro:** *Sigue leyendo y pararemos de vez en cuando para contestar preguntas.*

Estrategia	Preguntas	Respuesta del estudiante	Rubric
<b>Revisa Para Entender</b> (Usa estrategias para revisar cuando no entiende.)	¿Qué puedes hacer para que la oración tenga sentido o suene bien?  ¿Que más puedes hacer para ayudarte entender?		1. No responde o dice "No se".  2. Las estrategias que usa no ayuda su entendimiento.  3. Estrategias ayudan construir entendimiento.
<b>Recuenta</b> (Se acuerda de lo que leyó y hace un resumen en secuencia correcta.)	Dime lo que leiste.  ¿Qué pasó primero? ¿Después?  Cuentame sobre los personajes, el ambiente, el problema, la solución, etc.		1. No responde o dice "No se".  2. Hace un resumen parcial , no contiene todos los elementos del cuento.  3. Cuenta sucesos en orden y los elementos de cuento.
<b>Conecta</b> (Hace conexiones a experiencias personales, con lo que ya sabe o a otros textos que ha leído.)	¿Que pensaste cuando leiste esta parte del cuento?  ¿Te dió recuerdos de algo que ya sabes o algo que te pasó o otro libro? Cuentamelo.		1. No responde o dice "No se".  2. La respuesta no está relacionada al texto.  3. La respuesta relaciona la información que ya sabe y experiencia personal al texto y ayuda la comprensión.

<p><b>Resume</b> (Cuenta la idea principal y detalles en oraciones cortas.)</p>	<p>¿Qué es la información más importante de esta parte?  Cuentame en 1 o 2 oraciones sobre que aprendiste.</p>		<ol style="list-style-type: none"> <li>1. No responde o responde incorrectamente.</li> <li>2. Recuerda algunos sucesos pero no los cuenta en orden.</li> <li>3. Dice la idea principal con detalles relacionados en orden y en pocas palabras.</li> </ol>
<p><b>Predice</b> (Hace predicciones lógicas y basadas en los sucesos del cuento.)</p>	<p>¿Qué crees que pasara después?  ¿Que crees que aprenderas?  ¿Cual parte del texto te ayudó hacer esa predicción?</p>		<ol style="list-style-type: none"> <li>1. No responde o dice “no se”.</li> <li>2. La predicción no está relacionada al texto</li> <li>3. La predicción es lógica y consistente con el texto.</li> </ol>
<p><b>Pregunta</b> (Hace preguntas mientras lee para clarificar y extender entendimiento.)</p>	<p>¿Cuales preguntas tenías mientras leías?  ¿Cuales preguntas te hiciste?  ¿Qué te confundió?</p>		<ol style="list-style-type: none"> <li>1. No responde o hace preguntas que no se relacionan al cuento.</li> <li>2. Hace preguntas literales en oraciones breves.</li> <li>3. Hace preguntas de alto nivel que representa alta habilidad cognitiva.</li> </ol>
<p><b>Infiere</b> (Hace conclusiones, lee “entre las líneas”.)</p>	<p>¿Qué quiere decir el autor cuando escribe _____?  ¿Qué te hizo pensar esto?  ¿Qué pensaste cuando leiste esto _____ en el texto?</p>		<ol style="list-style-type: none"> <li>1. No responde o dice “No se”.</li> <li>2. La respuesta es literal o no es lógica.</li> <li>3. Respuesta es lógica y indica que puede inferir.</li> </ol>
<p><b>Visualiza</b> (Crea imagenes de personajes, sucesos o ideas.)</p>	<p>¿Qué viste en tu mente?  ¿ Como se veian los personajes?  ¿ Qué pudieras dibujar para ilustrar esa idea?</p>		<ol style="list-style-type: none"> <li>1. No responde o dice “No se”.</li> <li>2. Imagen so tiene relación con el texto.</li> <li>3. Imagen corresponde al texto y clarifica ideas.</li> </ol>

<u>Página</u>	<u>Respuesta del lector</u> Substituciones y palabras que corrige por si mismo( <b>S</b> ) Texto ( <b>T</b> ) o ayuda del maestro ( <b>M</b> )	<u>Error</u>	<u>Palabras que corrige por si mismo</u>

# Words Their Way Primary Spelling Inventory Feature Guide

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Words Spelled Correctly: \_\_\_\_\_ / 26 Feature Points: \_\_\_\_\_ / 56 Total: \_\_\_\_\_ / 82 Spelling Stage: \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN		SYLLABLES AND AFFIXES		Words Spelled Correctly		
	Initial	Final	Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowels	Inflected Endings		Feature Points	
1. fan	f	n	a								
2. pet	p	t	e								
3. dig	d	g	i								
4. rob	r	b	o								
5. hope	h	p				o-e					
6. wait	w	t				ai					
7. gum	g	m	u		sl						
8. sled			e		st						
9. stick			i	sh		i-e					
10. shine					dr	ea					
11. dream					bl	a-e					
12. blade				-ch		oa					
13. coach					fr	igh					
14. fright				ch			ew	-ed			
15. chewed					cr		aw				
16. crawl				-sh				-es			
17. wishes				th			or				
18. thorn				sh			ou	-ed			
19. shouted							oi				
20. spoil							ow				
21. growl				th			ir				
22. third								-ed			
23. camped					tr			-ies			
24. tries								-pping			
25. clapping								-ding			
26. riding											
<b>Totals</b>		17	17	17	17	17	17	17	17	56	82

# Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Words Spelled Correctly: \_\_\_\_ / 25 Feature Points: \_\_\_\_ / 62 Total: \_\_\_\_ / 87 Spelling Stage: \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS			
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	EARLY	MIDDLE	LATE	
Features →	Consonants Initial	Consonants Final	Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Feature Points	Words Spelled Correctly
1. bed	b	d	e											
2. ship		p	i	sh										
3. when			e	wh										
4. lump	l		u		mp									
5. float		t			fl	oa								
6. train		n			tr	ai								
7. place					pl	a-e								
8. drive		v			dr	i-e								
9. bright					br	igh								
10. shopping			o	sh				pping						
11. spoil					sp		oi							
12. serving							er	ving						
13. chewed				ch			ew	ed						
14. carries							ar	ies	rr					
15. marched				ch			ar	ed						
16. shower				sh			ow			er				
17. bottle									tt	le				
18. favor									v	or				
19. ripen									p	en				
20. cellar									ll	ar				
21. pleasure											ure	pleas		
22. fortunate							or				ate	fortun		
23. confident											ent	confid		
24. civilize											ize	civil		
25. opposition											tion	pos		
<b>Totals</b>		7	5	6	7	5	7	5	5	5	5	5	62	25



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