Term Project: *Increasing Reading Comprehension for Callie through Research Based Practices*

Introduction/ Background information on Callie
Standard III: *Knowledge of literacy learners' understandings, skills, strategies, interests, values, and aspirations to design effective literacy learning experiences.*

For this project, I chose to work with Callie* (pseudonym), a student in my regional middle school classroom for students with mild to moderate cognitive impairments. Callie qualifies for special education services as a student with a cognitive impairment. Callie is a 15 year old student that has been diagnosed with Down Syndrome. Callie is Caucasian and her primary language is English. I chose to work with Callie for this assignment because although she is almost at grade level for letter and word recognition/decoding, it has been obvious that she struggles in the area of reading comprehension. According to a psychological evaluation done on 5/24/2011, Callie is decoding at a 5.3 grade level and comprehending at a 2.3 grade level. Callie lacks the comprehension strategies needed to gain meaning from passages and "Without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited" (Alvermann & Earle, 2003). Callie's decoding abilities are slightly below grade level, but she does have enough skill to be able to read independently. Reading is considered an area of strength for Callie. Due to Callie's deficits in reading comprehension, this is the area of focus for the lessons to follow.

Callie consistently shows that she has the motivation for reading to learn, it is just an area of difficulty for her. She is a hard worker and an absolute joy to be around. She loves being at school, pleasing others, and is motivated to put forth her best effort. Callie has great self-esteem and loves being social. When completing any sort of task or

assignment, Callie is always thorough and has the motivation to produce quality work.

She takes her time and pays attention to detail. She loves teacher/staff interaction and

loves to receive verbal praise for her accomplishments. It is not uncommon to hear Callie

telling staff and other students that she "already knows how to do this" or "this is easy for

me." Although Callie is a good student sometimes her perception of her abilities and the

level that she actually performs is not always consistent.

Callie's parents are divorced; she splits time between her father's house and her

mother and step-father's home. Both of Callie's parents are extremely supportive and

involved in Callie's education. They attend all IEP meetings and are receptive to any at

home strategies that we have put in place. Callie is involved with No More Sidelines

(NMS), an organization whose goal is for individuals with special needs to participate

socially with their peers in the community. Callie is always going to dances, sporting

events, and other outings with NMS. Callie is a wonderful young lady.

Current Classroom Climate
Standard IV: *Ability to establish a caring, stimulating, inclusive, democratic, and safe*
literacy learning community where students take risks and work independently and
cooperatively.

I have an interesting position this year in terms of my ability to control the climate

of the classroom. I travel between four different classrooms (three buildings) throughout

the course of a school day. I am only in Callie's classroom for 5th hour. During this hour,

their teacher, who spends the rest of the school day with them (except for any 'special'

that they may attend; art, gym), takes her planning period. Luckily she is a wonderful

educator that I am able to work closely with to create a positive classroom environment.

I work very hard to make my hour at the middle school a positive and safe environment.

I try to create an environment where my students feel comfortable taking risks and being

themselves. Everyday as they enter the classroom from lunch, I personally take the time

to greet each one with a smile in hopes to start my time with them positively.

Due to the self-contained nature of the program, my students are able work on

tasks that are at the appropriate level cognitively. I do put forth the effort to keep

expectations high and the developmental level of the work appropriate for middle school

age students. In other words, although some of my students may be academically and

socially functioning at an elementary grade level, I do not give them work that seems too

'kiddish.' My students are middle schoolers and I keep that in mind when developing

and implementing curriculum. By doing this I provide multiple opportunities for my

students to work cooperatively to process different concepts or information. Because I

only have nine students in my class at one time, I am able to consider their interests and

provide autonomy in the classroom by involving them in the decision making process and

offering them choice in activities.

Pre-Assessments and Goals for Callie
Standard I: *Knowledge of learning and child development theories and the processes of reading and writing to inform literacy assessment and instruction.*
Standard II: *Knowledge of curriculum content and grade level performance expectations to set informed and purposeful goals that facilitate students' literacy achievement and enable them to use literacy as a tool for learning across disciplines.*

To lay the ground work for this project I completed the Qualitative Reading

Inventory-5 (QRI) informal assessment and two additional multiple choice

comprehension passages. We always use the QRI-5 three times throughout the course of

the school year on each one of our students. It includes grade level word list assessments

so that Callie's oral reading accuracy can be assessed. This provides information so she

can appropriately be placed for the comprehension portion of the assessment. As shown

in the attached archive evidence, #1, 2, and 3, when asked to read the words on the:

- 2nd grade word list, she correctly identified 20 out of 20 words (100% accuracy).

- 3rd grade word list, she correctly identified 19 out of 20 words (95% accuracy).

- 4th grade word list she correctly identified 19 out of 20 words (95% accuracy).

- 5th grade word list she correctly identified 18 out of 20 words (90% accuracy).

- 6th grade word list she correctly identified 17 out of 20 words (85% accuracy).

- Upper middle school word list she correctly identified 11 out of 20 words (55% accuracy).

The results showed me that on the second, third, forth, and fifth grade level lists she

was reading at the independent level. It was not until Callie reached the sixth grade level

that she dropped down to the instructional level and the upper middle school level where

she reached the frustration level. The results of both of the assessments proved what we

already knew, that Callie is reading independently somewhere between the fifth and sixth

grade level. It also gave me an idea of where to place her for the comprehension portion

of the assessment.

The QRI includes both narrative and expository comprehension passages and it

measures comprehension through explicit and implicit questions. I started Callie at level

two, which has a second grade level equivalent (shown in the attached archives #4-6)

with a narrative passage titled "What Can I Get for My Toy?" I completed a running

record while Callie read this passage aloud. She read the passage with zero miscues and

with 100% accuracy. Immediately following her reading I asked her to recall as much as

she could remember about the story. She recalled 10 out of the 38 ideas from the story

with several verbal prompts like "where did this happen at" and "how did it end?" Once

she did the free recall I asked her eight comprehension questions about the story and

recorded her answers. Overall Callie got 3 out of the 8 questions correct (38% accuracy-

frustration level), 2 of those were explicit and 1 was implicit. The following day Callie

completed the expository portion of the assessment with a passage called "Seasons"

(shown in the attached archives #7-9). I completed a running record and Callie read the

passage with zero miscues and 100% accuracy. Immediately following her reading I

asked her to retell to me as much as she could remember about the story, she recalled 6

out of 42 ideas. I then asked her eight questions about the passage and recorded the

answers. She correctly answered 3 out of the 8 questions correctly (38% accuracy-

frustration level), 2 of those were explicit and 1 was implicit.

     The next two informal assessments that Callie completed are shown in the attached

archived evidence (#10, 11). They are at the 1st grade reading level and required Callie to

read a short narrative passage and immediately answer 3-4 multiple choice questions. On

the first passage she answered 1 out of the 3 questions correctly (33%) and on the second

passage she answered 2 out of the 4 questions correctly (50%)

          It was obvious to see by looking at the results of the assessment that reading

comprehension is an area of weakness for Callie. Although she is almost reading at grade

level, she has not yet mastered the strategies needed to comprehend at grade level. It was

noted in the module readings that "motivation and engagement in reading correlate highly

with reading comprehension; they are needed for strategy development" (Guthrie et al.,

1999). Fortunately for Callie, she is motivated and enjoys reading, so hopefully we will

be able to take steps towards closing the gap between decoding ability and her ability to

comprehend.

Lesson Implementation
Standard V: *Ability to select, adapt, create, and use rich and varied assessment and instructional resources that enhance students' literacy achievement.*
Standard VI: *Ability to use a variety of approaches and activities, derived from high-quality research, to help students improve their literacy skills.*

I am in Callie's classroom 5th period everyday, but for the purpose of these

lessons I will work one-on-one with Callie during my planning period, 2nd hour. Over the

course of these two lessons Callie will learn two comprehension strategies that she can

apply while reading a text. Due to the nature of the classroom, I am going to focus on

narrative texts because that is what Callie is typically exposed to. The first lesson will

introduce a self-questioning strategy and the second lesson will introduce a visualization

strategy. Both are considered evidence based practices.

Lesson #1- The "I Wonder" Strategy

Michigan Functional Independence Extended Grade Level Content Expectations
(8th Grade ELA):
> **R.MT.08.EG01:** Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).
> **R.AT.08.EG01:** Be enthusiastic about reading for leisure and to gain information.

Learning Goals:
1. The learner will pose questions before, during, and after reading a text.
2. The learner will use inferential or evaluative reasoning when answering questions about a text.
3. The learner will generalize the "I wonder" strategy to a variety of texts.

Materials needed: Chart paper, marker, pencil, copy of *Jamie O'Rourke and the Big Potato* by Tomie de Paola, picture of children playing in the rain (attached evidence #12)

Anticipatory Set:
- To set the stage and capture Callie's interest I will start the lesson off by showing her a picture of children playing in the rain. I will ask her to come up with as

many questions or "I wonders" as she can regarding anything about the picture. If needed, I will prompt her with example questions, i.e. "Who are these children" or "What is the weather like".

- Once a few questions have been asked, we will discuss how it is important to ask questions in numerous aspects of life. I will then introduce how it is important to ask questions when we read, it helps us to better understand and the text.

Input & Guided Practice:
- I will then show Callie a piece of large chart paper that is divided into three sections: before, during, and after. I will explain how it is important to ask questions before, during, and after we read.
- I will then introduce the book, *Jamie O'Rourke and the Big Potato*. I will tell her to look at the cover of the book and come up with as many questions as she can. I will provide prompts if necessary, "Look at the leprechaun" or "What do you think that mans job is?" I will record the answers on the cart paper under the heading before.
- I will then tell her I am going to give her a choice about reading the text, I can either read it to her, or we can take turns reading it aloud. I will then explain that it is important to ask question while we are reading too. I will show Callie where we will record the questions that we come up with.
- Either she or I will start reading the text aloud. If within the first couple pages Callie does not formulate any questions I will come up with the first one to model the process. I will record it on the chart paper under the 'during' heading.
- We will continue reading the text aloud and recording all of the questions that we come up with. I will continue to model asking questions if needed. As we read, I will stop often to see if any of our questions from before or during have not been answered yet. If so, we will check them off as answered.
- Once we finish the book, we will generate questions and put them under the after reading heading. We will go back and answer any unanswered questions. If a question remains unanswered from the direct reading of the text we will do some inferential reasoning to decide the answers.

Checking for Understanding:
- To wrap the lesson up, we will discuss why it is important to ask questions when we read. Together, on the chart paper, we will generate a list of why it is important. The following day Callie and I will tell the class about the new strategy that we learned and share why it is important to ask questions while we read.

Extension
- As an extension to this lesson, when Callie becomes more familiar with this strategy, I will have them write their own questions on sticky notes in their text, and record their own answers. I plan to teach this strategy to the whole class.

Lesson #2- The "Sketch-It" Strategy

Michigan Functional Independence Extended Grade Level Content Expectations
(8th Grade ELA):

> **R.CM.08.EG01:** Visualize and connect personal knowledge, experience and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.
> **R.AT.08.EG01:** Be enthusiastic about reading for leisure and to gain information.

Learning Goals:
1. The learner will sketch then visualize the image that a narrative text creates in their minds.
2. The learner will share the images created and explain what clues in the text gave them these images.

Materials Needed: Pencil, paper, whiteboard, marker, the Youtube version of *Somewhere over the Rainbow,* a copy of *Jamie O'Rourke and the Big Potato* by Tomie de Paola

Anticipatory Set:

- To get Callie thinking about creating an image in her head, I will start by playing the song *Somewhere over the Rainbow* by Israel "IZ" Kamakawiwole. Once we are finished listening to the song, I will have Callie sketch the visual images that the song created on a white board (this song provides numerous opportunities for visualization). We will discuss how visualizing and creating mental images makes the stories come to lift and become an active reader.

Input/Guided Practice:
- I will get out the book *Jamie O'Rourke and the Big Potato* and tell Callie that we are going to re-read this story. I will explain that this time I am going to read it and not show her the pictures this time.
- I will start reading the text and pause after a few pages and have Callie sketch the visual images that she has in her head. I will have Callie share the image with me and to take it a step further I will have her show me what words or phrases in the text that contributed to their image.
- I will continue reading and stop 1-2 more times to have Callie sketch again.

Checking for Understanding:
- To wrap the lesson up, we will discuss why it is important to create visual images in our minds while we read. Together, on the chart paper, we will generate a list of why it is important. The following day Callie and I will tell the class about the new strategy that we learned and share why it is important to visualize while we read.

Description, Analysis, and Reflection:

When creating these lessons, I wanted to teach Callie something that was research-based and that she would actually be able to generalize and use. The first strategy that I taught to Callie was the self-questioning strategy. I was reminded of this strategy in our module readings, but it is also a part of reciprocal teaching, which our district urges teachers to implement in their classrooms. "Self-questioning is a useful strategy for readers who can decode words but who do not understand or remember what they read. It does this by encouraging them to become active in their learning and helping them make inferences the author assumed they would make." (Ehren, B. J., 2005). Although Callie is a good decoder, she often misses important information in texts and that keeps her behind her peers. Overall, the teaching this strategy to Callie was very successful, but there are a few things that I will change for next time.

When I showed Callie the picture of the kids playing to get her attention, she responded well to it. Providing her with the "I wonder" frame, rather than the 'ask a question' frame was really successful. Often times in this classroom I ask the students if they have any questions about a certain topic. Usually, everyone in the class hand shoots up, but rather than asking a question, they tell me something. They do not quite understand what it means to ask a question. By using the terms "I wonder" Callie was able to ask questions successfully. The first question that she posed was "I wonder if that kid fell in the hole and is hurt"; she then asked "Are they going to help him?" She was very engaged at this point in the lesson. Once we discussed the picture, I introduced the book.

When I showed her the chart paper and told her we were going to ask "I wonders" before, during, and after we read the book and write them on the paper (attached evidence

#13). This immediately got her attention. She wanted to take the chart paper home when we were done. When I asked her to brainstorm any questions she had by just looking at the cover, she did awesome. She immediately came up with four questions. When I started to read it the book, she was just listening appropriately, but not posing any questions. I modeled the strategy on the second page by creating an appropriate question to ask. That really got the ball rolling…almost too much. She started asking 4-7 questions for every page. That is one thing I will do differently next time, talk about the types of questions we ask. She was asking very surface questions, i.e. "Will that man wake up?" I would like her to ask more critical questions that require her to think more deeply, but for the first lesson I think it is a good start. I plan on teaching this strategy/lesson to the whole class and then taking it a step further. Once they are comfortable with the strategy, my hopes are to have them writing questions on sticky notes and place them in their books to come back to and discuss later. Hopefully, as Callie (and the rest of the class) becomes familiar with the strategy, she will be able to ask much more critical questions.

The second strategy that I taught to Callie was the visualization strategy. It was noted in one of the module readings that "Studies have indicated that imagery can be taught as a strategy to enhance comprehension (Gambrell & Jawitz, 1993; Kanopak, Williams, Granier, Avett, & Wood, 1991) and that imagery training can help poor readers monitor their comprehension as well" (Gambrell & Bales, 1986). This is an easy to do strategy that can be perceived as 'fun' by the students. I also think it is important that "Researchers have found that imagery may play an important role in making stories come

to life for the reader (Long, Winograd, & Bridge, 1989; Sadoski & Quast, 1990). When

modeling and teaching this strategy I chose to use the same book that I used in the first

lesson, *Jamie O'Rourke and the Big Potato,* by Tomie de Paola. I chose to do a repeated

reading of the text because it has been noted that "for struggling readers, one of the by-

products of reading the same text repeatedly is that eventually they can read it fluently

and accurately, allowing them to consider the meaning of the passage without the burden

of decoding" (Ivey, G., 2002).

When I introduced this strategy to Callie she was very excited, she loves to draw.

When I played *Somewhere over the Rainbow* she drew a beach scene on the white board.

I then explained to her that creating a visual image in her mind will help her to remember

and understand the story better. When I told her we were going to re-read *Jamie*

O'Rourke and the Big Potato, but not look at the pictures she was immediately interested.

I did explain to her that these drawings were just quick sketches and we could not take

too long. I set a timer that allowed her 3 minutes for each sketch. Providing her with that

reminder was really helpful because she is a very detailed-oriented artist! The section of

the book that I read that she had to first sketch was "…sitting in a circle of ferns in the

moonlight was a leprechaun sitting and hammering tiny nails into the heels of the fairy

boots he was making". I have attached the drawing that she completed for that passage

(exhibit #14). We continued reading the book and she completed two more sketches.

Every text that we have read since then, Callie has raised her hand and asked if she can

sketch what she is imagining. I had to explain that we don't always have to put the

images on paper; it is still good to just create them in her mind.

I honestly feel like both lessons went really well. I already have it in my lesson

plan book to teach both of the strategies to the whole class with Callie's help. The

classroom teacher and I have agreed to give a verbal prompt before and during a reading

of a text like, "don't forget to create that image in your mind" and "what sorts of

questions do have about this". Hopefully with those prompts Callie, and eventually all of

the students, will generalize both of these strategies while they are reading.

Post-assessment
Standard I: *Knowledge of learning and child development theories and the processes of reading and writing to inform literacy assessment and instruction.*
Standard II: *Knowledge of curriculum content and grade level performance expectations to set informed and purposeful goals that facilitate students' literacy achievement and enable them to use literacy as a tool for learning across disciplines.*

After I taught both lessons I retested Callie with the QRI-5 and two more 1st grade

narrative reading passages. My goal is that she has made some small gains on all of the

assessments. I first had Callie take the graded word list assessment. As shown in the

attached archive evidence, #15, 16, 17, when asked to read the words on the:

- primer, 1st grade, 2nd grade, and third grade word lists she correctly read 20/20

  words (100% accuracy)

- 4th grade word list she correctly read 19 out of 20 words (95% accuracy)

- 5th grade word list she correctly read 19 out of 20 words (95% accuracy)

- 6th grade word list she correctly read 19 out of 20 words (95% accuracy)

- Upper-middle school word list she correctly read 11 out 20 words (55% accuracy)

The results are fairly consistent with her pre-assessment results. She did get one

more word correct on the 5th grade list and two more words correct on the 6th grade word

list. Overall, her basic reading decoding did not significantly improve after the two

reading strategies were taught.

After completing the word lists, I had Callie complete another QRI-5 narrative

comprehension assessment and an expository assessment. I complete a running record

while Callie read the narrative story "The Family's First Trip" (Exhibit # 18, 19, 20).

Callie read the passage with zero miscues and 100% accuracy. When asked to recall as

many ideas as she could from the passage, she recalled 10 out of 52 possible ideas. I did

provide her with prompts like "what else can you tell me" and "where" during this

portion. Callie then answered eight comprehension questions orally. She correctly

answered 4 out of the 8 questions (50% accuracy), three of those where explicit and one

was implicit. Callie did have a slight improvement when compared to the results of her

narrative pre-assessment. On the pre-assessment Callie correctly answered 3 out of the 8

questions (38% accuracy). So, she improved by answering one additional question

correctly. I did give her a verbal prompt before she read the passage to remember to

apply the strategies that she had just learned.

Callie then read another expository passage titled "Whales and Fish". I completed a

running record while she read aloud and she had zero miscues and 100% accuracy

(Exhibit # 21, 22, 23). When asked to recall as many ideas as she could from the

passage, she recalled 2 out of 49 possible ideas. Callie then orally answered eight

comprehension questions. Callie only answered 1 out of the 8 questions correctly (13%

accuracy). When looking at the results of her expository pre-assessment, she actually

scored lower on her post-assessment. She answered 3 out of 8 questions correctly (38%

accuracy). I was not too surprised by the fact that she did not do as well on the non-

fiction assessment. First of all, when I taught both strategies to Callie, we used a fiction

text. Non-fiction is much more difficult for Callie to comprehend.

Finally, Callie completed two more of the 1st grade reading and comprehension

passages (Evidence # 24 & 25). On the first passage Callie correctly answered 3 out of 4

questions correctly (75% accuracy). On the second passage she answered 4 out of 4

questions correctly (100% accuracy). When comparing these results to the pre-

assessment 1st grade passages, Callie did significantly better on the post-assessment; she

had a 33% and a 50% on the pre assessment compared to a 75% and 100% on the post-

assessment. Overall, Callie did better on the 1st grade passages. There are a couple

reasons that I attribute this to. First, both passages were fiction and they were

significantly shorter than the QRI-5 passages. She did not have to read so much bulk.

These were also multiple choice, so the right answer was there; she just had to identify it.

I also think that because they were shorter and fiction, she could apply both strategies

easier. I did give her a verbal reminder to use the strategies while she reads.

Looking ahead, I am interested in assessing her again after a few weeks of using these

strategies consistently in the classroom. She really only had one opportunity to apply and

practice using the strategies. As she uses them more regularly, I think that her

comprehension will continue to improve. I do have to keep in mind that Callie has a

cognitive impairment, so she may never be able to comprehend at grade level. But, if I

can give her tools that she can actually use and apply, I do think that she is capable of

making more gains. I am also interested in using more non-fiction texts in the classroom.

When looking at the results, I saw that Callie really struggled with the expository texts.

She needs to be exposed to non-fiction because it is what she will encounter as she grows

into an adult.

4/17/12   Cali

Examiner Word Lists

Second

	Identified Automatically	Identified
1 morning	✓	
2 tired	✓	
3 shiny	✓	
4 old	✓	
5 trade	✓	
6 promise	✓	
7 pieces	✓	
8 suit	✓	
9 push	✓	
10 though	✓	
11 begins	✓	
12 food	✓	
13 light	✓	
14 visit	✓	
15 clue	✓	
16 breathe	✓	
17 insects	✓	
18 weather	✓	
19 noticed	✓	
20 money	✓	

Third

	Identified Automatically	Identified
1 lunch	✓	
2 celebrate	✓	
3 believe	✓	
4 confused	✓	
5 motion	✓	
6 rough	✓	
7 engines	✓	
8 tongue	✓	
9 crowded	✓	
10 wool	✓	
11 removed	✓	
12 curious	✓	
13 silver	✓	
14 electric	✓	
15 worried	✓	
16 enemies	✓	
17 glowed	✓	
18 clothing	✓	
19 interested ing	✓	
20 entrance		

Level 2

Level 3

Total Correct Automatic 20 /20 = 100 %
Total Correct Identified ___ /20 = ___%
Total Number Correct ___ /20 = ___%

Total Correct Automatic 19 /20 = 95 %
Total Correct Identified ___ /20 = ___%
Total Number Correct ___ /20 = ___%

LEVELS		
Independent	Instructional	Frustration
18–20	14–17	below 14
90–100%	70–85%	below 70%

Exhibit #1

Examiner Word Lists

Fourth

	Identified Automatically	Identified
1 sunlight	✓	
2 desert	✓	
3 crops	✓	
4 engine	✓	
5 favorite	✓	
adaption 6 adaptation	—	
7 weather	✓	
8 pond	✓	
9 illustrated	✓	
10 ocean	✓	
11 pilot	✓	
12 fame	✓	
13 precious	✓	
14 settlers	✓	
15 guarded	✓	
16 passenger	✓	
17 memorize	✓	
18 environment	✓	
19 adventurer	✓	
20 invented	✓	

Fifth

	Identified Automatically	Identified
1 attend *ed*	✓	
2 protest	✓	
3 movement	✓	
4 biography	✓	
5 attention	✓	
6 capture	✓	
7 oxygen	✓	
8 tales	✓	
9 creature	✓	
10 obstacles	✓	
11 divorced	✓	
12 registration	✓	
13 arrested	✓	
14 poison	✓	
15 material	✓	
16 bulletin	✓	
17 giant	✓	
18 fluent	—	flaunted
19 pioneers	✓	
20 pouch	✓	

Level 4

Total Correct Automatic   19 /20 = 95 %
Total Correct Identified   ___ /20 = ___ %
Total Number Correct   ___ /20 = ___ %

Level 5

Total Correct Automatic   18 /20 = 90 %
Total Correct Identified   ___ /20 = ___ %
Total Number Correct   ___ /20 = ___ %

LEVELS		
Independent	Instructional	Frustration
18–20	14–17	below 14
90–100%	70–85%	below 70%

Exhibit #2

Examiner Word Lists

Sixth

	Identified Automatically	Identified
1 sewed	✓	
2 controlled	✓	
3 championships	✓	
4 possessions		✓
5 moisture	✓	
6 memories	✓	
7 abolish	✓	
8 pyramids	✓	
9 emerge	✓	
10 temperature	✓	
11 humidity	✓	
12 insistent	—	
13 irrigated		✓
14 thrived	✓	
15 slavery	✓	
16 evaporate	—	
17 classified	✓	
18 preserved	✓	
19 fashioned	✓	
20 courageous		

Upper Middle School

	Identified Automatically	Identified
1 businesswoman	✓	
2 settlement	✓	
3 infrared	—	
4 fusion	✓	
5 nebula	—	
6 emulate	✓	
7 articulate ʌ		
8 encyclopedia	—	
9 persecution		
10 inevitable	—	
11 gravity	✓	
12 nuclear	✓	
13 assimilate	—	
14 riffling		
15 helium	—	
16 migration	✓	
17 immigrants	✓	
18 miserable	✓	
19 berths	✓	
20 oppressed		

.9

	Sixth		Upper Middle School	
Total Correct Automatic	17 /20 = 85 %		11 /20 = 55 %	
Total Correct Identified	___ /20 = ___ %		___ /20 = ___ %	
Total Number Correct	___ /20 = ___ %		___ /20 = ___ %	

LEVELS

Independent	Instructional	Frustration
18–20	14–17	below 14
90–100%	70–85%	below 70%

Examiner Word Lists 109

Exhibit #3

Level: Two

Narrative

Concept Questions:

What does "new toys" mean to you?

_____

_____

_____ (3-2-1-0)

What does "toys you've had a long time" mean to you?

_____

_____

_____ (3-2-1-0)

What are reasons for trading toys?

_____

_____

_____ (3-2-1-0)

Score: _____ /9 = _____ %

_____ FAM   _____ UNFAM

Prediction:

_____

_____

_____

"What Can I Get for My Toy?"

It was a Saturday morning. John looked at the toys in his room. They were all old and he wanted something new. John went to his mother. "All my toys are old," he said. "I want something new to play with." His mother looked at him, "John, we

don't have the money to buy you anything new. You'll have to find a way to make something new. John went back to his room and looked around a the toys. There were many toys that were fun. Bu he had played with them so much that they weren' fun anymore. Then he had an idea. His friend Chris wanted a truck just like his red truck. And John wanted a car like the one Chris got for his birthday Maybe they could trade. John ran down the street to Chris's house. "Hey, Chris, would you trade your car for my truck?" "Sure," said Chris. "I'll trade. Later we can trade something else. That way we'll always have something new to play with." (171 words)

0 errors

Number of Total Miscues
(Total Accuracy): _____

Number of Meaning-Change Miscues
(Total Acceptability): _____

Total Accuracy		Total Acceptability	
0–4 miscues	✗ Independent	_____	0–1 miscues
5–18 miscues	_____ Instructional	_____	5–9 miscues
19+ miscues	_____ Frustration	_____	10+ miscues

Rate: $171 \times 60 = 10,260 /$ _____ seconds = _____ WPM

Correct WPM: $(171 -$ **0** errors$) \times 60 =$
_____ / _____ seconds = _____ CWPM

Exhibit #4

Level: Two

Narrative   C.B.

Retelling Scoring Sheet for "What Can I Get for My Toy?"

Setting/Background

___ John looked at his toys
_✓_ They were old

Goal

_✓_ John wanted something
_✓_ that was new

Events

___ John went to his mother
___ "My toys are old,"
___ he said
___ "I want something
___ new
___ to play with"
___ His mother looked
___ at John
___ "We don't have money
___ to buy something
___ new"
___ John had played with his toys
___ so much
___ that they weren't fun
___ anymore
___ His friend
_✓_ Chris wanted a truck
___ just like his truck
___ his red truck
_✓_ and John wanted a car
___ like Chris's car
_✓_ Maybe they could trade
___ John ran
___ down the street
_✓_ to Chris's house
_✓_ "Would you trade your car
_✓_ for my truck?"
___ "Sure"
___ said Chris

Resolution

_✓_ "We can trade something else
___ later
___ We'll always have something
___ new
_✓_ to play with."

38 Ideas

Number of ideas recalled __10__

Other ideas recalled, including inferences

Questions for "What Can I Get for My Toy?"

1. At the beginning of the story, what did John tell his mother he wanted?
   Explicit: something new to play with

   He wanted something new at the store

2. Why did John want a new toy to play with?
   Implicit: because he had played with his old toys so much they weren't interesting to him anymore; he got bored with them. Note: "Broken" is not acceptable—the story discusses John's boredom and indicates that his toys were desired by another child.

   He thinks he wants to trade w/ Chris so they can play together.

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Exhibit #5

Level: Two   4/17/12

3 What did John's mother say when he asked her
to buy something new for him?
Explicit: they didn't have the money to buy any-
thing new; he'd have to make something new

"Well we don't have
the money"

4 What did John do to get what he wanted?
Explicit: he went to his friend's house and asked
him to trade toys with him

He wants a truck, he
doesn't have enough
money, he has to earn
it. (Dog horse)

5 Why was trading a good idea?
Implicit: the boys would always have something
new to play with; boys had new toys without
spending money

Because it is good
to share. John & Chris
are playing together +
he can play w/ the truck + car.

6 At the end of the story what did his friend sug-
gest that they do?
Explicit: trade again later

Because they play
together

7 In the future what must both boys have for
trading to make them both happy?
Implicit: toys that the other boy wanted

Because they are hap
to play together

8 Why do you think that the boys will trade
again?
Implicit: they will get bored with the toys they
traded; they will want a new toy again

Because they play
together and they
are so happy and
glad.

Number Correct Explicit	2
Number Correct Implicit	1
Total	3

____ Independent 8 correct
____ Instructional 6-7 correct
__X__ Frustration   0-5 correct

What Can I Get for My Toy?   213

Exhibit #6

Level: Two

(Expository)

Concept Questions:

What do flowers need to grow?

water

_____

_____

_____ (3-2-1-0)

What does "forest animals in the winter" mean to you?

If they get too cold
they have to find a
warm spot   (3-2-1-0)

What does "changing seasons" mean to you?

The leaves change in the
fall, but mostly
summer   (3-2-1-0)

Score: ____ /9 = ____ %

____ FAM   ____ UNFAM

Prediction:

Fun in the summer,
winter, fall, + spring
In the winter they
don't have leaves

"Seasons"

There are four seasons in a year. They are spring,
summer, fall, and winter. Each season lasts about
three months. Spring is the season when new life
begins. The weather becomes warmer. Warm
weather, rain, and light make plants grow. Some

plants that looked dead during the winter grow
again. Tulips are plants that come up every spring.

Summer begins on June 20th for people who
live in the United States. June 20th is the longest
day of the year for us. We have more sunlight that
day than on any other day. Insects come out in sum-
mer. One bug that comes out in summer likes to
bite. The bite hurts and it itches. Do you know what
that bug is? It's the deerfly.

Summer ends and fall begins during September.
In fall we continue to get less light from the sun. In
the North, leaves begin to die. When they die they
turn brown. Then they fall off. Nuts fall from trees.
They are saved by squirrels to eat in the winter.

Winter begins just a few days before Christmas.
December 21st is the shortest day of the year for us.
We have less light that day than on any other day. In
winter many animals have to live on food that they
stored during the fall. There are no green plants for
the animals to eat. Winter ends when spring begins
on March 20th. The seasons keep changing. Plant
life begins and ends each year. (247 words)

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Exhibit #7

Level: Two   4-19-12   Cal

Number of Total Miscues
(Total Accuracy) ___0___   100% accuracy

Number of Meaning Change Miscues
(Total Acceptability): _____

Total Accuracy		Total Acceptability
0-6 miscues X Independent		X 0-6 miscues
7-25 miscues ___ Instructional		___ 7-13 miscues
26+ miscues ___ Frustration		___ 14+ miscues

Rate: 247 × 60 = 14,820 / ___ seconds = ___ WPM

Correct WPM: (2+7 − ___ errors) × 60 =
___ / ___ seconds = ___ CWPM

Retelling Scoring Sheet for "Seasons"

Main Idea

✓ There are seasons
___ four seasons
___ in a year.

Details

✓ They are spring,
✓ summer,
✓ fall,
✓ and winter

Main Idea

___ Spring is the season
___ when new life begins

Details

✓ The weather becomes warmer.
___ Rain
___ and light make plants grow
___ Tulips come up
___ every spring

Main Idea

___ Summer begins
___ on June 20th.

Details

___ June 20th is the longest day
___ of the year.
___ Insects come out
___ in the summer.
___ One bug likes to bite.
___ It's the deerfly

Main Idea

___ Fall begins
___ during September

Details

___ We continue to get less light
___ from the sun
___ in the fall.
___ Leaves begin to die
___ They turn brown
___ Then they fall off.
___ Nuts are saved
___ by squirrels
___ to eat
___ in the winter.

Main Idea

___ Winter begins
___ a few days
___ before Christmas

Details

___ December 21st is the shortest day
___ of the year
___ Animals have to live on food
___ that they stored
___ during the fall

42 Ideas

Number of ideas recalled ___6___

Other ideas recalled, including inferences:

Exhibit #8

Level: Two

Questions for "Seasons"

1. How long does each season usually last?
Explicit: three months

"I dont remember"

2. What are the conditions needed for flowers to come up in spring?
Implicit: warm weather, rain, or light

Because the rain will come down for the flowers to grow up.

3. Which day has more sunlight than any other?
Explicit: June 20th

Mostly cloudy

4. According to your reading, what insect's bite makes you itch?
Explicit: deerfly

deerfly

5. How do you know that fall is coming even if the weather is warm?
Explicit: there is less daylight, or the leaves turn brown

It gets cold in October

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6. Why do leaves die in the fall even when the weather is warm?
Implicit: there is less light

I don't know

7. About when in September does fall begin?
Implicit: around September 20th

June 20th

8. Why do squirrels save nuts for eating in winter?
Implicit: Food is scarce, or there is less food available in the winter

They have to find food to store because you cant find acorns in the snow

Number Correct Explicit: 1/4 25%
Number Correct Implicit: 2/4 50%
Total: ——
___ Independent: 8 correct   3/8
___ Instructional: 6-7 correct   38%
X Frustration   0-5 correct

Exhibit #9

Pre-Assessment   4-17-12   Pg.

1st_comprehension (1st_comprehension)

Name: Calandra   Date: 4

Ann Strings Beads

Ann loves beads. She wants to make a necklace of beads. Ann will put beads on a string to make her necklace. She will use blue and red beads. Blue and red are her favorite colors. When she has finished, she will tie a knot in the string so the beads won't come off. Then Ann will wear her necklace and show her friends. When she puts it on, it will look great!

1.   Ann wants to make a

A. bead.
B. knot.
C. necklace.

2.   Why does Ann tie a knot in the string?

A. to make it pretty
B. to keep the beads on
C. it was a mistake

3.   What will Ann do last?

A. tie a knot
B. show her friends
C. put on her necklace

⅓ 33%

Exhibit #10

Pre-Assessment   4-17-12   Pc

1st_comprehension (1st_comprehension)

Haunted House

Annie and Rosa were walking home. It was just getting dark. They got to the big, gray house. They always hated walking by that house. It was old and empty. It had many broken windows. Everyone said it was haunted.

As they went by, they heard a strange noise. It sounded like a baby crying. They stopped and looked around but couldn't see anyone. The noise was coming from the house!

Rosa was very brave. She walked all the way up to the house. Suddenly Rosa began to laugh. She pointed to the roof and said, "Look, Annie, there's our ghost!"

Annie looked. The noise was coming from a scared little kitten. The kitten was stuck on the roof. "Sometimes things are not what they seem," Annie said.

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4. What is this story about?

A) how sometimes things are not as they seem
B) how Annie and Rosa always hated walking by that house
C. how Rosa was very brave

5. When did this story take place?

A. early morning
B. noon time
C. late afternoon

6. What caused the strange noise?

A. a baby
B. a kitten
C. the wind

7. What kind of person is Rosa?

A. sad
B. tired
C. brave

2/4   50%

Exhibit #11

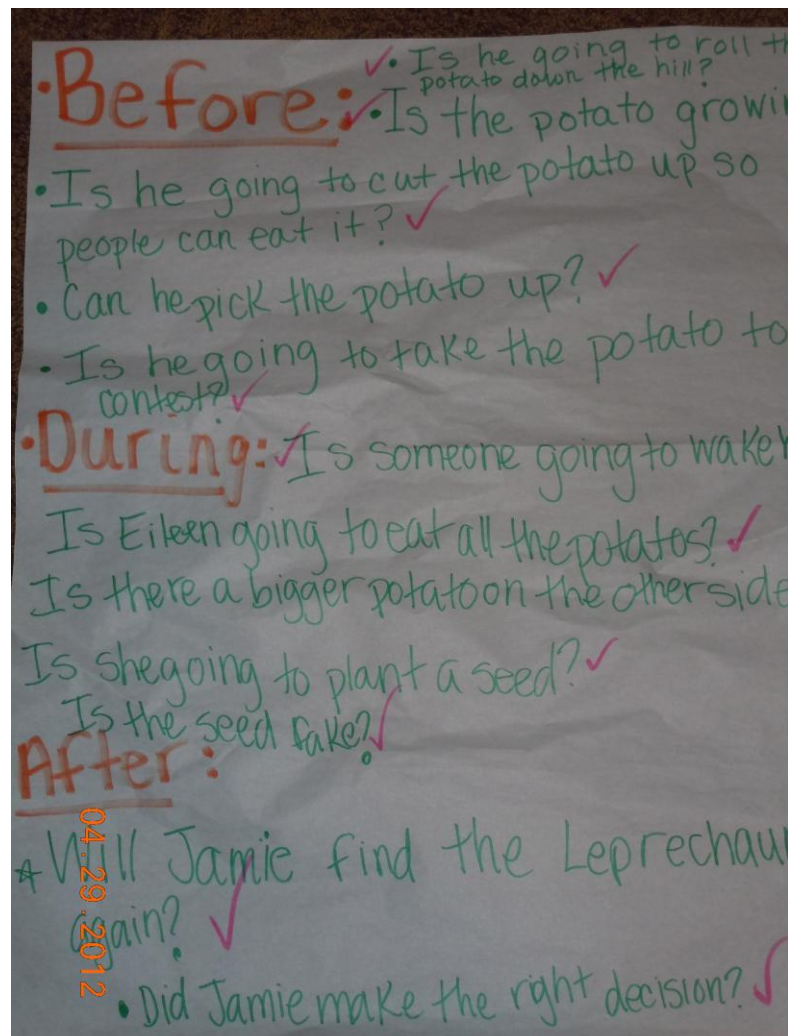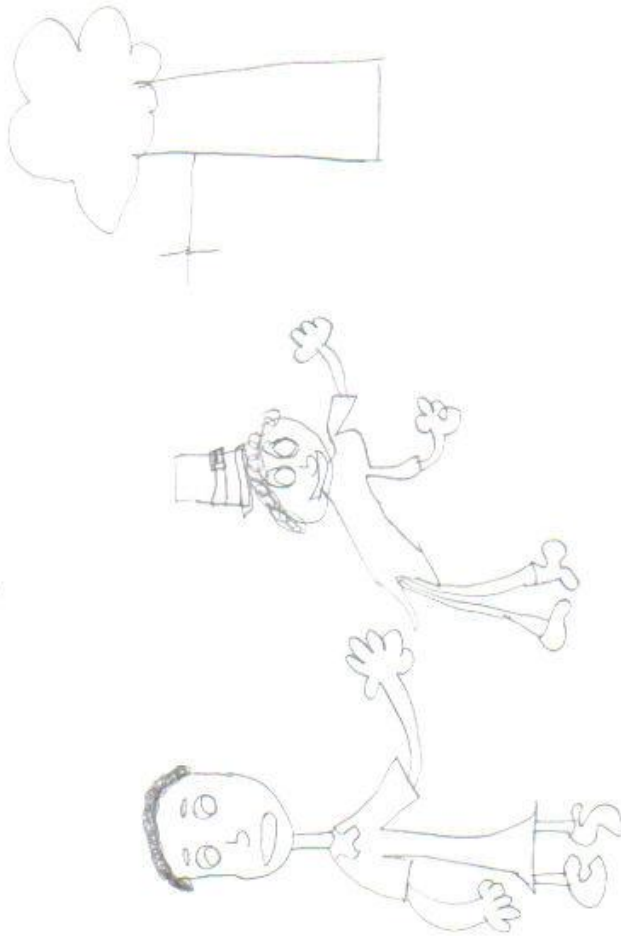Exhibit #12

Exhibit #13

Exhibit #14

POST- Assessment   4/26/12

Student Word Lists
primer   1st   2nd

primer	1st	2nd
1. keep	1. bear	1. morning
2. need	2. father	2. tired
3. going	3. find	3. shiny
4. what	4. sound	4. old
5. children	5. friend	5. trade
6. thing	6. song	6. promise
7. why	7. thought	7. pieces
8. again	8. run	8. suit
9. want	9. enough	9. push
10. animals	10. brain	10. though
11. sing	11. air	11. begins
12. went	12. knew	12. food
13. jump	13. put	13. light
14. read	14. heard	14. visit
15. said	15. afraid	15. clue
16. live	16. wind	16. breathe
17. there	17. choose	17. insects
18. one	18. without	18. weather
19. great	19. move	19. noticed
20. every	20. then	20. money

100%   100%   100%

Exhibit #15

Post-Assessment 4/26/12 (2)

Student Word Lists

3rd	4th	5th
1. lunch	1. sunlight	1. attend
2. celebrate	2. desert	2. protest
3. believe	3. crops	3. movement
3. confused	4. engine	4. biography
5. motion	5. favorite	5. attention
6. rough	6. adaptation	6. capture
7. engines	7. weather	7. oxygen
8. tongue	8. pond	8. tales
9. crowded	9. illustrated	9. creature
10. wool	10. ocean	10. obstacles
11. removed	11. pilot	11. divorced
12. curious	12. fame	12. registration
13. silver	13. precious	13. arrested
14. electric	14. settlers	14. poison
15. worried	15. guarded	15. material
ok 16. enemies	16. passenger	16. bulletin
17. glowed	17. memorize	17. giant
18. clothing	18. environment	18. fluent
19. interested	19. adventurer	19. pioneers
20. entrance	20. invented	20. pouch

20/20 100%   19/20 95%   19/20 95%

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Exhibit #16

Student Word Lists

6th

	upper ms	POST Assessm
1. sewed	1. businesswoman	1. armaments ③
2. controlled	2. settlement	2. alliance
3. championships	3. infrared	3. enzyme
4. possessions	4. fusion	4. hereditary
5. moisture	5. nebula	5. escalation
6. memories	6. emulate	6. convoy
7. abolish	7. articulate	7. opulence
8. pyramids	8. encyclopedia	8. armistice
9. emerge	9. persecution	9. idealism
10. temperature	10. inevitable	10. immunodeficiency
11. humidity	11. gravity	11. mediated
12. insistent	12. nuclear	12. mandates
13. irrigated	13. assimilate	13. infectious
14. thrived	14. riffling	14. nucleic
15. slavery	15. helium	15. chromosome
16. evaporate	16. migration	16. protestations
17. classified	17. immigrants	17. disinfectant
18. preserved	18. miserable	18. liberated
19. fashioned	19. berths	19. chauffeur
20. courageous	20. oppressed	20. retrovirus

19/20
95%

11/20 (55%)
Frustration

N/A/

Student Word Lists   103

Exhibit #17

Post-Assess.　Calandra　4-26-2012

Level: Two

Narrative

Concept Questions:

What does it mean to travel?

_____

_____

(3-2-1-0)

What can children do to keep themselves busy on long rides in a car?

_____

_____

(3-2-1-0)

What kinds of things should you pack if you are going on an overnight trip?

_____

_____

(3-2-1-0)

How does the weather affect what you bring along on a trip?

_____

_____

(3-2-1-0)

Score: _____ /12 = _____ %

_____ FAM _____ UNFAM

Prediction:

_____

_____

"The Family's First Trip"

Thomas lived in a small town with only 2,000 people. It was June 12th and Thomas was excited. His family was planning a trip to Atlanta to visit his aunt.

Unlike his home town, Atlanta is a big city. Thomas had never traveled to a big city before. He had to decide what to bring. It was a two day car trip. So he needed to take along things to keep him busy in the car. He was reading a book and decided to bring it. But he realized that he couldn't read all the time in the car. If he read too much he would get dizzy. He had to think of something that wouldn't use his eyes. He decided to bring his CD player and favorite CDs.

Thomas knew that they would be going out to dinner. Another night they were going to a country music show. He brought long pants and a shirt for going out to dinner. But the music show would be outside. He brought a pair of shorts and a tee shirt for that. He had enough clothes, books, and CDs. What else did he need? He almost forgot his toothbrush and pajamas! He would have been embarrassed if he had forgotten them!

The first day of driving went quickly for Thomas as he read and listened to his CDs. His parents were looking for a hotel to stay in. Thomas and his sister begged their parents to find a place with a swimming pool. Luckily they had remembered to pack their swimming suits. Their parents found a small hotel with a heated pool. Thomas and his sister got in their suits and spent an hour in the pool before dinner. The first part of their trip was fun. They looked forward to seeing their aunt the next day. (304 words)

Exhibit #18

Post Assessment 4/26

Level: Two

Number of Total Miscues
(Total Accuracy): _____

Number of Meaning-Change Miscues
(Total Acceptability): _____

Total Accuracy		Total Acceptability
0-6 miscues ___	Independent	___ 0-6 miscues
7-30 miscues ___	Instructional	___ 7-15 miscues
31+ miscues ___	Frustration	___ 16+ miscues

Rate: 304 × 60 = 18,240 / ___ seconds = ___ WPM

Correct WPM: (304 - ___ errors) × 60 =
___ / ___ seconds = ___ CWPM

Retelling Scoring Sheet
for "The Family's First Trip"

Setting/Background

___ Thomas lived in a small town.
___ with only 2,000 people
___ It was June 12th
✓ and Thomas was excited   *whatesle*

Goal

___ His family was planning a trip
✓ to Atlanta   *where?*
✓ to visit his aunt
___ Atlanta is a big city
___ Thomas had never traveled to a big city before
___ He had to decide what to bring
___ It was a two day car trip
✓ He needed to take along things to keep him busy
✓ in the car

Events

___ He was reading a book
✓ and decided to bring it.
___ He couldn't read all the time.

what did he bring?

___ He would get dizzy in the car
___ He had to think of something
___ that wouldn't use his eyes
✓ He decided to bring his CD player
✓ and favorite CDs
___ They would be going out to dinner.
___ They were going to a country music show
___ He brought long pants
___ and a shirt
___ for going out to dinner
___ But the music show would be outside
___ He brought a pair of shorts
___ and a tee shirt for that.
___ He almost forgot his toothbrush
___ and pajamas!
___ He would have been embarrassed
___ if he had forgotten them!
___ The first day of driving went quickly
___ as he read
___ and listened to his CDs.
___ His parents were looking for a hotel to stay in.
___ Thomas
___ and his sister begged their parents
___ to find a place with a swimming pool
___ They had remembered
___ to pack their swimming suits
___ Their parents found a small hotel
___ with a heated pool.
___ Thomas
___ and his sister got in their suits
___ and spent an hour
___ in the pool
___ before dinner.
___ The first part of their trip was fun.
___ They looked forward to seeing their aunt
___ the next day.

52 Ideas

Number of ideas recalled 10

Other ideas recalled, including inferences:

① He went with parents
② + sister

The Family's First Trip 215

Exhibit #19

Post Assessment   4-26

Level Two

Questions for "The Family's First Trip"

1 Who is the main character in this story?
   Explicit: Thomas

Thomas

2. How does Thomas feel about the trip to
   Atlanta?
   Implicit: excited; concerned; worried

excited about
his Aunt

3 What was Thomas's problem?
   Implicit: to decide what to bring on the trip

He forgot his PJ's

4 What does Thomas decide to bring?
   Explicit: Book, CD player, and CDs

- Swim suit
- T-shirt
- shorts

5 Why does Thomas decide to take his CDs
   along and not just books?
   Implicit: he gets dizzy if he uses his eyes too
   much

⌐ Can do both at
same time

6. Why has Thomas decided to bring shorts and a
   tee shirt?
   Implicit: they are going to an outdoor country
   music show

"Because he can
play outside"

7 Name two things that Thomas almost forgot to
   pack.
   Explicit: toothbrush and pajamas

toothbrush
+ pajamas

8 Where do Thomas and his sister want to stay
   after the first day of driving?
   Explicit: a place with a swimming pool

- hotel w/ a
heated swimming
pool

50% 4/8

Number Correct Explicit 3 1/4
Number Correct Implicit 1/4

Total 4

____ Independent: 7-8 correct
____ Instructional: 6 correct
✗ Frustration: less than 6 correct

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Exhibit #20

4-27-2012   Post - Assessment

Level: Two

Expository

Concept Questions:

How do whales breathe?

_____

_____

_____ (3-2-1-0)

What does "baby animals staying with their mother" mean to you?

_____

_____

_____ (3-2-1-0)

How are baby fish born?

_____

_____

_____ (3-2-1-0)

Score: _____ /3 = _____ %

_____ FAM   _____ UNFAM

Prediction:

_____

_____

"Whales and Fish"

Whales and fish both live in the water, but they are different in many ways. Whales are large animals that live in the water. Even though whales live in the water, they must come to the top of the water to get air. When they come to the top of the water,

whales breathe in air through a hole in the top of their heads. At the same time they blow out old air. Whales don't get air like fish. Fish take in air from the water.

Mother whales give birth to live whales. The baby whale must come to the top of the water right away for air. The baby drinks milk from its mother for about a year. Then it finds its own food. Fish have babies in a different way. Most mother fish lay eggs. The babies are born when the eggs hatch. Right after they are born, the baby fish must find their own food.

Whales and fish are alike in some ways too. Whales and fish have flippers on their sides. They also have fins on their tails. Flippers and fins help whales and fish swim. Fins move and push the water away. (197 words)

Number of Total Miscues (Total Accuracy) _____ 0 _____ 100%

Number of Meaning-Change Miscues (Total Acceptability): _____

Total Accuracy		Total Acceptability
0-4 miscues — X Independent		___ 0-4 miscues
5-20 miscues ___ Instructional		___ 5-10 miscues
21+ miscues ___ Frustration		___ 11+ miscues

Rate: 197 × 60 = 11,820 / ___ seconds = ___ WPM

Correct WPM: (197 − ___ errors) × 60 =
_____ / _____ seconds = _____ CWPM

Exhibit #21

Post - Assessment   4-27

Level: Two

Retelling Scoring Sheet for
"Whales and Fish"

Main Idea

____ Whales
____ and fish both live
____ in the water
(1) ____ but they are different
____ in many ways.

Details

____ Whales are large
____ animals
____ They must come
____ to the top
____ of the water
____ to get air.
____ Whales breathe
____ in air
____ through a hole
____ in the top
____ of their heads.
____ At the same time,
____ they blow out
____ old air
____ Fish take in air
____ from the water.
____ Mother whales give birth
____ to live whales
____ The baby whale comes
____ to the top
____ of the water
____ right away
____ for air
____ The baby drinks milk
____ from its mother
____ for about a year.
____ Most mother fish lay eggs.
____ The babies are born
____ when the eggs hatch.
____ Right after they are born,
____ the baby fish must find their own food.

Main Idea

____ Whales
____ and fish are alike
____ in some ways too.

Details

____ Whales
____ and fish have flippers
____ on their sides.
____ They have fins
____ on their tails.
____ Flippers
____ and fins help whales
____ and fish swim.
____ Fins move
____ and push the water away

49 Ideas

Number of ideas recalled 2

Other ideas recalled, including inferences:

(2) Whales are mammles

Questions for "Whales and Fish"

1. What is this passage mainly about?
Implicit: how whales and fish are alike and
different

They swim back + forth w/ fins on their back

According to the passage, how are whales and
fish different?
Explicit: whales breathe air and fish take
in air from the water; whales give birth to live
babies and fish lay eggs; baby whales get food
from their mother, and baby fish have to get it
for themselves

They are ....
different

Exhibit #22

Post - Assessment 4-27

Level: Two

3. According to the passage, name another way
that whales and fish are different
Explicit: any other of the above answers

- whales eat diff
fish
- fish eat little
fish

4. What part of the whale is like our nose?
Implicit: the air hole or the hole in the whale's
head

- They have 2
holes on each
side of its
nose

5. Why does a baby whale stay with its mother
for a year?
Implicit: it gets food from its mother

To get air from
top + drink
milk from mother

6. What part of whales and fish are alike?
Explicit: fins or flippers

Some are big +
some are little

7. Where are fins found on fish and whales?
Explicit: on the tail

They use flippers

8. Why might a mother fish not know her baby?
Implicit: the mother does not see the babies
when they are born, or the babies hatch from
eggs

Almost different
from the mother
+ the baby

Level 2

Number Correct Explicit 0/4
Number Correct Implicit 1/4   13%
Total 1/8

_____ Independent 8 correct

_____ Instructional 6-7 correct

X Frustration 0-5 correct

Whales and Fish 225

Exhibit #23

Post-Assessment   4/26/12   [#

1st_comprehension (1st_comprehension)

The Prince and The Boat

Story 1

  A handsome prince was riding his horse in the woods. He saw a dragon. The dragon was chasing a beautiful princess. The prince chased the dragon away. The prince and the princess were then married.

Story 2

  Mary was taking a boat ride on a lake. The boat tipped over. Mary could not swim. A young man jumped into the water. He saved her.

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8.   What is Story 1?

A. a play
B. a fairy tale
C. a story that could happen

---

9.   If Story 2 ends like Story 1, what would happen next in Story 2?

A. A prince would kill a dragon.
B. The young man would become a prince.
C. Mary and the young man would get married.

---

10.   What kind of person was the prince in Story 1?

A. brave
B. lazy
C. foolish

---

11.   The prince first saw the dragon chasing the princess

A. in the woods.
B. in a boat.
C. on a lake.

3/4   75%

Exhibit #24

Post Assessment   4/26   #2

1st_comprehension (1st_comprehension)

Summer Vacation

The first thing Paula did on her summer vacation was take a swimming class at the pool. Paula got a medal at the end of her class because she was a good swimmer. Her brother, Max, earned a medal, too. The best part of the class was when the teacher let Paula and Max jump off the diving board. Paula and Max had a great time at their swimming class.

Another thing Paula liked was going to the zoo. She and her family stayed all day and saw all kinds of animals. They saw a show where the seals did lots of tricks. Paula's favorite animals at the zoo were the monkeys and the elephants. Paula and her family had a great summer day at the zoo.

12.   Paula feels

4/4   100%

A. sleepy.

B. sad.

C. happy.

13.   Which sentence is true?

A. Paula liked going to the zoo.

B. Paula saw a dolphin show.

C. Paula did not like to dive.

14.   This passage is about a girl who

A. needs a swimming class.

B. enjoys her summer vacation.

C. wants to go to the zoo.

15.   What did Paula do FIRST on her summer vacation?

A. She went to the zoo.

B. She took a swimming class.

C. She earned a medal.

Exhibit #25

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