

Assessment #1: Observation

On September 4th, I was able to observe a young boy in my first grade class named Billy Lopez*. This observation took place during Reader's Workshop, from 8:25-9:05. All of the class was present and was sitting on the floor while my mentor teacher stood in front of them and is reading a big book aloud to the class. There are 13 students in the class that were present, 6 boys and 7 girls. There are 6 ELL students and 3 students who are being tested for gifted. The teacher begins to talk about the setting of a story. During this read aloud, Billy seems to be looking anywhere but the book. Billy does not stay in the criss-cross position for long as he is constantly moving to sit on his shoes and lean forward. While doing this, he is playing with his shoes staring off into space with wide eyes. He is constantly moving his arms and head back and forth. He doesn't do the movement with everyone else at first, but then he sees what everyone is doing and follows suit. He does, however, do exaggerated movement when the teacher asks questions (like moving his hand over his face as a motion when the teacher asks 'where?'), even though he is delayed.

I noticed him yawning 8 times during this time period, showing he could possibly be bored or tired. He does not speak out or engage in discussion, until there is a picture shown, and he is very vocal about the pictures being shown. As soon as he sees a picture, he is quick to pay attention and make inferences or predictions about the story. After the picture is shown, while the teacher is reading the text he begins to look away again.

The whole time he is on the floor he is sitting on his shoes and moving some part of his body. He is either playing with his shoes or tape on the ground, moving his arms and head back and forth, or playing with his fingers. He does not engage or raise his hand to answer questions from the teacher. He begins to make little faces by moving his mouth around. He cannot seem to

sit still and puts his head down in his lap for a minute. The teacher then announces that Billy's group is being called for shared reading but he is looking up at the ceiling. He then looks around and doesn't notice that his group has been called. Several of his group members had to get his attention to inform him of his group being worked with. He then goes to get his book nook and goes to the table and begins to play with his basket and making faces with his mouth.

The teacher then takes his small reading group to her back table and begins to work with them. The teacher asks him to come close but Billy doesn't and is still looking around, and the teacher had to call him out for it. While he is reading the book he looks only at the pictures and makes funny faces (smiles, opens his mouth over and over). He turns the pages to see what the pictures are and is not on the same page as everyone else. The group then begins to re-read the book and Billy is behind everyone else. He also squints his left eye a little when he is reading. He finishes the book and just plays with it and stares at the wall, when they were supposed to keep reading. He is behind when they are reading together and looks around at everyone else, but when he is asked to read and everyone else listen he is able to read. When he is asked to follow along with his finger he is paying attention and trying to sound out words (the word 'shout'). One of the boys in the group was asked to read a page one more time, but Billy had already turned the page. He also frequently stares away, making faces again. He can answer question, however, when he is asked and smiles a bright, big smile when asked for a high 5 at the end.

I think this observation gave me a lot of information on Billy. I learned that he really has trouble paying attention. He is constantly looking away, moving, or playing with something else. When he is asked for something individually he is quick to snap back into things. He is also very intrigued by picture, which leads me to believe that he is very visual and would benefit from visual aspects in the lessons. He definitely becomes more focused when he is asked to do

something fun, or is called out individually. When he is in a group setting he seems to get easily distracted and loose focus and play with other things. I can use this information to conclude the one on one interaction are most beneficial for him. He is a very smart boy he just needs some guidance and help concentrating on what he is supposed to be doing.

When I brought this information to my teacher, she acted as if she was interested in what I had to say but that it wouldn't really change anything she did around the classroom. She acted like she already knew that he fooled around with his shoes, but I am not sure if she noticed that he stares off into space a lot. She took into account that he was a visual learner and was thankful for our observations, but it did not seem like she was going to use the information to change anything around the classroom or anything. I assume that the one on one interactions that I will be having will Billy will help him out with his reading and learning.

Assessment #2: Attitudes or Interests Survey

I surveyed Billy on September 11, at 8:45am. All of the other students were in the room but were spread out into various individual places throughout the room with their 'book nooks.' It was just Billy and me who were discussing the survey. After surveying Billy* I found that he had a very positive attitude about reading. His overall score was a 75/80, with his recreational score being a 36/40 and his academic score being a 39/40. He got a 90% on the recreational portion, a 98% on the academic portion, and a 94% full-scale score. He answered 'very happy' (4) to almost every question with 2 scores of 2 (he dislikes it) and 2 scores of 3 (he likes it). We had to come back to a few questions that were inconsistent with other answers he had given and I re read the question and asked him how he felt about it and he would change his answer to reflect how he felt. The 2 he answered with a 2 were questions about reading instead of playing and reading for fun. The one 3 he gave was to 'how do you feel when a teacher asks you a question about what you read'.

Upon looking at his scores it is clear that Billy is very fond of reading. He loves to read and gets excited to read. He would just prefer playing outside to reading if he could. He would still read on a rainy day though! His responses show that he loves to receive books and wants to learn to read. It makes me excited to see such enthusiasm when it comes to reading. Billy clearly loves to read and wants to improve and become better at it. It is not his desire to learn that is hindering him. I suppose that his attention problems could be why he is on a lower reading level, because he is very interested but just may need something to gain his attention during small group and whole class instruction. He works

















hard with me when we are working in a one on one setting. I am very pleased to see that he wants to become a better reader and loves to read a good story. His enthusiasm was apparent through his smile the entire time, as he remembers the sound that we had worked on together the last time we worked together, (the th sound). I want to nurture this love of reading and help him find a reading method that is meaningful to him and keeps his attention.

Upon discussing the results with my teacher, my teacher was very excited to hear that Billy had such a love of reading. That is really all that she said and did not seem to want to carry on any more of the conversation after being very pleased that Billy was enjoying reading. She said that Billy is eager to please. I did notice that Billy had been moved to the front row in the classroom, which may be beneficial to him. Overall, I am very excited to see this love of reading in Billy and want to foster this love of reading and keep it meaningful and fun for him to maintain this love and catch his attention.

















Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

















Please circle the picture that describes how you feel when you read a book.

1.	How do you feel when you read a book on a rainy Saturday?			
				
2.	How do you feel when you read a book in school during free time?			
				
3.	How do you feel about reading for fun at home?			
				
4.	How do you feel about getting a book for a present?			
				

















Please circle the picture that describes how you feel when you read a book.

5.	How do you feel about spending free time reading a book?			
				
6.	How do you feel about starting a new book?			
				
7.	How do you feel about reading during summer vacation?			
				
8.	How do you feel about reading instead of playing?			
				

















Please circle the picture that describes how you feel when you read a book.

9.	How do you feel about going to a bookstore?			
				
10.	How do you feel about reading different kinds of books?			
				
11.	How do you feel when a teacher asks you questions about what you read?			
				
12.	How do you feel about reading workbook pages and worksheets?			
				

Please circle the picture that describes how you feel when you read a book.

13.	How do you feel about reading in school?			
				
14.	How do you feel about reading your school books?			
				
15.	How do you feel about learning from a book?			
				
16.	How do you feel when it's time for reading in class?			
				

Please circle the picture that describes how you feel when you read a book.

17.	How do you feel about stories you read in reading class?			
				
18.	How do you feel when you read out loud in class?			
				
19.	How do you feel about using a dictionary?			
				
20.	How do you feel about taking a reading test?			
				

Bryan

9/11/13

Attitude + Interests Survey

Recreational

1. 4 says he hates water, confused
2. 3 happy
3. 2. I don't like it
4. 4 really happy
5. 1 hates it, went back + changed his mind, 4
6. 4 really happy
7. 4 really happy
8. 3 happy change 2 he would rather play confused
9. 4 says he loves it, really much happy
10. 4. really happy says his brother doesn't like reading or likes reading
11. 3 happy Academic
12. 4 happy

36/40

39/40

couldn't sit still but loves the attention

13. 4 really happy
14. 4 really happy
15. 4 really happy
16. 4 really happy
17. 4 really happy
18. 4 really happy
19. 4 really happy
20. 4 really

full scale raw
75/80 score

percentile ranks:

Recreational

Academic

Full Scale:

33

Assessment #3: Running Record and Miscue Analysis

On September 13, I conducted a running record with Billy and was able to see how he handled a first grade reading passage. I gave Billy his passage to read at 9:15 am and we finished around 9:35 am. Billy is in first grade now, but he is currently below reading level. He is below the first grade mark, and that proves to be a good decision upon analyzing his miscues. The passage given to Billy is a little story about a cat named Paws who come to school with his owner Fred. Billy off the bat could not pronounce Fred or Paws, and he struggled with these names throughout. He had 37 miscues total out of 100 with 22 being significant. The main ones that were insignificant were the names of the characters. Of the 10 comprehension questions, he missed 4. While he was reading, Billy had a lot of trouble. He frequently asked me for help and told me didn't know the word; he even did this for smaller words like 'saw' and 'ran'. He would constantly tell me that 'too hard' and want me to assist throughout the entire passage. He self corrected himself for the word 'looked', but mispronounced the words 'came', 'rain', and 'gave'. These miscues impacted his comprehension of the passage because most of the answers he got correct he seemed very unsure of and had to ask me for confirmation. Two of the questions he even deemed too hard and couldn't answer.

Throughout this entire passage, Billy seemed very happy and had a smile on his face. Even when he told me it was too hard, he was not upset, but was still smiling. He would give up on some words when he came to them but then would try and sound out other words. The amount of miscues and confusion that Billy had throughout this passage shows me that this passage is too hard for Billy. He had 37 miscues, which is way more than the 10 that could have meant he was at the instructional level. He is definitely at the frustration level in the word recognition area, and is also at the frustration/instructional level in the comprehension area as

well. He answered most of the questions as questions themselves showing he was unsure and might have just been guessing. He could not name the name of the cat, which was the main character of the story. His retelling was unsatisfactory. With all of this data, I am able to say that Billy needs to stay where he is in his reading level. He is already below reading level and this is a first grade reading passage, showing that he is not ready to be moved up to grade level. It was very uplifting, however, to hear him tell me “that was so much fun” as we were leaving. Billy clearly loves to read, wants to learn, and enjoys one on one instruction. I am hoping to use this love to help his reading comprehension throughout the year and to see if he can continue to improve with one-on-one interactions.

I informed my mentor teacher of all of this information and she had the same ideas that I did. She said that she agrees with me that he should remain where he is and knows that he is below reading level and that his reading group needs extra support. She also was hopeful and discussed how she hopes that by the end of the year he will be able to read this first grade passage. They are only about 6 weeks into first grade and have a long way to go as they develop their literacy skills. We are both curious to see how the rest of the class would perform if they were all given the same passage. I hope to continue to work with Billy to see how he progresses throughout the year, and I hope that we can see him do better on this passage later on in the semester.

MacBook

RECORD SHEET

Form 1

Grade 1 Passage Reading

Name Billy Lopez*Date 09/18/13Teacher's Directions 354-355
Child's Copy 363

E 7141 (Grade 1) Activating Background:

Background: Low

High

Paws Visits School

Fred has a big black cat. The cat is named

Paws. Fred took Paws to his small school. All

of the children loved Paws. They all tried to

pet Paws at one time. Paws was very afraid.

She jumped out of Fred's arms and ran away.

Fred looked all around but could not find

Paws. Fred's friend, Anne, looked under the

little table. Anne saw Paws under the table.

Anne ran and told Fred where she saw Paws.

Paws came out when she saw Fred. Fred

hugged Paws tightly. Fred took Paws home

and gave her some food to eat.

Read the title to yourself and look at the picture. Then tell me what you think this story will be about.

1. What is this story about? (Paws; a cat; a boy who takes his cat to school)

2. What color was the cat? (black)

3. What was the cat's name? (Paws)

4. Why did the cat run away? (she was afraid)

5. Who helped Fred find his cat? (Anne)

6. Where did Anne find Paws? (under the table)

7. How do you think Anne felt when she found Paws? (any logical response; happy; excited; glad)

8. Why do you think Fred took Paws to school? (any logical response; to show the other children)

9. Do you think Fred will take Paws to school again? Why? (any logical response)

10. What does "afraid" mean? (scared)

Total Miscues 37Significant Miscues 22Questions Missed 4

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0-1	Independent	0-1
2-4	Ind./Inst.	2
5	Instructional	3
6-9	Inst./Frust.	4
10+	Frustration	5+

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM

6000

Comprehension Scoring Guide	
Questions Missed	Level
0-1	Independent
1½-2	Ind./Inst.
2½	Instructional
3-4½	Inst./Frust.
5+	Frustration

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Assessment #4: Sight Word Analysis

On October 2nd, I assessed Billy on his sight words in order to see how quickly and easily he was able to recognize the high frequency words that are on the first grade sight word list. This assessment started at 9:50 am and ended at 10:03 am. Billy was assessed one on one outside of the classroom. There were no other students outside of the classroom, but there would be frequent students and teachers walk by as the assessment was going on. Other than that it was just Billy. Billy was shown 100 sight words on a computer screen one by one. The words were on a timer and would move from one word to the next at a slow pace. He would then read out what he thought the word said, while I followed along on a piece of paper that has all the words on it. He had been given this test before and the ones he had missed the last time were on the sheet of paper. Throughout the assessment, Billy would get excited when he would see sight words within other sight words. For example, in the word ‘than’, he would excitedly call out ‘an’. He scored an 89/100, which is a huge improvement from the last time when he scored a 74/100. He said ‘here’ for ‘her’, ‘cam’ for ‘came’, ‘in’ for ‘an’, ‘bean’ for ‘been’, ‘went’ for ‘what’, ‘our’ for ‘over’, ‘when’ for ‘then’, and ‘cold’ for ‘could’. He said ‘was’ first for ‘saw’ but then corrected himself. He couldn’t say after, because, or where.

It is so great to see Billy improve on his sight words as he goes through first grade. It was important to assess Billy on his sight words because he has been struggling recognizing them in the context of a story and it affects how well he reads a story and comprehends it. I realize that recognizing sight words are very important and Billy needs to be able to find them in context and know their meaning, because they are so frequent in the things that he reads. I decided it would be best to assess Billy on these words in order to see how quickly he was able to recognize them and if there are still words that he does not know. There are some words that ESOL students

struggle with just because the sounds are hard to say and understand compared to the sounds in Spanish. There words include words like 'where' and 'here'. It is interesting though, because Billy would say some of these words wrong on the sight word assessment but would say them right when reading a story. He also did this the other way and was able to say some of these words in isolation but could not recognize them in the context of a story. Billy did much better on this test compared to the last one, which is great, but I would say there is room for improvement. He needs to be able to recognize, say, and understand all of these words in order to help him comprehend any reading. My next step could be to make sight word cards and quiz him on them on a regular basis to help him become more familiar with them. I could also find stories or passages that contain a lot of first grade sight words and read this story many times with him.

Billy was still very happy and excited to be working with me and would be so enthusiastic when he saw a sight word within a sight word. It is great to see him get so cheerful when he is reading and working one on one. I continue to see him not pay attention in whole class settings and in small groups, but when he is working one on one he lights up and tries to work really hard. I plan on continuing to work with him one on one and try and find ways to grab his attention in the other settings. When I talked to my teacher about the results of the sight word test she was very pleased to hear that he had improved by so much. She agreed with me about working with him on his sight words, and she also told me I should work with him on his reading level books. She suggested that we get familiar with one book and then type the story out and cut out all the words and work together to "put the story back together". I hope to have more time to work with him individually but also find ways to help him become more focused in the other areas of the classroom.

Bryan
Grade 1: 74
100
89/100

High Frequency Word Lists

Word List 1	Word List 2	Word List 3	Word List 4	Word List 5
a	the	one	are	<u>after</u>
he	all	out	into	with <u>what</u>
no	<u>how</u>	<u>him</u>	<u>that</u> ^{noticed at}	there
at	see	as	said	they
in	like	or	away	<u>because</u>
see	be	get	little	going
<u>an</u> in	if	look	<u>very</u>	<u>where</u>
I	she	<u>her</u> here	us	this
so	my	back	<u>been</u> been	<u>could</u> cold
and	big	had	<u>our</u> ^{over}	<u>before</u>
is	<u>me</u>	<u>come</u>	but	two
it	so	by	your	<u>went</u>
to	you	<u>came</u> ^{cam}	<u>from</u> ^{of}	<u>mother</u>
can	can	<u>his</u>	<u>put</u> ^{pants}	<u>just</u>
up	<u>not</u>	make	man	too
do	up	of	<u>what</u> ^{went}	when
me	am	did	<u>here</u>	were ^{where}
we	has	was	<u>saw</u> ^{sc}	<u>over</u> ^{our}
go	on	now	play	<u>then</u> ^{when}
on	we	have	who	will

Assessment #5: Phonics

On October 9th, I assessed Billy on his phonics. This assessment took place from 9:45-10 am. It was considered an informal phonics inventory, and my teacher suggested this be the next assessment that we give in order to see how well Billy can break words down and understand different sounds. Billy had done this assessment once before so I was able to compare the results to what he had scored before. My mentor teacher and I both went outside of the classroom and assessed him together. There were four sections that Billy was assessed on: Consonant sounds, consonant digraphs, consonant blends in short-vowel words, and short vowels in CVC words. In the consonant sound section, Billy only missed 1 out of the 22 he was given. He said a soft G sound instead of a hard G sound. Originally he had gotten a 19/22 on this section and he got a 21/22 this time. On the consonant digraph section, he scored a 4/4 and was properly able to pronounce th, sh, ch, and wh. He scored a 0/4 the last time. On the consonant blends in short-vowel words section, Billy was given a sound (like ick and op), and was then given words that blended these sounds with another sound. For example, he was given the ‘ash’ sound and then shown the words flash, stash, and trash and was asked he say them and blend the two sounds. Originally, Billy was not able to do any of these correctly. He got 5 out of the 12 correct this time. He said bick for brick, sike for slick, tick for trick, fash for flash, sash for stash, dash for trash, and gin for grin. In the short vowels in CVC words section, Billy was given ten consonant-vowel-consonant words and asked to say them. He got 9/10 of these correct. He only missed the word rock (the only 4 letter word), and he said the word cook. Originally he had gotten to this section and simply said, “I don’t know”. Overall, Billy improved his score on the assessment from a 26% to an 81%.

Billy had been struggling to comprehend his reading and had struggled sounding out and pronouncing words while reading. My mentor teacher and I both knew that the next step we needed to take was to assess his ability to pronounce different sounds and blend them together. This way we would be able to see if he struggle was with individual sounds or with the blending of the sounds because knowing this would show where his biggest struggle with reading and comprehension is. After giving the assessment, it is clear that Billy's biggest struggle is blending words that have more than 3 letters in them. In the consonant blends in short-vowel words section, Billy could blend the sound that were given to him with another letter, but often failed to pronounce or identify the other letter involved. For example, Billy would see the 'ick' in trick but would only pronounce the first letter of 't' with the 'ick' sound, so he said 'tick' instead of the correct word of 'trick'. He did this many times in that section, but was able to get some of them correct. In the short vowel in CVC words section, Billy only missed one word, rock, and it was the only word with more than 3 letters. It seems to be that Billy has trouble blending longer words and combining sounds. He was correctly able to say the digraphs and consonant sounds on their own but only had trouble combining them together. He was able to correctly blend the CVC words, so this leads me to believe that Billy needs to become familiar with more words in order to be able to correctly blend them. The short words were words Billy knew and could combine the sounds easily. I think that Billy needs to continue to be worked with and he needs to be exposed to longer words. He needs to have practice blending multiple sounds together. I think that the fact that Billy's scores have already improved so much over the course of the year shows that his exposure to reading has helped. I think that Billy needs to also just continue to keep reading individually and in guided reading settings to increase his exposure and to properly show him how to blend these words together.

When my mentor teacher and I both discussed the results of this assessment she was extremely thrilled that Billy's scores have improved so much. She just suggested that I continue to work with Billy individually and in guided reading group settings in order to help him continue to work on his vocabulary and help him combine sounds together. She is very thankful for Billy getting able to have some extra one on one attention, because it is too hard for her to give it to him when she has to focus on everyone else in the classroom. Billy is still struggling to pay attention, so working with him one on one is a good way to focus his attention. I think that the fact that Billy is showing such progress is exciting and proves that with his love of reading and persistence to continue to read he will be able to make these connections and make a better score on this assessment the next time it is given to him.

MacBook

74
100

original

teacher name Betty

Informal Phonics Inventory Name Bryan Hernandez Date 8/9/13

19/22 Consonant Sounds

S	D	F	G	H	J
K	L	Z	P	Q	V
B	N	M	Qu	W	R
T	Y				

21/22

0/4 Consonant Digraphs

4/4 Th Sh Ch wh

0/12 Consonant Blends in Short-Vowel Words

ick ^{brick} ^{stick} ^{trick} ^{nick} ^{pick}

op ^{drop} ^{crop} ^{prop}

ash ^{flash} ^{stash} ^{trash}

in ^{grin} ^{spin} ^{twin}

5/12

Short Vowels in CVC Words "I don't know."

bit led nut lap hug

cock tin rag hen job

39/48

14 The Rule of Silent e

Assessment #6: Running Records

On September 30, I did another running records with Billy. This took place at 9:47am and ended around 10:12am. I sat with Billy on the floor and worked with him in the classroom, one on one, while the other students read silently in their book nooks. I originally gave him a first grade passage a couple weeks ago, and I learned that this passage was way too hard for him and was very frustrating for him. This time I started out by giving him the “Later Beginning Passage Reading” and soon found out that this was also too hard for him. He had 12 total miscues with 9 of them being significant. My biggest concern, however, was with his comprehension of the story. He missed 8 questions out of 10. He seemed very confused with all of the questions.

I then thought it would be best to give him the “Beginning Passage Reading” to see if this passage would help him comprehend what was happening any better. In the actual passage, Billy had 5 miscues (with all of them being significant), which put him at the frustration level. However, he only missed 1 question in the comprehension section. This technically puts him at the instructional/independent level for comprehension. Although, he only looked at the pictures when answering the questions about the passage and would get confused when it wasn’t something clear in the picture. For example, one of the questions was, “What size was the green fish?” and Billy looked at the picture, which was in black and white, and became confused. He asked me, “The big?” and then “The little?”, because he was asking which one of the fishes in the picture I was talking about. When I asked him to look at the text for the answer he became even more confused. The rest of his responses were based mainly on the picture, as he would refer back to it after every question I asked. The picture was of two smaller fish being chased by a meaner looking bigger fish.

My mentor teacher and I both agreed that doing another running record was the next best assessment for Billy. He did not do well at all on the first grade passage, so we wanted to know what level would be appropriate for Billy and how he would score on passages that were easier to read. Our main focus was on comprehension because Billy has been struggling with comprehension and retelling. After giving this running record, Billy had still not improved his comprehension even with the passage below the first grade reading level. In fact, he did worse on it and was clearly confused. On the beginning passage reading, he only missed one question but was basing all his answers on the picture and not what he actually read. This information is important because it shows that Billy just struggles with comprehension altogether. The passages were becoming easier and Billy still could not comprehend what the passages were about and he could not answer questions from the text. He is having trouble retelling what he reads no matter what kind of passage it is. This last passage also provided me with a lot of information dealing with Billy and his love of pictures. The fact that Billy used the picture to answer most of the questions tells me that he is very visually oriented and may do well with a story that uses a lot of pictures to display the meaning of the story.

I think that the next step would be to create lessons that focus strictly on retelling and comprehension. I think that if Billy is constantly questioned as he goes about what he reads, he will begin to become more aware of what he is reading. It may also have to do with him using up all of his energy trying to pronounce and sound out the words correctly that he does not focus on the actual meaning of what he is reading. I will continue to work with him on his sight word and phonics. The better he is recognizing and saying words, the easier it will be for him to focus on comprehending his reading.

When I discussed all of this with my teacher she agreed that Billy needs to focus on comprehending what he is reading. She said that Billy works better in guided reading groups and working one on one with someone. He clearly has a love of reading and this just needs to be continually fostered. She suggested that I come up with a lesson to work with him on, one on one, to help him with comprehension and retelling. I also think that making everything more visual for him can help him with his attention. Billy's attitude during the whole process was great and he loves getting the one on one attention. My teacher loves that he is getting a lot of attention because it is helping him. He continues to practice what we work on and becomes so excited when he remembers something or recognizes something. I am excited to see Billy continue to grow and learn.

RECORD SHEET

Beginning Passage Reading

Form 1

Name _____ Date _____

Teacher's Directions 354-355
Child's Copy 359

Background: Low |-----| High

The Small Fish

There are two small fish. One is red and the other is blue. They live in the sea. They like to play.

One day a big green fish came to the sea. It did not want to play. It wanted to eat the small fish. The big fish was mean.

EE (Primer) Activating Background:

Read the title to yourself and look at the picture. Then tell me what you think this story will be about.

- T 1. ✓ What is this story about? (fish; two fish who almost got eaten by a big green fish)
- F 2. ✗ What size was the green fish? (big) *the big? little?*
- F 3. ✓ What do the red fish and the blue fish like to do in the sea? (play)
- E 4. ✓ What do you think the small fish will do to get away from the green fish? *go home*
(any logical response; swim fast)
- I 5. ✓ What do you think the red fish and the blue fish did when they saw the green fish? (any logical response; they swam away quickly) *swam away*
- V 6. ✓ What does "play" mean? *told me based on the picture*
(any logical response) *gave examples*

Total Miscues 5Significant Miscues 5Questions Missed 1

Word Recognition Scoring Guide

Total Miscues	Level	Significant Miscues
0	Independent	0
1-2	Ind./Inst.	—
3	Instructional	1
4	Inst./Frust.	2
5+	Frustration	3

Retelling

Excellent
Satisfactory
Unsatisfactory

WPM

3000

Comprehension Scoring Guide

Questions Missed	Level
0	Independent
1	Ind./Inst.
1½	Instructional
2	Inst./Frust.
2½+	Frustration

Qualitative Analysis of Word Identification and Comprehension
(1 = never; 2 = sometimes; 3 = always)

Word Identification				Comprehension			
Uses graphophonic information	1	2	3	Makes predictions	1	2	3
Uses semantic information	1	2	3	Seeks to construct meaning	1	2	3
Uses syntactic information	1	2	3	Understands topic and major ideas	1	2	3
Knows basic sight words automatically	1	2	3	Remembers facts or details	1	2	3
Possesses sight vocabulary	1	2	3	Evaluates ideas from passages	1	2	3
Possesses numerous strategies	1	2	3	Makes and supports appropriate inferences	1	2	3
Uses strategies flexibly	1	2	3	Stays focused on reading	1	2	3

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RECORD SHEET

Form 1

Later Beginning Passage Reading

Name _____ Date _____

Teacher's Directions 354-355
Child's Copy 361

Background: Low |-----| High

A Big Brother

One day Tim's mother came home with his new baby brother. Tim was very happy. Now he could play with someone. He ran and got his bat and ball. His mother smiled. She said that the baby was too little to play ball. The baby would have to get older. Tim was still glad that he was a big brother. He could help take care of the baby. He felt like a big boy now.

E (Later Beginning) Activating Background:

Read the title to yourself and look at the picture. Then tell me what you think this story will be about.

- T 1. ☒ What is this story about? (Tim and his new baby brother.) *Timmy was a big boy*
- F 2. ☒ Why was Tim happy when his mother came home with the new baby? *bc she had the baby*
- F 3. ☒ What toys did Tim run to get when his baby brother came home? (bat and ball) *car*
- F 4. ☒ What did Tim's mother do when he went to get his bat and ball? (smiled) *couldn't read*
- F 5. ☒ Why did Tim's mother say the baby couldn't play ball? (He was too little.)
- F 6. ☒ How did Tim feel about being a big brother? (glad; happy) *like a dream*
- I 7. ☒ What kind of big brother do you think Tim will be? Why? (any logical response; a good one, a fun one, etc.)
- I 8. ☒ Why did Tim feel like a big boy? *idk* (any logical response; he was bigger than the baby; he could do more things than the baby; he could be a helper.)
- E 9. ☒ What will Tim probably do to help take care of the baby? (any logical response; talk to him; play with him; give him a bottle) *give him*
10. ☒ What does "glad" mean? *idk* (any logical response; happy)

Total Miscues 12Significant Miscues 9Questions Missed 8

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0-1	Independent	0
2-3	Ind./Inst.	1
4	Instructional	2
5-7	Inst./Frustr.	3
8	Frustration	4+

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM

4500

Comprehension Scoring Guide	
Questions Missed	Level
0-1	Independent
1½-2	Ind./Inst.
2½	Instructional
3-4½	Inst./Frustr.
5+	Frustration

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