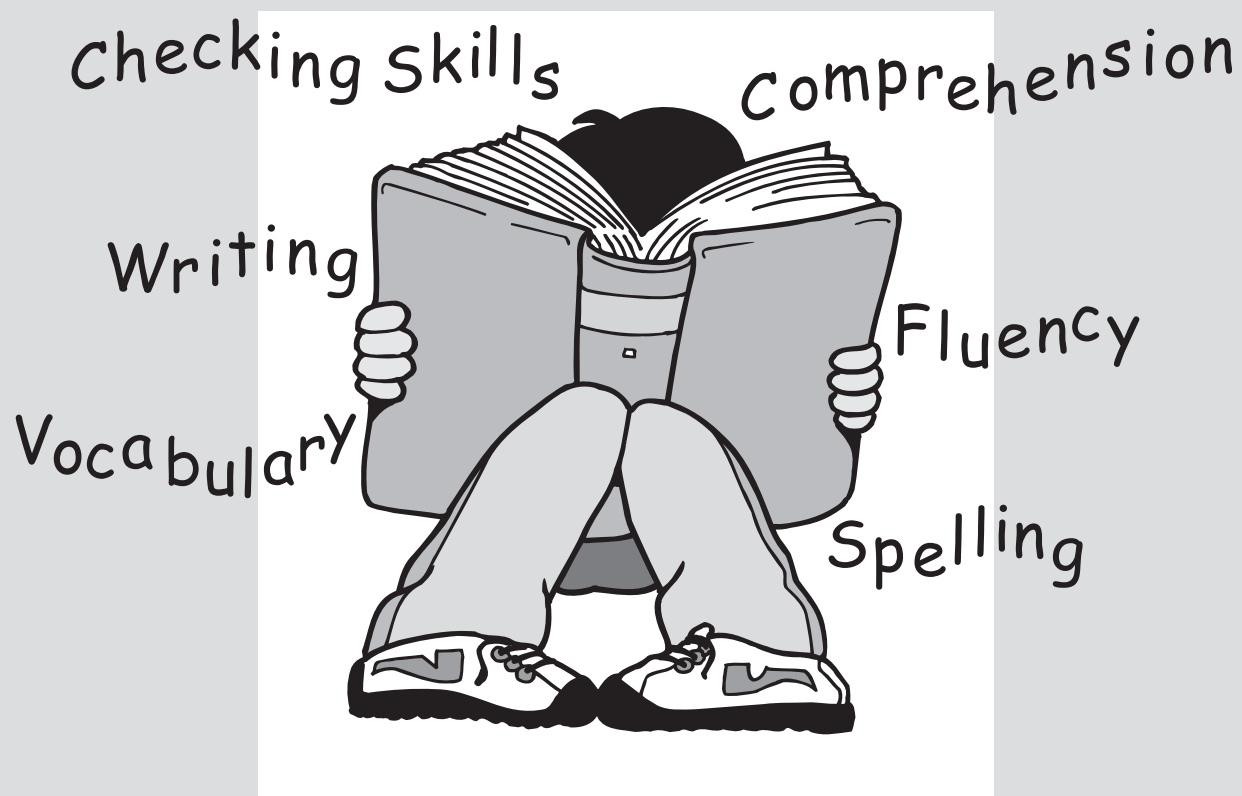


# TEACHER MATERIALS

6-8 Week Skills Assessments Developed for  
Districts Using *Houghton Mifflin Reading*



## GRADE 4 Themes 1-6

# 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

## 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 *Houghton Mifflin Reading*.

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## PURPOSE

The purpose of the Skills Assessments is to help guide and plan instruction for the next theme. Subtests are based upon the content addressed in each theme and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each theme, 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 *Houghton Mifflin Reading*. If students are weak in a particular area, the teacher should look ahead to the next theme and 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 Houghton Mifflin materials for small group instruction or go beyond the core instructional time to address specific needs.

### **Assessment Development Team**

**Authors:** Pat Bush, M.R. Hagopian, Michelle Holman, Teri Poppleton, Carol Walker

**Editors:** Carolyn Farrar, Roxanne Higgins, Roberta Nichols, Melanie Sloomweg, Sharon Van Horn

*The Skills Assessments are developed by the assessment team at the Reading Lions Center. They are not developed, reviewed, or published by Houghton Mifflin Company. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.*

Sixth Edition  
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# Overview of Skills Assessments - Grade 4 2008 - 2009

## for Districts Using *Houghton Mifflin Reading*

THEME	1	2	3	4	5	6
<b>GRADE 4</b>	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing

GRADE 4	Percentile	Theme 1 WCPM <sup>2</sup>	Theme 2 WCPM	Theme 3 WCPM	Theme 4 WCPM	Theme 5 WCPM	Theme 6 WCPM
<b>ORAL</b>	25th	72	83	89	92	94	98
<b>READING</b>	<b>50th</b>	<b>99</b>	<b>105</b>	<b>112</b>	<b>116</b>	<b>120</b>	<b>123</b>
<b>FLUENCY</b>	75th	125	130	139	143	148	152
<b>NORMS<sup>1</sup></b>							

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 4

Theme 1	Theme 4
Theme 2	Theme 5
Theme 3	Theme 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 unit 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. Most of the assessments are administered in whole group sessions. 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 Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 4 - THEME 1

**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 99 WCPM (words correct per minute) at the end of Theme 1.

25th Percentile - 72 WCPM

50th Percentile - 99 WCPM

75th Percentile - 125 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 the California Standards Test.

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

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

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

- Key:**
1. My grandfather|visited many places in North America.  
simple subject - grandfather                      simple predicate - visited
  2. The beauty of San Francisco Bay|excited the young man from Japan.  
simple subject - beauty                      simple predicate - excited
  3. His journey by steamship|brought him to the New World.  
simple subject - journey                      simple predicate - brought                      SUBJECTS/PREDICATES
  4. Thousands of icebergs drift in the ocean, (but) many melt before they reach busy shipping lanes.
  5. Special ships patrol the North Atlantic, (and) their crews use radar to spot icebergs.
  6. Shippers use valuable information from the Coast Guard, (but) shipping can still be a risky business.                      COMPOUND SENTENCES
  7. Trains, engines                      8. Lumberyards, window
  9. Girls, hats, ribbons                      10. Fields, farmhouses                      COMMON NOUNS

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 4 - THEME 2

**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 105 WCPM (words correct per minute) at the end of Theme 2.

25th Percentile - 83 WCPM

50th Percentile - 105 WCPM

75th Percentile - 130 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 the California Standards Test.

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

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

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

**Key:** 1. Texas, Iowa  
2. Spanish, Mr. Garcia                      PROPER NOUNS  
3. Quilts, parlor  
4. farmhouse, orchards, apples  
5. days, game, checkers                      COMMON NOUNS  
6. citizens'                      7. judge's                      8. families'  
9. friend's                      10. country's                      POSSESSIVE NOUNS

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

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

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

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.





**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 4 - THEME 4

**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 116 WCPM (words correct per minute) at the end of Theme 4.

25th Percentile - 92 WCPM

50th Percentile - 116 WCPM

75th Percentile - 143 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 the California Standards Test.

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

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

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:** 1. was            2. were            3. are            IRREGULAR “TO BE” VERBS

4. worn            5. brought  
6. given            7. knew            IRREGULAR VERBS

8. an old costume

9. ten pairs, black legs

10. special friends, the dragon            ADJECTIVES/ARTICLES

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.



**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## 6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

# Answer Key and Directions

## GRADE 4 - THEME 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 123 WCPM (words correct per minute) at the end of Theme 6.

25th Percentile - 98 WCPM

50th Percentile - 123 WCPM

75th Percentile - 152 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 the California Standards Test.

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

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

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:** 1. alone (hunt)      skillfully (catch)  
          2. carefully (baits)      patiently (waits)  
          3. Often (eat)      rarely (leave)                      ADVERBS  
          4. hardest      5. faster      6. earlier                      COMPARING ADJECTIVES  
          7. to, to the prairie                      for, for many weeks  
          8. by, by the fence                      without, without rain  
          9. for, for Sarah                      on, on the table  
          10. of, of dust                      down, down the road                      PREPOSITIONAL PHRASES

**SPELLING/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

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

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

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

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

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

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

# 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.

Not long ago, the majestic condor was nearly 8  
 extinct. This huge bird has a wingspan of nine feet or 19  
 more. During the 1980s, the Los Angeles Zoo began 28  
 a program to save these giant scavengers. At that 37  
 time, only twenty-seven existed in the entire nation. 46  
 All but one of them lived in captivity. In 1987, the 57  
 last wild condor was caught. It was a nineteen-pound 67  
 male. 68

Many people feared condors would perish in the 76  
 zoo. They didn’t want to have the last of its kind 87  
 removed from nature. Those who opposed confining 94  
 the bird chained themselves to the zoo gate. This 103  
 forced the keepers to ship the condor to the San Diego 114  
 Zoo. The purpose of this act was to get the bird 125  
 away from the protestors. A year later, the bird was 135  
 returned to L.A. 138

One of the females captured in 1986 was named 147  
 Adult Condor-8. While at the zoo, she produced 156  
 nine babies. She remained in captivity for fourteen 164  
 years. This bird was the first to be given her freedom. 175  
 At the same time, two juveniles born at the zoo were 186  
 released. The youngsters were placed under the 193  
 watchful care of Adult Condor-8. People rejoiced 201  
 when the birds were able to freely soar the skies of 212  
 their natural habitat. 215

Still considered endangered, condor numbers had 221  
 grown to 198 in the year 2002. Over one-third of the 233  
 birds live in the wild. 238

EVALUATING CODES FOR ORAL READING	
<del>sky</del>	(/) 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)	= 99

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.*

America got many of its ideas about freedom from 9  
 William Penn. He was born in England. His father 18  
 was a member of the Church of England. From an 28  
 early age, Penn did not like the teachings of this 38  
 church. After hearing a sermon by a preacher, he 47  
 joined the Quaker church. At that time, this religion 56  
 had been outlawed in England. 61

Penn was expelled from college because of his 69  
 beliefs. He was sent to prison six times for stating his 80  
 opinions. He became bothered by the lack of spiritual 89  
 freedom in his country. So, he moved to America. 98  
 There, he created a safe haven. In his colony, people 108  
 lived free from religious bias. 113

Penn was a champion of human rights. He 121  
 insisted that women deserved equal rights with men. 129  
 He is also known for his fair treatment of Indians. 139  
 He made a treaty with Indians living in his colony. 149  
 It was intended to last “as long as the sun gave light.” 161

Penn was put in jail for treason on a return trip 172  
 to England. The authorities thought he wanted to 180  
 overthrow the king. He was cleared of the charges. 189  
 Then he returned to America. The people living in 198  
 his colony still wanted more freedom. Penn listened. 206  
 The resulting document was called “The Charter of 214  
 Privileges.” 215

EVALUATING CODES FOR ORAL READING	
<del>sky</del>	(/) 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)	= 99

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.

Weasel stalked between the trees. Hostile and 7  
starving, he watched a beautiful peacock and 14  
peahen strutting in the meadow. He had been 22  
unsuccessful while hunting food for his large family. 30  
In the twilight, he observed the birds. The pair was 40  
ignoring their nest. It contained two freshly laid 48  
eggs. Weasel was frantic. The birds’ razor-sharp 56  
beaks made stealing the eggs a dangerous mission. 64  
However, tonight he was willing to put aside all 73  
wisdom, instinct, and fear to feed his family. 81  
Desperate, Weasel crept closer to the nest. 88  
He kept a watchful eye on Farmer O’Neal, who 97  
was at the chicken coop. The farmer was blissfully 106  
feeding the chickens a stale loaf of bread. The birds 116  
had just finished their evening walk and were 124  
headed back to their nest. The farmer had no reason 134  
to suspect mayhem was about to take place in the 144  
barnyard. So, the mild-mannered man continued 151  
feeding the chickens. 154  
Weasel grunted softly. His nose was twitching 161  
as he crouched closer to the nest. He reached it just 172  
as the birds arrived. Suddenly, Farmer O’Neal 179  
heard the peacock’s shrill shrieking. He looked up 187  
and spotted Weasel frozen in fear, a front paw on an 198  
egg. He ran across the yard screaming and waving 207  
his arms! Slowly, Weasel backed away from the nest 216  
and then scurried off. Tonight, Weasel would have 224  
to look elsewhere for food for his hungry family. 233

**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) = 105

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.*

Although the two children were twins, they were quite different. Both wanted to take part in school activities to make new friends. Marta was timid and took very few risks. She especially avoided sports and academic contests. Carlos, on the other hand, had a lot of confidence. He would try out for anything. However, he did not practice before tryouts, so he did not always make the team. One day the twins discussed their different personalities. Each decided there was a trait they wanted to change.

Marta wanted to be more outgoing. She hesitantly agreed to audition for the school’s spelling bee. Much to her surprise, she won first place. She was going to represent her age group in the state contest. At the state finals, she won fourth place. This scholastic triumph was the best anyone at her school had ever achieved.

Carlos decided to focus and excel in one specialized area. He wanted to be the lead actor in the class play. He knew it would take energy, preparation, and practice to learn the long speeches. For weeks, Carlos rehearsed his lines and acting techniques. He attempted to express just the right amount of pain and emotion when his character died. He was so well prepared that he got the part. He gave an eloquent performance. Marta and Carlos were both pleased with their efforts.

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>105</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.*

Jan listened to her favorite music on the radio. 9  
 She had decided she wanted to be a disk jockey. She 20  
 didn’t want anything to get in the way of her future 31  
 goal. She asked her school counselor what she 39  
 should do to make her dream come true. He said that 50  
 having a pleasant voice would increase her chances. 58  
 He suggested she practice talking into a recorder. 66  
 Jan was to play it back and listen to the tape. 77  
 Practice would help to improve her voice quality. 85  
 He also encouraged her to use proper grammar. 93  
 He told her to study different music labels to 102  
 learn which artists had signed contracts. Becoming 109  
 familiar with various music companies might also 116  
 help. It would give her a greater understanding of 125  
 music trends. She was told to learn as much as 135  
 possible on her own. College courses would round 143  
 out her education. 146  
 Not being very studious, Jan thought this seemed 154  
 complicated. She had hoped all she needed for success 163  
 was desire. She thought sitting in the studio, playing 172  
 music, and telling jokes were all she would have to do. 183  
 Now Jan understood. Wanting a career in a certain 192  
 field and getting it were two different things. It would 202  
 take lots of preparation. Yet, she was not discouraged. 211  
 She had great passion for radio announcing and was 220  
 an ambitious, young girl. It would be worth all her 230  
 efforts when she succeeded and landed her first job. 239

**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) = 112

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.

At one time, language only consisted of simple grunts and gestures. It took thousands of years for writing to evolve. Ancient man carved symbols and pictures in rocks. Some of those early drawings are still visible in caves and on canyon walls.

Some cultures used these pictures to record their daily activities. Others created an alphabet. Pen and paper made sharing one’s thoughts possible. A messenger could take news from one place to another. Yet, news only traveled as far as man could walk, ride, or sail. It often took months for a package to arrive.

In the 1840s, the Morse code was invented. The phone and radio came next. News could be sent long distances by wire or air. These devices changed the way people shared ideas. TV was viewed as a miracle of modern science sixty years ago. This brought moving pictures into people’s homes. Today, people can exchange ideas over the Internet. People can talk around the world almost instantly.

New inventions are made every day. With each idea, the world seems smaller. Imagine what communication will be like in the future!

**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) = 112

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.*

Most of Paul’s friends are football fanatics. They  
 watch the Super Bowl every year. However, Paul  
 prefers viewing televised stock-car races. He likes  
 watching the cars speed around the raceway. Each  
 driver wants to take first place. It is exciting to him  
 when a driver comes from behind and surpasses the  
 leader.

The day of his favorite auto race was fast  
 approaching. The weather forecasters predicted  
 rain. Paul earnestly hoped the speedway would not  
 get too slick. Wet asphalt could delay the contest.  
 The roadway was designed to drain water from  
 the track. Nevertheless, rainwater could still cause  
 grease to splatter on the cars’ powerful engines. This  
 could ignite an engine fire and end the competition  
 for the driver and his team.

Paul tried to predict who would win. He kept  
 penciled notes of critical speeds and the number  
 of laps drivers completed. During the race, he  
 pretended he was riding with his favorite driver.  
 He would worry when precious moments were lost  
 during pit stops.

This avid young fan hopes to someday become  
 a stock car racer. He wants to win trophies and  
 earn big prize money. At one time, Paul had thought  
 it was an impossible dream. Now he was more  
 determined than ever to pursue his greatest desire.

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>116</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.

To follow dreams, one must overcome trying  
 conditions. Maya Angelou is a person who overcame  
 obstacles. She was raised in a small, rural town in  
 the south. There, she survived a violent attack at the  
 age of eight. For quite some time, she was mute. This  
 means she was unable to speak. Her humble start in  
 life was the subject of her first book. It was entitled  
*I Know Why the Caged Bird Sings.*

Maya has unlimited talents. She is well known  
 in several artistic fields. She is a famous author of  
 poetry and children’s stories. She was the first  
 African-American woman to have a screenplay  
 become a feature film. She was a stage performer  
 and sang in a modern opera. This versatile woman  
 studied dance with a famous dance instructor. She  
 also acted in movies and on TV.

Her talents have achieved acclaim across the  
 nation. Maya received a special request from  
 President Bill Clinton. He asked her to read a poem  
 when he was sworn into office at the White House.  
 She was awarded the National Medal of Arts.  
 Ms. Angelou has won the hearts of people around  
 the world.

**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) = 116

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.

During the early 1900s, an awful sickness struck 8  
 many children. It made victims’ muscles become 15  
 lifeless. This disease was called polio. Doctors didn’t 23  
 know what caused the dreadful illness. Some people 31  
 believed the hot, humid days of August were the 40  
 reason. Another theory was that swimming in cold 48  
 rivers and lakes brought on the disease. Others 56  
 thought peach fuzz was the culprit. So mothers wore 65  
 rubber gloves to hold the peaches while peeling them. 74  
 Because the disease was widespread, people were 81  
 looking for a quick way to ease the suffering. 90  
 A nurse in Australia developed a way to help 99  
 ailing children. She rubbed the patients’ paralyzed 106  
 muscles. She claimed it helped improve mobility. 113  
 Some doctors didn’t approve of her method. The most 122  
 serious cases were taken to the hospital. Children 130  
 were placed in iron lungs. These machines were 138  
 tightly sealed metal tubes. They helped children 145  
 breathe. They forced patients’ lungs to inhale and 153  
 exhale air. Neither of these treatments was a cure. 162  
 The search for a cure was a priority. In 1954, 172  
 Doctor Jonas Salk took a scientific approach. First, 180  
 he found out polio was a virus. Then he developed 190  
 the first vaccine to combat the illness. School children 199  
 took part in a blind study. Some were given a shot of 211  
 sugar water. Others were given the actual vaccine. 219  
 Dr. Salk wanted to see if his cure would work. It did. 231  
 To his credit, millions of children have been spared 240  
 unnecessary anguish and pain. 244

**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) = 120

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:

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9 Long ago, pioneers didn’t live close to a doctor.  
 16 People were treated with homemade cures when  
 23 they were sick. These household mixtures were  
 31 made from herbs, salt, and ointments. The remedies  
 42 were used for a variety of diseases. To treat a cold,  
 52 raw onions were wrapped in a towel and placed on  
 61 the ailing person’s chest. A piece of bread soaked  
 72 in milk and placed on a wound was said to heal  
 80 an infection. Sterilized cotton rags were used for  
 88 bandages. A black, silk ribbon loosely tied around  
 97 the neck was thought to stop a terrible hacking  
 98 cough.  
 105 Many children became ill with chicken pox,  
 111 measles, and mumps. These childhood diseases  
 118 were common. They often went untreated. When  
 127 children were ill, they were kept in darkened rooms.  
 137 The family tried to take good care of them, but  
 149 they had to get well on their own. If an illness was  
 157 contagious, a quarantine sign would be placed on  
 167 their front door. They had to wait until everyone in  
 175 the home was no longer sick. All contaminated  
 182 materials were burned to prevent an epidemic.  
 189 As doctors moved westward, medicine was easier  
 199 to get. However, doctors had to make house calls to  
 209 reach people in rural areas. They often had to ride  
 219 several miles to reach the home of a sick patient.

**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) = 120

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.*

Sam and his younger sister were looking for red squirrels and foxes in the backwoods. Suddenly they realized they had wandered far from camp and were lost in unfamiliar terrain. Luckily, Sam had taken a survival course and knew the importance of staying calm. Panicking would only make matters worse.

By the angle of the sun, Sam was able to calculate it was mid-morning. He stood facing east, the direction of the sun. He explained to his sister south was to his right and north was to his left. West was at his back. He knew their family’s campground was on the west edge of a small river. Concentrating on these helpful clues, Sam drew a crude map in the dirt with a stick. They decided to head east.

Walking toward the sun, they soon reached the riverbank. There, they quickly gathered dry twigs. They located a sandy clearing beside the water and used matches from Sam’s survival kit to start a small fire. The kindling began to burn. Sam and his sister steadily placed green leaves and pine needles on the hot flames. Thick, pungent smoke billowed up over the trees. A rescue squad saw the alarming smoke signal and came to investigate. They transported the two siblings safely back to camp.

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>123</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.*

Plant life is abundant in the deserts of Arizona 9  
and New Mexico. There the average rainfall is only 18  
about seven inches a year. How have plants learned 27  
to survive in these arid, southwestern regions? They 35  
have adapted in a variety of ways to this harsh 45  
terrain. 46

Desert plant life does not bloom during phases of 55  
drought. If it did, the flowers would wither and die 65  
in the remorseless sun. These unique plants are 73  
capable of lying dormant for years until it rains. 82  
Then once the plants have enough water, flowers 90  
quickly mature and bloom. 94

Most cactus plants have thorns instead of 101  
leaves. The surface area of thorns is much smaller 110  
than leaves. This reduces the plant’s exposure to the 119  
parched, hot air. Therefore, not much moisture can 127  
evaporate from the vegetation. 131

The barrel cactus is short and fat. It is shaped 141  
like a round accordion. This allows it to expand 150  
during rainfall. When water is absorbed through its 158  
roots, it gets bigger. As it loses moisture during the 168  
dry season, it contracts. 172

The creosote bush thrives in the desert. It does 181  
not grow in bunches because it doesn’t like sharing 190  
the scarce water. It has an unpleasant, acrid aroma. 199  
This smell keeps other flora from growing nearby. 207

These are ways plant life endures the deserts of 216  
the United States. 219

**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) = 123

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.

# NOTES

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# General Directions for Writing Assessment

## GRADE 4

### **PREPARATION:**

1. Prepare students for the Writing Assessment with clean paper and pencils.
2. Have them label the paper with their names and the date.
3. Explain to students that they have 45-50 minutes to complete the Writing Assessment.
4. Have students independently read the prompt and checklist, plan, and then begin writing. Encourage them to organize their thoughts during the prewriting phase and refer back to the checklist throughout the writing process.

### **EVALUATION:**

1. Following the assessment, collect the papers.
2. Use the “Four Point Rubric” found in the back of the *Teacher Materials* booklet to evaluate individual student’s writing by assigning a point value, 0-4, for each rubric category (Conventions, Genre, and Writing Traits).
3. Record the scores for each category on the Writing Assessment Report. Blackline masters are provided at the back of this booklet. The Reading Lions center grants permission to photocopy these pages as needed.
4. Average the scores and record the average in the space provided.

### **PROMPTS:**

Prompts vary by theme. Writing prompt assessments have been aligned with the writing strategies and writing applications of California’s English-language arts content standards.\* The prompts for grade four are listed below.

Theme 1	Narrative
Theme 2	Expository
Theme 3	Expository (Summary)
Theme 4	Persuasive
Theme 5	Expository (Response to Literature)
Theme 6	Expository (Response to Literature)

**Note:** For *summary* prompt (Theme 3) and *responding to literature* prompts (Themes 5 and 6), provide students with their anthologies.

\* For the STAR examination, teachers need to prepare students for the following writing applications: narrative, response to literature, and summary.

<b>THEME 1 - Narrative</b>	<b>THEME 2 - Expository</b>
<p><b>Writing Situation:</b> You are thinking of a memorable event in your life that changed you in some way.</p> <p><b>Purpose:</b> To tell about a memorable event that changed you</p> <p><b>Audience:</b> Your friends</p> <p><b>Writing Directions:</b> Write a three-paragraph paper describing a time in your life that changed the way you think or feel. It can be about a person or event that helped you change or see things in a different way. Include an introduction, supporting paragraph, and conclusion. Use an idea web to plan your narrative.</p>	<p><b>Writing Situation:</b> You are thinking of a place you know well. You want your reader to experience this place as if he or she were there.</p> <p><b>Purpose:</b> To describe a place in a descriptive essay</p> <p><b>Audience:</b> Your teacher</p> <p><b>Writing Directions:</b> Write an essay that describes a place you know well. Use exact, vivid words to create a picture of the place in the reader's mind. Make an idea web to plan your description.</p>
<b>THEME 3 - Expository (Summary)</b>	<b>THEME 4 - Persuasive</b>
<p><b>Writing Situation:</b> You have read the story, <u>The Stranger</u>. You are thinking about the characters and the main events in the story.</p> <p><b>Purpose:</b> To explain the main ideas of a story</p> <p><b>Audience:</b> Your teacher</p> <p><b>Writing Directions:</b> Write a summary of the story, <u>The Stranger</u>. Include the characters and the most important events. Use a graphic organizer to plan your summary. Refer to your anthology to write this summary.</p>	<p><b>Writing Situation:</b> Next year your school will require all students to wear uniforms. As the student representative, you have been asked to write a persuasive report for the school faculty.</p> <p><b>Purpose:</b> To convince your readers to think a certain way</p> <p><b>Audience:</b> The school faculty</p> <p><b>Writing Directions:</b> Consider the advantages and disadvantages of this new policy. Take a position and write a persuasive essay either supporting the uniform policy or opposing it. Use a graphic organizer to plan your essay.</p>
<b>THEME 5 - Expository (Response to Literature)</b>	<b>THEME 6 - Expository (Response to Literature)</b>
<p><b>Writing Situation:</b> You have read <u>Happy Birthday, Dr. King!</u> You are thinking about how Dr. Martin Luther King, Jr.'s message of peace affected Jamal's life.</p> <p><b>Purpose:</b> To respond to literature in a personal essay</p> <p><b>Audience:</b> Your family</p> <p><b>Writing Directions:</b> Think about Dr. King's message of solving problems peacefully. Write a response to literature essay explaining what Jamal learned in the story and how he applied it to his own life. Use a graphic organizer to plan your response. Refer to your anthology to write this essay.</p>	<p><b>Writing Situation:</b> You are thinking about the information in the story <u>Wildfires</u>.</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Your classmates</p> <p><b>Writing Directions:</b> Write an essay that describes some of the positive and negative consequences of wildfires. Use a graphic organizer to list some of the good and bad effects you have learned in the story. Refer to your anthology to write this essay.</p>



## Four Point Rubric - Conventions

Conventions	1 Point	2 Points	3 Points	4 Points
<p>Mechanics: Capitalization</p>	<p>Consistently uses capital letters correctly at the beginning of sentences, with proper nouns, and for the pronoun <i>I</i>.</p>	<p>Uses capitalization correctly for previously mentioned forms and with greetings, months, days of the week, and titles and initials of people.</p>	<p>Uses capitalization correctly for previously mentioned forms and with geographical names, holidays, historical periods, and special events.</p>	<p>Uses capitalization correctly for previously mentioned forms and with names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p>
<p>Mechanics: Punctuation</p>	<p>Consistently uses all end punctuation correctly. Inconsistently uses commas, quotation marks, and apostrophes correctly.</p>	<p>Consistently uses end punctuation, commas, quotation marks, and apostrophes correctly. Inconsistently punctuates dates, cities, state, and greetings correctly.</p>	<p>Consistently uses correct punctuation for previously mentioned forms and with dates, cities and states, titles of books, and greetings--including commas in dates, locations, addresses, and items in a series.</p>	<p>Consistently uses correct punctuation for previously mentioned forms, parentheses, commas in direct quotations, and apostrophes.</p>
<p>Grammar and Usage</p>	<p>Consistently uses singular and plural nouns and adjectives correctly.</p>	<p>Consistently demonstrates standard usage of previously mentioned items and with verb tense, and contractions.</p>	<p>Consistently demonstrates standard usage of previously mentioned items and with pronouns, compound words, articles, and subject-verb agreement.</p>	<p>Consistently demonstrates standard usage of previously mentioned items and with irregular verbs, adverbs, prepositions, and coordinating conjunctions.</p>
<p>Sentence Structure</p>	<p>Generally uses complete sentences. Some run-on sentences present.</p>	<p>Consistently uses a variety of complete sentences. A few run-ons or sentence fragments may be present.</p>	<p>Consistently and effectively uses a variety of complete sentences (including declarative, interrogative, imperative, and exclamatory). No run-ons or sentence fragments present.</p>	<p>Consistently and effectively uses previously mentioned sentence structures, including compound sentences. Sentence pattern and length are varied, effective, and enhance what is said. Uses appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p>
<p>Spelling</p>	<p>Spells three- and four-letter, short-vowel words and grade-level-appropriate sight words correctly.</p>	<p>Spells frequently used, irregular words, basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.</p>	<p>Correctly spells grade appropriate words with blends, contractions, orthographic patterns, compound words, and common homophones.</p>	<p>Correctly spells previously mentioned words along with words containing roots, inflections, affixes and syllable constructions.</p>

Four Point Rubric - Genre

Genre	1 Point	2 Points	3 Points	4 Points
Narrative Structure	Statements are related to topic. Purpose (explain, describe, etc.) apparent. Extraneous material may be present.	Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.	Statements clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.	Statements clearly organized around main points with supportive facts or assertions. Supports facts with reference to prior knowledge. Use compare and contrast in developing main points.
Narrative Character	Describes and compares story characters with basic descriptors such as nice or mean.	Describes characters with increasing detail including both physical and mental qualities such as strong or kind.	Describes characters with previously mentioned detail along with their thoughts, feelings, and desires.	Describes characters with previously mentioned details. Life-like characters, actions, and speech reflect qualities that enhance plot.
Narrative Plot	Inadequately developed plot. Sequence of events in chronological order.	Plot developed around a problem and its resolution. Moves logically with little elaboration or detail.	Plot developed around a problem, failed attempts, complications, and resolution. Moves logically through time with elaborate details.	Plot developed as previously described. Additionally, sequence of events move logically with elaborately detailed beginning, middle, and ending. Includes an effective conclusion. Subject and theme well developed throughout.
Narrative Setting	Setting consists of time (once upon a time or one day) and/or place.	Setting includes descriptions of time, character, and place.	Setting details are distinctive and appropriate to the story type (fantasy vs. realistic settings).	Setting includes previously mentioned details. Described in a way that contributes to mood, suspense, humor, or excitement of the story.
Expository Structure	Statements are related to topic. Purpose (explain, describe, etc.) apparent. Extraneous material may be present.	Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.	Statements clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.	Statements clearly organized around main points with supportive facts or assertions. Supports facts with reference to prior knowledge. Use compare and contrast in developing main points.
Persuasive	Statements too insufficient to show writer's purpose. No order or organization apparent.	Statements generally related to topic. Position vague or lacks clarity. Unrelated ideas or multiple positions included.	Statements related to topic. Position apparent though focus may be too broad. Lacks adequate supporting facts.	Statements related to topic. Opening identifies position. Middle paragraphs develop and support position. Includes effective closing.
Business Letter	Writing demonstrates no awareness of standard business letter form. Purpose and context not clear.	Writing demonstrates some awareness of standard business letter form. Inconsistent use and placement of date, salutation, body, closing, and signature. Lacks clarity of purpose and content.	Writing demonstrates consistent use of standard business letter form including date, salutation, body, closing, and signature. Content focused and organized. Purpose apparent.	Writing demonstrates consistent use of standard business letter form with correct punctuation. Content exceptionally clear, focused, and organized. Purpose clearly stated.

## Four Point Rubric - Writing Traits

Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content/Focus	Main ideas and purpose not clearly stated. Superficial, minimal content. Topic overly broad, simplistic, or unclear. No position or direction evident. Extraneous material present.	Main ideas and purpose stated. Topic may be overly broad and simplistic. Position/purpose/direction is unclear and must be inferred. Result may be ineffective.	Main ideas and content clear, focused, and interesting. Topic stated. Position/purpose introduced and maintained. Supporting details included. Mainly stays on topic.	Main ideas and content strongly supported with rich details. Topic/position/purpose clearly stated and maintained throughout. Topic and details tied to central theme or purpose. Focus based on purpose, length, and format requirements.
Organization (how well a piece is clearly organized, logically sequenced, and appropriately paragraphed; overall effect of writing)	Content's organization skeletal. Order and structure loosely planned. Sequence of events or facts not consistently logical. Transitions awkward. Beginning use of paragraphing.	Content's organization clear and coherent. Order and structure apparent. Sequence of events and facts logical. Beginning and conclusion lack impact. Transitions adequate. Paragraphs inconsistently develop central idea.	Organization enhances central idea and its development. Key concepts logically sequenced. Beginning grabs reader. Conclusion adds impact. Transitions enhance meaning. Paragraphs develop a central idea.	Organization includes previously mentioned points. Multiple paragraph composition includes well developed introduction, and supporting and concluding paragraphs.
Word Choice	Vocabulary limited with frequently misused words. Language monotonous. Word usage simplistic, repetitive, inappropriate, or overused.	Vocabulary ordinary, lacks preciseness and variety. May be inappropriate for purpose or audience. Words and expressions convey general rather than specific message.	Vocabulary shows some varied and interesting words. Expressions are clear and convey intended message. Words generally appropriate for audience and purpose. Includes vivid and descriptive language.	Vocabulary is varied. Frequent use of interesting, descriptive words appropriate for the audience and purpose. Expressions chosen for impact and to convey intended message.
Elaboration (supporting details and examples that develop the main idea)	Elaboration of ideas is sketchy or redundant. Details offer little support for key ideas.	Elaboration of ideas includes some sketchy, redundant, or general details. Support for key ideas is uneven.	Elaboration of ideas includes a mix of general statements, specific details, and examples. Support is mostly relevant, but may be uneven and lack depth.	Elaboration of ideas includes specific details and supporting examples for key points/ideas. May use compare/contrast to support statements.
Voice/Audience	Writing provides little sense of commitment. Voice is inappropriate. Sense of audience not evident.	Writing provides sense of commitment to topic. Voice present. Some sense of audience evident.	Writing demonstrates a strong sense of commitment to topic. Voice appropriate for topic, purpose, and audience.	Writing demonstrates a strong sense of commitment to topic. Voice appropriate for topic, purpose, and audience. Is expressive and engaging. Displays a strong sense of audience.
Sentence Fluency	Sentences mechanical, repetitive, and simplistic. Writing difficult to follow. Awkward, choppy, or rambling sentence construction.	Sentences mechanical and simplistic. Awkward sentence construction and sentence and paragraph transitions.	Sentence patterns varied, creating an effective flow and rhythm that contribute to ease in oral reading. Transitions are smooth.	Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.

































# NOTES

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