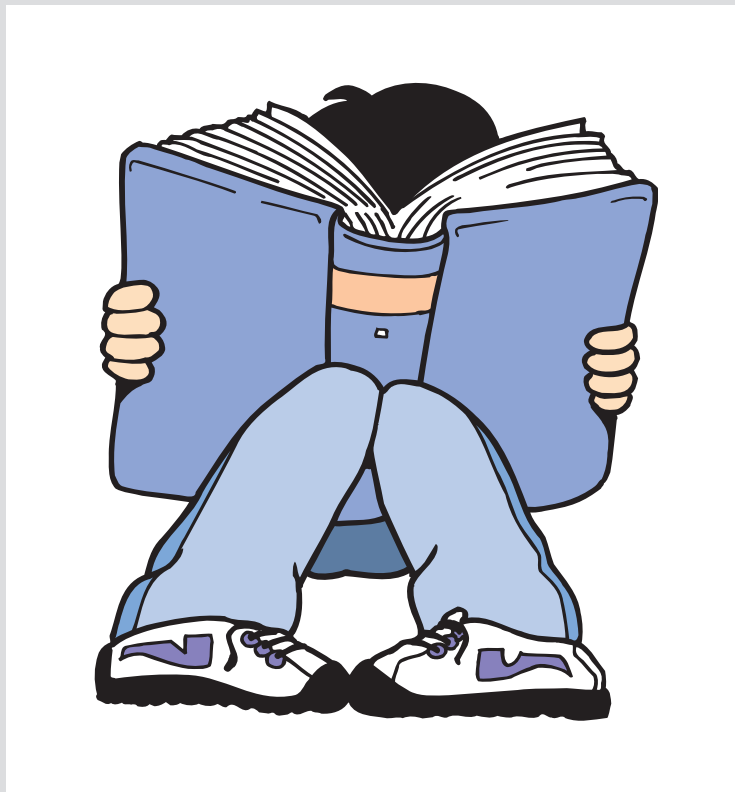


# TEACHER MATERIALS

6-8 Week Skills Assessments for  
Reading Comprehension and Fluency



**GRADE 5**  
**Weeks 6-36**

# 6-8 Week Skills Assessments for Reading Comprehension and Fluency

## DESIGN

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in the classroom.

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## PURPOSE

The purpose of the Skills Assessments is to help guide and plan instruction for the next 6-8 weeks. Due to the limited number of test items, skills, and concepts addressed. Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

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## USE

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in the classroom. If students are weak in a particular area, the teacher should look ahead to plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of program materials for small group instruction or go beyond the core instructional time to address specific needs.

### **Assessment Development Team**

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*The Skills Assessments are developed by the assessment team at the Reading Lions Center. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.*

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# Overview of Skills Assessments - Grade 5 2008 - 2009

	Week 6	Week 12	Week 18	Week 24	Week 30	Week 36
<b>GRADE 5</b>	Comprehension Fluency	Comprehension Fluency	Comprehension Fluency	Comprehension Fluency	Comprehension Fluency	Comprehension Fluency

GRADE 5	Percentile	Week 6 WCPM <sup>2</sup>	Week 12 WCPM	Week 18 WCPM	Week 24 WCPM	Week 30 WCPM	Week 36 WCPM
<b>ORAL READING FLUENCY NORMS<sup>1</sup></b>	25th	85	92	99	103	106	109
	<b>50th</b>	<b>110</b>	<b>119</b>	<b>127</b>	<b>131</b>	<b>135</b>	<b>139</b>
	75th	139	148	156	160	164	168

1 Extrapolated values used by the Reading Lions Center (2005).

2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

## INSTRUCTIONAL UNITS - GRADE 5

Week 1	Week 4
Week 2	Week 5
Week 3	Week 6

## MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (blackline masters)

Note: Electronic reporting systems are advisable.

## GENERAL PROCEDURES

Students are assessed at the end of each instructional period listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. The Reading Comprehension subtest is administered in whole group sessions. Fluency is assessed individually. The directions and answer keys are provided in the Teacher Materials booklet.

## FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

6-8 Week Skills Assessments for Reading Comprehension and Fluency

Answer Key and Directions

GRADE 5 - Week 6

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 110 WCPM (words correct per minute) at the end of the 6th week.

25th Percentile - 85 WCPM

50th Percentile - 110 WCPM

75th Percentile - 139 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D      3. A      5. B      7. B      9. C  
2. C      4. C      6. D      8. A      10. B

**GRADE 5 - Week 12**

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

**FLUENCY**

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 119 WCPM (words correct per minute) at the end of the 12th week.

25th Percentile - 92 WCPM

50th Percentile - 119 WCPM

75th Percentile - 148 WCPM

**COMPREHENSION** (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C            3. B            5. A            7. D            9. D  
          2. B            4. C            6. A            8. C            10. B

**GRADE 5 - Week 18**

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

**FLUENCY**

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 127 WCPM (words correct per minute) at the end of the 18th week.

25th Percentile - 99 WCPM  
50th Percentile - 127 WCPM  
75th Percentile - 156 WCPM

**COMPREHENSION** (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B            3. D            5. D            7. A            9. B  
          2. A            4. A            6. C            8. D            10. D

**GRADE 5 - Week 24**

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

**FLUENCY**

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 131 WCPM (words correct per minute) at the end of the 24th week.

25th Percentile - 103 WCPM

50th Percentile - 131 WCPM

75th Percentile - 160 WCPM

**COMPREHENSION** (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D            3. B            5. C            7. C            9. C  
          2. B            4. C            6. A            8. D            10. A

**GRADE 5 - Week 30**

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

**FLUENCY**

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 135 WCPM (words correct per minute) at the end of the 30th week.

25th Percentile - 106 WCPM

50th Percentile - 135 WCPM

75th Percentile - 164 WCPM

**COMPREHENSION** (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D      3. A      5. B      7. D      9. D  
2. B      4. C      6. A      8. B      10. C



## GRADE 5 - Week 36

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

## FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 139 WCPM (words correct per minute) at the end of the 36th week.

25th Percentile - 109 WCPM

50th Percentile - 139 WCPM

75th Percentile - 168 WCPM

## COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:**

1. C	3. A	5. A	7. B	9. D
2. B	4. D	6. A	8. C	10. C

# NOTES

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# General Directions for One-Minute Administration of Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

## **MATERIALS:**

1. Students’ (cardstock) copies of Passage #1 and Passage #2
2. Examiner’s (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

## **DIRECTIONS FOR PASSAGES #1 AND #2:**

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:  
*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. **Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.***
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

## **SCORING PROCEDURE:**

**Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error.).**  
**Self-corrections and word repetitions are NOT marked as errors.**

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).

# Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Captain Gore, an android, had a new mission. He had been summoned from his home planet, Zan, located in the Star Galaxy. He was assigned to guard agents returning to Zan from Earth. The diplomats were carrying secret documents to their homeland. Word had reached them that cruel and hostile invaders were roaming the universe. The agents had requested Gore’s protection. Soon a convoy retrieved the agents and headed back to Zan.

The fleet of starships whizzed around several galaxies. Then without warning, the main ship’s computer broke down. The convoy was stranded between two stars. Hastily, the captain’s engineer fixed the broken mainframe.

During the stop, Gore received a dire message. It was sent by high-frequency waves. The commander was alarmed. An armada of attacking raiders was headed their way. He quickly sought the advice of his most trusted crewman. When the assistant arrived, Gore explained the situation. He asked for suggestions. The assistant helped his captain consider all possible options.

Suddenly lights flashed. Sirens blared. The ship’s gadgets had detected a huge comet. It was speeding directly at Gore’s transport vehicle. Right away, he shouted “Mach 90!” He had to prevent his fleet from being demolished. Luckily, the spaceships narrowly avoided the impending collision. The attacking raiders were taken off guard. The rogues were destroyed.

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EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

**Comments:**

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>110</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

## Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Ancient cultures observed the stars and wondered  
 about their origin. Ursa Major is visible in northern  
 skies. This star pattern is one of the better known and  
 easier to find constellations. It is often the first star  
 formation people learn to recognize. Ursa Major is one of  
 the largest celestial groups and contains the famous Big  
 Dipper.

People once thought the Big Dipper looked like a  
 wagon. Others thought it was a plow or a bull’s thigh.  
 They often named star groups after gods or other mythical  
 creatures. Lacking scientific knowledge, elaborate  
 stories were created. These tales helped explain why the  
 shining images appeared in night skies.

Native American Indians created myths, too. They  
 called the Big Dipper the Great Bear. The handle of the  
 Dipper was the Great Bear’s tail, and the Dipper’s cup  
 was the Bear’s flank. Other Indians believed the “bowl”  
 was a giant bear and the last stars of the handle were  
 three warriors chasing it. Because the Big Dipper sits  
 low in the autumn sky, it was thought that hunters had  
 injured the bear. American Indians believed the blood  
 from the bear’s injury caused the trees to change color.  
 This legend helped explain why leaves turned red in the  
 fall.

The best time to observe the Big Dipper is on a  
 moonless night when stars appear to be brightest.

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

**Comments:**

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>110</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Local folktales referred to the dangerous 6  
 shoreline. Apparently, no one had ever tried 13  
 mapping the hidden, jagged boulders beneath the 20  
 surface of the sea. Unaware of the danger, Captain 29  
 Ahab was routinely steering his ship into port. 37  
 Suddenly, a strong wind ripped the main sail. The 46  
 ship uncontrollably veered toward the sharp rocks, 53  
 piercing the boat and cutting a huge hole in the 63  
 stern. It was moments from sinking. 69  
 Captain Ahab weighed his options. Knowing it 76  
 was possible that his ship would be torn apart by 86  
 the wind and waves hammering his vessel, he tried 95  
 to save his crew. Roaring over his bullhorn, he 104  
 ordered the crew to abandon ship. He assured his 113  
 crew everyone would safely escape. Ahab would be 121  
 the last man to leave his post. As captain, he was 132  
 prepared to go down with his ship. When all hope of 143  
 salvation was lost, a fishing trawler drew close and 152  
 fired a lifeline to the men. 158  
 The thankful captain heard his men cheer 165  
 each time another shipmate was pulled to safety. 173  
 When he knew the last of his crew was aboard the 184  
 rescue ship, he grabbed the lifeline and joined his 193  
 men. Fortunately, due to the wise judgment of the 202  
 captain, he and all crewmates were saved. 209

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 119

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

When most women were not even driving cars, Amelia Earhart was flying airplanes. In fact, she made a daring attempt to become the first woman to fly around the world. Toward the end of this dangerous journey, she mysteriously vanished.

The attempt to fly around the globe began when she flew east from Oakland, California. Earhart piloted her plane over twenty thousand miles. She nearly completed the flight. She was only a hundred miles from a tiny Pacific Island when the U.S. Coast Guard lost track of her. Her final message was at 8:30 PM on June 29, 1937.

Since then, no trace of her has ever been found. What happened to her? There are many theories. Some suggested she was on a spy mission for the President. They think he asked her to fly over the Pacific Ocean to observe Japanese activities.

Others say she was shot down and captured. Some insist she crashed in the ocean. No one may ever know what really happened to this famous pilot.

Earhart is best known for her fateful mission. Yet, she had many other flying achievements. She was the first to fly solo from Hawaii to California. She was the first woman to fly across the Atlantic Ocean. She soon followed Charles Lindbergh’s flight across the Atlantic. This made her the second person to solo across the Atlantic.

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 119

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Many legends and myths grew around the heroic men and women who founded our country. Some of the more popular stories are about Betsy Ross and George Washington.

We know Betsy Ross was a seamstress. However, we cannot be certain the first flag of the thirteen colonies was designed and sewn by her. This story was originally told by one of her grandsons. Whether this tale was real or fictional, no one knows for sure. The story encouraged patriotism and love of country. Proud colonists rallied around the flag as well as the legend.

Myths were told about George Washington. Supposedly, he cut down a cherry tree and later confessed to his father. Was the story true? To the contrary, a friend made up this folktale. The friend was trying to impress others about how honest Washington really was. Another legend is he threw a silver dollar across the Potomac River. Did he actually do it? The answer is no. This waterway is a mile wide, making such a feat impossible. Also, silver dollars didn’t exist when Washington was alive. To this day, many people believe he wore false teeth made of wood. This sparks a smile because, while he did wear false teeth, the truth is stranger yet. Washington’s dentures were made from human teeth, cow teeth, and carved elephant tusks. They were extremely uncomfortable.

These stories, though not factual, are colorful tales about America’s fight for independence from England.

EVALUATING CODES FOR ORAL READING	
sky (l)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>127</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.



Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Colonists from various races fought for our  
country during the Revolutionary War. About five  
thousand were sons and grandsons of freed slaves.  
They were present during the first battles in April  
1775. Soldiers of African descent fought in every  
major battle. These brave men played a vital part  
in winning freedom from England.

Some joined the Navy. Others served in the  
Army. They suffered beside fellow starving, freezing,  
and dying soldiers. Dozens fought in General  
Washington’s regiment. The first African-American  
officer was Sam Middleton. He led a brave, black  
unit during the war.

James Forten was only fourteen years old when  
he joined the Navy. He was a powder boy on the  
Royal Louis. After little more than a month at sea,  
the British captured the ship’s crew. James was  
held prisoner for seven months. He had a chance to  
escape by hiding in an officer’s trunk. The officer  
was being exchanged for a British prisoner. James  
allowed a younger boy to take the space. James was  
finally released when he became part of a hostage  
exchange.

Today, military records reveal the names of  
many freed slaves who fought in this war. Indeed,  
they were a part of the “Spirit of 1776.”

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= 127

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

# Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Eight of the ficus trees in the school’s courtyard 9  
 were looking unhealthy. They were wilted and could 17  
 soon perish. A cure needed to be discovered at once. 27  
 The school community was mystified. Therefore, the 34  
 botany club was placed in charge of the dilemma. 43  
 This frazzled group felt the extreme pressure. The 51  
 club devised a contest to determine how to save the 61  
 school’s precious vegetation. The students’ biggest 67  
 concern was that perhaps no one would discover a 76  
 way to revive the plants. 81  
 After hearing about the contest, Rob and Jon 89  
 formed a two-man team. The following weekend, 97  
 Jon drove to a neighboring town to get an unusual 107  
 fertilizer for the beloved plants. 112  
 On Monday morning, tension was apparent in 119  
 Rob’s face as he paced back and forth in front of the 131  
 school waiting for Jon’s arrival. He watched with 139  
 nervous anticipation. Soon he spied the bus as it 148  
 slowed and stopped at the curb. When he saw his 158  
 friend disembark, Rob hoped the solution had been 166  
 found. As Jon exited, Rob noticed that he held a 176  
 bottle of pellets in his hand. Jon waved and yelled, 186  
 “Our plants are saved!” 190  
 The young future scientists won the contest. 197  
 The club project was successful although further 204  
 research to discover a permanent cure for the ailing 213  
 plants would be necessary. 217

EVALUATING CODES FOR ORAL READING	
sky /	(/) word read incorrectly
blue ^ sky (^)	inserted word
	(□) after the last word read

**Comments:**

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion	
(50th %ile)	= <u>131</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Athletes gather at the starting line of the Boston Marathon. The sun peeks over the horizon. Wind blows toward Peter and then drifts westward across the river into town. The scene crackles with excitement. As tension builds, racers squint their eyes and flex their muscles. No words are spoken as they move into position. There are hundreds of people participating every year, each individual with a different reason for being there.

Peter is a rookie sports reporter. When the editor assigned today’s work, he told Peter to cover the competition from beginning to end. The rookie knows his first assignment may determine his future success as a writer. He breaks out in a cold sweat. His first story must be interesting and well written. Removing his fleece gloves, Peter’s fingers sting with the morning chill. Nervously, he cracks his knuckles.

As Peter takes his pencil and writes a few preliminary notes, a gun signals the start of the twenty-six mile race. Should he focus on the leading racers? Who will reach the finish line first? Some, he knows, won’t cross until late afternoon. Some won’t complete the race. Will something sensational happen? Peter panics. He must decide on the main focus of his story. His editor wants the finished article on his desk before the 8:00 p.m. deadline.

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 131

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

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In the summer of 1896, gold fever spread like wildfire across North America. According to rumors, someone had found gold near the Klondike River in Canada. Hopeful men and women were stricken with gold fever. People combed western Canada and Alaska in search of the precious metal. Nome, Alaska, was first settled as a mining camp. It became an important hub of the gold rush. Fortune seekers relied on the growing city for supplies.

Prospectors grumbled but were willing to face the hardships. They chose to endure the harsh, frigid weather for a chance to become wealthy. Lives were lost in the freezing, arctic climate. Gritty miners searched the land for hidden riches. Burros plodded beside their masters with huge boxes of mining supplies. They were also laden with food items such as flour, beef jerky, and beans. Fresh vegetables were scarce.

There were many other hazards. Danger lurked everywhere. A ghastly fate awaited anyone who stumbled upon a grizzly bear. Bandits often robbed miners of their gold.

Some lucky miners struck gold in the mother lode. They filled their coffers with treasure. Most, however, returned home empty handed.

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 135

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

## Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

The Oregon Trail began in Saint Louis, Missouri. 8  
 Pioneers were hoping to establish homesteads in the 16  
 West. Settlers were advised to only pack basic food 25  
 items. With drinking water, clothing, and cooking 32  
 utensils, a covered wagon weighed more than three tons. 41  
 Some people tried to take too much. So the trail was 52  
 littered with abandoned belongings. 56  
 The westward migration began in early spring. 63  
 Pioneers needed to make it across the mountains before 72  
 winter. The people and livestock required water. 79  
 They also needed relief from the sizzling sun. For these 89  
 reasons, the trail followed various rivers. Oregon’s 96  
 Columbia River marked the final leg of the journey. 105  
 Pioneers were robust people. They had a great sense 114  
 of adventure. Fathers drove the wagons. Mothers and 122  
 young children rode in the wagons. Older sons and 131  
 daughters herded animals alongside the caravan. 137  
 The wooden wagon seats were hard and uncomfortable. 145  
 To get relief, banged and bruised riders jumped off their 155  
 wagons and walked. 158  
 Encounters with hostile Indians were not very 165  
 common. Contrary to old, western movies, “circle the 173  
 wagons” was not a cry to fend off Indians. It was an 185  
 order by the wagon master. It meant it was time to form 197  
 a corral for horses and oxen. 203  
 The journey wasn’t always unbearable. Settlers took 210  
 time to have fun. They told stories, sang, and danced 220  
 around the campfire. 223

EVALUATING CODES FOR ORAL READING	
sky /	(/) word read incorrectly
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**Comments:**

FLUENCY SCORE	
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Passage #1

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Improved working conditions for the migrant farm worker is the legacy of Cesar Chavez. While growing up, his own family was forced to move from farm to farm. They followed seasonal, maturing crops. When he was only ten years old, he worked in the fields. He became aware of the awful working conditions Latino migrants endured. He watched husbands and wives labor side by side. Chavez saw the hardships his people faced each day.

Chavez attended over sixty-five different schools. Then he joined the navy. After serving his country, he returned to work as a farm laborer. He observed more hardships. Workers were given short-handled hoes for tending the fields. When people used this tool, they were forced to bend over all day. This caused severe back pain. Several families lived together in small, one-room dwellings. Sanitary facilities were poor. There were few medical services for either adults or children.

Cesar Chavez was enraged. He wanted his people to be treated with respect. He quit his job and began organizing the workers. After a few successes, he convinced grape pickers to strike. This resulted in a five-year boycott. The nation watched with interest. Although he was a pacifist, hostile conflicts with the growers occurred. Yet, under the leadership of Chavez, agreements were reached between laborers and farm owners.

**EVALUATING CODES FOR ORAL READING**

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 blue ^ sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 139

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Passage #2

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In the 1850s, men from China traveled to this 9  
country in large numbers. They were seeking a better 18  
life. The men sought work anywhere. When they earned 27  
enough money, they planned to send for their families. 36  
At this same time, people in the United States were 46  
moving west. They needed a safe and practical means 55  
of transportation across the country. Traveling from the 63  
East Coast to the West Coast was treacherous. Wagon 72  
trains were slow and awkward. Sailing around the tip 81  
of South America was hazardous. Businessmen knew 88  
building a railroad was the answer. Yet, the perilous 97  
task would be costly. It would also be labor intensive. 107  
They decided to build a cross-country, iron railway in 117  
spite of the problems. 121  
Many laborers were needed. Chinese men were 128  
desperate for work. The immigrants were hired right 136  
away because their manual labor was cheap. Thousands 144  
accepted the tedious, dangerous job. The men had to level 154  
the land and lay heavy wooden ties and steel rails. They 165  
blasted tunnels with dynamite. They toiled in freezing 173  
mountains. They labored in burning-hot deserts. Workers 181  
faced many harsh conditions. They had to endure severe 190  
weather, shortages of food and water, and perilous 198  
terrain. Many died. Others persevered. The last spike 206  
connected the Union Pacific and the Central Pacific 214  
Railroads on May 10, 1869. Thanks to Chinese workers, 223  
people could now travel across the continent. 230

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
blue ^ sky (^) inserted word  
(□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words  
Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
Read Correctly: \_\_\_\_\_

Passing Criterion  
(50th %ile) = 139

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

**Skills Assessment Report - Page 1**  
**for Reading Comprehension and Fluency**  
**GRADE 5 – Week 6**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 110 WCPM	FLUENCY #2 110 WCPM	AVG. FLUENCY SCORE



# Skills Assessment Report - Page 2 for Reading Comprehension and Fluency GRADE 5 – Week 6

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 110 WCPM	FLUENCY #2 110 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

## Skills Assessment Report - Page 1 for Reading Comprehension and Fluency GRADE 5 – Week 12

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 119 WCPM	FLUENCY #2 119 WCPM	AVG. FLUENCY SCORE

## Skills Assessment Report - Page 2 for Reading Comprehension and Fluency GRADE 5 – Week 12

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 119 WCPM	FLUENCY #2 119 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1  
for Reading Comprehension and Fluency  
GRADE 5 – Week 18**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 127 WCPM	FLUENCY #2 127 WCPM	AVG. FLUENCY SCORE

## Skills Assessment Report - Page 2 for Reading Comprehension and Fluency GRADE 5 – Week 18

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 127 WCPM	FLUENCY #2 127 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1**  
**for Reading Comprehension and Fluency**  
**GRADE 5 – Week 24**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 131 WCPM	FLUENCY #2 131 WCPM	AVG. FLUENCY SCORE



**Skills Assessment Report - Page 1**  
**for Reading Comprehension and Fluency**  
**GRADE 5 – Week 30**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 135 WCPM	FLUENCY #2 135 WCPM	AVG. FLUENCY SCORE



## Skills Assessment Report - Page 2 for Reading Comprehension and Fluency GRADE 5 – Week 30

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 135 WCPM	FLUENCY #2 135 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

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PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

# Skills Assessment Report - Page 1 for Reading Comprehension and Fluency GRADE 5 – Week 36

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 139 WCPM	FLUENCY #2 139 WCPM	AVG. FLUENCY SCORE

## Skills Assessment Report - Page 2 for Reading Comprehension and Fluency GRADE 5 – Week 36

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 139 WCPM	FLUENCY #2 139 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**First Edition**

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