


TEACHER MATERIALS



6-8 Week
Skills
Assessments

Developed for Districts
Using *Open Court Reading 2002*

G **R** **A** **D** **E** **3**

Units 1-6

6-8 Week Skills Assessments (OCR 2002) for Districts Using *Open Court Reading 2002*

DESIGN

Unit Skills Assessments are designed to help classroom teachers and grade-level teams determine how effectively their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Open Court Reading 2002*.

PURPOSE

The purpose of the Unit Skills Assessments is to help guide and plan instruction for the next unit. Subtests are based upon the content addressed in each unit and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each unit, Unit 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.

USE

The Unit Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Open Court Reading 2002*. If students are weak in a particular area, the teacher should look ahead to the next unit 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 Open Court 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: Sharon Curry, Carolyn Farrar, Roxanne Higgins, Connie Lee, Lucy Levine, Roberta Nichols, Melanie Sloomweg, Karen Thomas, Sharon Van Horn

The Skills Assessments are developed by the team listed above at the Reading Lions Center. They are not developed, reviewed, or published by Open Court/SRA McGraw-Hill. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

**Seventh Edition
© 2008 Reading Lions Center**

Overview of OCR 2002 Skills Assessments - Grade 3 2008 - 2009

for Districts Using *Open Court Reading 2002*

UNIT	1	2	3	4	5	6
GRADE 3	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 3	Percentile	Unit 1 WCPM ²	Unit 2 WCPM	Unit 3 WCPM	Unit 4 WCPM	Unit 5 WCPM	Unit 6 WCPM
ORAL READING FLUENCY NORMS¹	25th	65	68	70	79	83	87
	50th	79	86	93	105	110	114
	75th	107	115	123	131	138	142

1 Extrapolated values used by the Reading Lions Center (Sacramento County Office of Education, 2005).

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

INSTRUCTIONAL UNITS - GRADE 3

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 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 *Open Court Reading 2002*

Answer Key and Directions

GRADE 3 - UNIT 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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 79 WCPM (words correct per minute) at the end of Unit 1.

25th Percentile - 65 WCPM

50th Percentile - 79 WCPM

75th Percentile - 107 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. D 5. A 7. D 9. C
 2. B 4. C 6. B 8. C 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.

Key: 1. proper noun 2. neither one 3. common noun COMMON/PROPER NOUNS

4. action 5. action 6. state-of-being ACTION/STATE-OF-BEING VERBS

7. (!) exclamatory 8. (.) declarative 9. (?) interrogative 10. (.) imperative

SENTENCE TYPE

SOUNDS/SPELLINGS/WORD KNOWLEDGE (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. C 5. C 7. B 9. A
 2. B 4. A 6. C 8. A 10. C

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

WRITING

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

Answer Key and Directions

GRADE 3 - UNIT 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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 86 WCPM (words correct per minute) at the end of Unit 2.

25th Percentile - 68 WCPM

50th Percentile - 86 WCPM

75th Percentile - 115 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. D 3. A 5. A 7. B 9. B
2. C 4. C 6. C 8. D 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. C 2. A 3. C QUOTATION MARKS/COMMAS

4. Weeds can be found growing in lawns, gardens, and fields.

5. Raccoons, squirrels, chipmunks, and possums are common city critters.

COMMAS IN A SERIES

6. C 7. D 8. D

CAPITALIZATION

9. yes 10. no

ENDING PUNCTUATION

SOUNDS/SPELLINGS/WORD KNOWLEDGE (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. A 5. A 7. C 9. D
 2. A 4. B 6. C 8. A 10. C

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

WRITING

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

Answer Key and Directions

GRADE 3: UNIT 3

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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 93 WCPM (words correct per minute) at the end of Unit 3.

25th Percentile - 70 WCPM
50th Percentile - 93 WCPM
75th Percentile - 123 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. D 3. C 5. B 7. A 9. C
 2. A 4. A 6. B 8. C 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. yes 2. yes 3. no ADJECTIVES
 4. You'll 5. I'm 6. can't CONTRACTIONS
 7. past 8. future 9. present 10. past VERB TENSE

SOUNDS/SPELLINGS/WORD KNOWLEDGE (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. C 5. C 7. C 9. C
 2. D 4. C 6. A 8. B 10. C

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

WRITING

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

SOUNDS/SPELLINGS/WORD KNOWLEDGE (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. A 5. C 7. A 9. D
 2. C 4. C 6. D 8. C 10. B

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

WRITING

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

SOUNDS/SPELLINGS/WORD KNOWLEDGE (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. A 5. C 7. A 9. A
 2. C 4. C 6. B 8. C 10. B

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

WRITING

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

Answer Key and Directions

GRADE 3 - UNIT 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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 114 WCPM (words correct per minute) at the end of Unit 6.

25th Percentile - 87 WCPM

50th Percentile - 114 WCPM

75th Percentile - 142 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. D 5. A 7. A 9. C
 2. C 4. B 6. D 8. C 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. On April 12, 1783, Grandpa’s father packed his cart.

2. He packed candles, soap, and wool to sell at the market.

3. The shopkeeper said, “I will sell those items for you.”

4. He left Greensboro, Ohio, in the afternoon to return home.

5. them 6. they 7. him

CAPITALIZATION AND PUNCTUATION
PRONOUNS

8. harvested past tense

9. eats present tense

10. will plant future tense

VERBS/VERB TENSE

SOUNDS/SPELLINGS/WORD KNOWLEDGE (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. C 7. D 9. A
 2. B 4. A 6. C 8. A 10. B

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. C 5. A 7. D 9. D
 2. A 4. D 6. B 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.

NOTES

General Directions for Administration of the Optional Oral 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 - *optional*
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.

Marta felt lonely as she sat on the front porch 10
 steps. Her family had moved to a new city, and she 21
 was missing her old friends. She stared at the kids 31
 playing in the yard across the street. Marta was 40
 timid and shy, so making new friends was difficult. 49
 Marta’s mother came outside and sat on the edge 58
 of the steps beside her daughter. “Why are you so 68
 gloomy?” she gently asked. 72
 “I miss my old friends, and the kids across the 82
 street are having so much fun,” replied the girl. 91
 “They look friendly, and they’re about your age. 99
 Since you know how to play hopscotch, you might 108
 ask to join them,” encouraged her mother. 115
 Marta whispered, “I’m afraid they won’t let me 123
 play.” 124
 “You’ll never know if you don’t try. I’ll wait here 134
 while you walk over to them. Please be careful while 144
 crossing the street. Remember to look both ways,” 152
 Marta’s mother said lovingly. 156
 Marta checked for oncoming cars in each 163
 direction before crossing the road. She quietly went 171
 over to where the children were playing hopscotch. 179
 They welcomed her and asked if she would like to 189
 join them. Marta smiled and waved to her mother. 198

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) = 79

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.

It was a sunny day, and Jerome was sick with 10
 the flu. Feeling sorry for himself, he sat on the 20
 couch. He looked out the window at his backyard 29
 swing set. It wasn’t exactly the swings that were 38
 on his mind. Today was circus day, and he couldn’t 48
 go. He was terribly disappointed. He would miss 56
 watching the trapeze act. While playing on his 64
 swing, Jerome often imagined he was a famous 72
 trapeze artist swinging high above the crowd. 79
 He decided to rest by taking a short nap. 88
 When he woke up, the room had become very 97
 dark. The outside windowpane had been magically 104
 covered by a piece of cloth! “What in the world 114
 happened?” he wondered. 117
 Slowly, two friends pulled the cloth open like 125
 curtains on a stage. Out of his window, Jerome saw 135
 more friends. They were swinging, running, and 142
 jumping around his yard. They had decided if 150
 Jerome couldn’t go to the circus, the show would 159
 come to him. 162
 They played catch with large hoops and walked 170
 along the top edge of a brick wall pretending it was 181
 a high wire act. His friends looked so ridiculous! 190
 Jerome curled over and roared with laughter. He 198
 felt better now. Jerome thought it was wonderful to 207
 have such good friends. 211

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) = 79

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.

Dawn did not like vegetables! Once, she took an oath claiming she would never try them again. In fact, she disliked vegetables so much she wouldn’t feed them to Ming, her pet turtle. She fed Ming the same foods she liked to eat. She even fed her turtle her favorite dessert, blueberry cobbler. Now, Dawn loves vegetables! What happened that made her change her mind?

Ming had become sluggish and slept all the time, refusing to come out of his shell. Dawn didn’t know what was wrong. She carried him to her mother and exclaimed, “Ming is sick and won’t eat! What’s the matter with him?” Her mother immediately knew why Ming didn’t feel well. Mother told her to feed him fresh vegetables and assured her Ming would soon feel better.

After several weeks, Ming was the active turtle he had been. Helping Ming get well was much easier than Dawn thought. She had learned how important vegetables were to a healthy diet. They were also quite tasty. Dawn started going to the store with her mother every Friday to buy fresh produce. She enjoyed making salads for her family.

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) = 86

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.

Daylight was just breaking. The sun was 7
 beginning to peek over the horizon. Jessie sat 15
 quietly in his tree house. He was looking down on 25
 his backyard. He noticed that heavy dew had settled 34
 on the lawn overnight. Jessie pulled his coat tighter 43
 around him. He thought about his class assignment. 51
 It was to study animals that had adapted to city life. 62
 He had chosen squirrels because of their ability to 71
 survive. 72
 Jessie watched as squirrels slowly crept out of 80
 their nests. The youngest ones chased each other. 88
 They scampered from limb to limb. Older squirrels 96
 busily gathered supplies for the winter. The first 104
 frost was only a few weeks away. Leaves were 113
 turning brilliant, fall colors. Soon snow would 120
 cover the ground. Then, it would be too late for 130
 the squirrels to hide acorns. 135
 A shadow glided across the treetops. It was a 144
 hawk hungrily exploring for food. The bird saw 152
 the squirrels in the huge, old, oak tree. The hawk 162
 plunged down to pursue a tasty morning meal, but it 172
 was too late. The squirrels had already taken cover. 181
 They were hiding in their homes. Jessie sighed with 190
 relief. He had given many of them names, and he 200
 considered them friends. 203

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) = 86

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.

Lin and Vern lay stretched out on the grass. 9
 They were friends. They liked to watch clouds floating 18
 across the blue sky. They enjoyed the endless, 26
 changing shapes. The boys imagined they saw bears, 34
 ocean liners, angels, and people with funny faces. 42
 They thought the thunderhead cloud they saw on 50
 the horizon was a giant, snow-covered mountain. 58
 The friends talked about what they had seen. 66
 They wanted to learn more about storms and clouds. 75
 So they went to the city library. There they learned 85
 some interesting new facts. Different cloud shapes 92
 have names. Many storms are seasonal. For example, 100
 tornadoes usually occur in springtime. These funnel 107
 clouds look like huge coils. This violent storm slashes 116
 across the land. It causes serious damage to buildings 125
 in its path. 128
 The curious boys often had lively talks. They 136
 wanted to know why a hurricane has a calm center 146
 eye. Why are tornadoes so powerful? Both kinds of 155
 storms spin in a circular pattern. The boys wondered 164
 if the two storms had other things in common. 173
 Each of them enjoyed predicting the weather. 180
 Every morning they watched the clouds. Would it 188
 rain today? It may be no surprise to learn that they 199
 became weather forecasters after college. 204

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) = 93

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.

People tell stories about Big Foot. Some of them
believe this beast is real. They say it lives in the
deep, mountain forests of the western United States.
It is described as being over six feet tall with coarse,
human-like hair from head to toe. Big Foot is said to
give off a very foul odor.

Some people claim to have heard a loud, bellowing
cry when they were camping. Did Big Foot make
the noise? Visitors to the area have told friends they
saw the hairy beast. Some say they saw it running
through the forest. Yet, they didn’t tell forest rangers.
They were afraid the animal would be captured.
Others insist they have photographs of huge
footprints that prove its existence.

Most people think Big Foot is an imaginary
creature. They say the reports are just plain silliness.
They suggest the people who saw the beast were
simply mistaken. They failed to report the sightings
because it was just their imagination.

What is the truth? Until a live Big Foot or its
skeleton is found, the debate will not end. Stories
about Big Foot are like tales about the jack-a-lope.
Cowboys invented it. It is a cross between a
jackrabbit and an antelope. They made it up while
sitting around campfires. Could this be how the
legend of Big Foot began?

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>93</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.

Lou was the oldest of three children. He thought 9
 he was ready to learn how to budget money. He 19
 asked his parents for a weekly allowance. The boy’s 28
 parents were not very excited about the idea. Lou 37
 explained the subject was important. After all, he 45
 was ten years old. He wanted to learn how to be 56
 responsible. 57

Lou’s parents decided to have a meeting. 64
 Family talks usually took place after dinner. The 72
 boy helped clear the table. He put away the leftover 82
 food. Finally, they were seated. Everyone was ready 90
 to discuss the boy’s request. To Lou’s surprise, the 99
 first issue was not about his allowance. Instead, 107
 they talked about sharing chores. This had not been 116
 part of his plan. He just wanted them to say he 127
 could have some spending money, but his parents 135
 offered to pay him for doing chores. 142

His parents listed several jobs. They asked 149
 him to choose at least three. He could help carry 159
 out the garbage. He might choose to wash the 168
 dishes on weekends. Perhaps he’d watch his baby 176
 brother when his mother needed help. The other 184
 choices were dusting the furniture or sweeping the 192
 sidewalks. Lou began to realize that money did not 201
 grow on trees. He was going to have to earn his 212
 allowance. 213

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>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 #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.

Ginny laid a handful of coins on the table. There 10
 were quarters, nickels, and pennies. She studied 17
 them for a while. Ginny planned to write about the 27
 history of money for a school project. She had been 37
 doing research at the library. She pulled out her 46
 notebook and reread the information. 51

Long ago, many different items were used for 59
 money. This idea amazed Ginny. People in some 67
 cultures paid for goods with beads and shells. For 76
 instance, brightly colored shells were used in India. 84
 Some nations traded with whales’ teeth or large 92
 stone disks. 94

She had learned the first metal coins were a 103
 mixture of gold and silver. They were made in little, 113
 round nuggets. These ancient coins were invented 120
 nearly three thousand years ago. Later, money was 128
 made from various metals. Their value depended 135
 on the size and weight of the object. These coins 145
 had to be weighed each time they changed hands. 154
 This process was not practical. Finally, coins were 162
 weighed and stamped with their value. That was 170
 the beginning of money as we know it today. 179

Her planning phase was finished. She had 186
 learned a lot about the history of money. Now 195
 Ginny was ready to start drafting her report. 203

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 #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.

Everyone called him Gramps. Of course, he wasn’t 8
 everyone’s grandfather. However, he did have nineteen 15
 grandchildren. It just seemed natural to call him Gramps. 24
 He wanted to buy a new Model T Ford. The car had just 37
 been invented. It was the first auto ever offered for sale. 48
 He thought he would enjoy taking the children for a ride. 59
 Gramps hurried to the dealership. There was no 67
 problem choosing the color. The motor company had told 76
 its work crew to paint all of the automobiles black. 86
 With much fanfare, Gramps came chugging home. 93
 He proudly honked the car’s horn. He rapidly approached 102
 the driveway. Just then, he realized he didn’t know how 112
 to stop! Luckily, the coal wagon was not parked in front 123
 of the house. Wildly waving his arms, Gramps went 132
 bouncing between his home and the next-door neighbor’s 141
 house. He narrowly missed them. The skinny, car wheels 150
 straddled Grandma’s row of gooseberry bushes. The car 158
 rolled across her garden. It destroyed bunches of tomatoes 167
 before crashing through the side of the chicken coop. All 177
 the while Gramps was yelling, “Whoa! Whoa! You crazy 186
 Tin Lizzy!” 188
 The automobile didn’t understand. It kept going. 195
 After many huffs and hisses, the engine died. The auto 205
 finally came to a stop. There it sat covered with tomatoes 216
 and dripping with juice. Chickens and feathers were 224
 scattered everywhere in the yard. 229

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.

The girl sat quietly in her tire swing watching 9
her great uncle. She was anxious for him to finish 19
making her a new wooden flute. He was carving on 29
a thin, straight branch. He hollowed out the center 38
of the stick and peeled back the loose bark. As he 49
created the instrument, he retold a story about his 58
childhood. 59

“Many people did not have jobs in the 1930s. 68
This desperate time was called the Depression,” he 76
said. The girl’s uncle skillfully dug holes along the 85
top of the flute. He sliced one end at an angle and 97
plugged the other end with a wooden peg. He spoke 107
again saying, “Many kids didn’t have warm coats. 115
They wore shoes with holes in the bottoms during 124
icy, cold winters. Times were tough for everyone. To 133
save money, people planted gardens. They gathered 140
nuts and fruit in the woods. Women cooked and 149
stored the food in tightly sealed, sterilized, mason 157
jars.” 158

“Some people found work with the government. 165
They joined a work force and built bridges, dams, 174
roads, and parks all across the country. Men with 183
families found jobs with local city projects. They 191
dug sewers, laid water pipes, and paved streets.” 199

The Depression was hard for families. Yet, 206
people were resourceful and worked together. That 213
is how they were able to survive. 220

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.

As Grandmother sat on her covered porch, 7
 she watched the cows come in from the meadow. 16
 She had many fond memories of her childhood. 24
 She remembered when she was a young milkmaid. 32
 Grandmother had milked cows by hand. She 39
 loved the animals’ steamy breath on cold, winter 47
 mornings and the smell of straw and hay. She 56
 was happiest feeding the calves milk from buckets. 64
 She remembered every year her father and 71
 mother drove to the hatchery. There, they 78
 purchased newly hatched baby chicks. The chicks 85
 were kept in a warming box. This large, boxy 94
 device was kept in the pantry. It was heated with 104
 electricity. The chicks were fed finely ground corn 112
 and fresh water. When their feathers developed, 119
 they were turned loose into the yard. The chickens 128
 liked to scratch in the grass and catch bugs. 137
 Each of the four seasons was enjoyable, but 145
 spring was best. She looked forward to seeing the 154
 crops sprouting in the fields. She thought of running 163
 after pink, squealing piglets. It made her laugh out 172
 loud. 173
 Grandmother was happy she still lived on the 181
 farm. However, country life had changed. Almost 188
 everything was automated. She realized machines 194
 were useful, and life was easier now. Perhaps some 203
 change is good. 206

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) = 114

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.

Joyce and Ben lived in the city. Their house was 10
 one mile west of Uncle Mack’s ranch. The children 19
 often went with their father to visit when he worked 29
 at the ranch. Roaming around the farm and riding 38
 ponies were always an adventure. Now they were 46
 older and expected to help on weekends. 53

It did not take long before Joyce and Ben 62
 realized farming was very hard work. Uncle Mack’s 70
 business depended on raising sheep, calves, and 77
 crops. To increase his income, he was also a horse 87
 trader. He knew almost every horse, colt, and pony 96
 in six counties. Most profitable for him was trading 105
 ponies. When he acquired a new pony, he would 114
 invite the kids for a ride. They tried not to become 125
 too attached with each new, adorable horse. They 133
 were aware it would soon be sold or traded. 142

One day they fell in love with a wonderful, 151
 little, brown and white spotted pony. It had a 160
 golden, flowing mane and tail. Secretly, they named 168
 him Scout. They were disappointed one Saturday 175
 afternoon when they rode their bicycles to the ranch. 184
 Scout was nowhere to be found. They turned and 193
 asked where the pony was. Uncle Mack smiled and 202
 answered, “You mean Scout? He is at the feed store 212
 being fitted for a new saddle.” Scout was theirs to 222
 keep. 223

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) = 114

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

General Directions for Writing Assessment

GRADE 3

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 end 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 unit. 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 three are listed below.

Unit 1	Narrative
Unit 2	Expository
Unit 3	Expository
Unit 4	Friendly Letter
Unit 5	Narrative
Unit 6	Friendly Letter

UNIT 1 - Narrative	UNIT 2 - Expository (Summary)
<p>Writing Situation: You are telling your classmates about a time when you went out of your way to be a friend.</p> <p>Purpose: To tell about an event in your life</p> <p>Audience: Your classmates</p> <p>Writing Directions: Consider the qualities that make a person a good friend. Write a personal narrative about a time when you were a friend to someone who needed you. Use a graphic organizer to plan your narrative.</p>	<p>Writing Situation: You have read <u>Secret Place</u>. You are explaining the main idea and important events in the story.</p> <p>Purpose: To show your understanding of a story in a summary paragraph</p> <p>Audience: Your teacher</p> <p>Writing Directions: Write a summary paragraph of the story <u>Secret Place</u>. Use examples, reasons, or facts to help the reader understand the main idea. Use a graphic organizer to plan your summary. Refer to your anthology to write this summary.</p>
UNIT 3 - Expository	UNIT 4 - Friendly Letter
<p>Writing Situation: You are thinking about your neighborhood.</p> <p>Purpose: To describe a special place</p> <p>Audience: Your friend</p> <p>Writing Directions: Think of sensory details that describe your neighborhood. Write a description that creates a picture of your neighborhood in your reader’s mind. Use a web graphic organizer to plan the details of your neighborhood description.</p>	<p>Writing Situation: You are thinking about why you should receive an allowance.</p> <p>Purpose: To persuade your reader to think in a certain way</p> <p>Audience: Your parent</p> <p>Writing Directions: Write a friendly letter that persuades your parent to give you an allowance. Use a web graphic organizer to plan the reasons to convince your parent to agree with you.</p>
UNIT 5 - Narrative	UNIT 6 - Friendly Letter
<p>Writing Situation: You are writing a realistic story about someone who meets a famous person.</p> <p>Purpose: To entertain</p> <p>Audience: Your family</p> <p>Writing Directions: Use your imagination to write a short story about a character who meets a famous person. Create a setting and plot with realistic details and events. Use a story-map graphic organizer to plan your story.</p>	<p>Writing Situation: You are thinking about a time someone helped you.</p> <p>Purpose: To thank someone</p> <p>Audience: The person who helped you</p> <p>Writing Directions: Consider a time when someone did something nice for you or helped you. Write a thank-you note to show your appreciation.</p>

Four Point Rubric - Conventions

Conventions	1 Point	2 Points	3 Points	4 Points
Mechanics: Capitalization	Consistently uses capital letters at the beginning of sentences and for the pronoun I. Randomly capitalizes proper nouns.	Consistently uses capital letters correctly at the beginning of sentences, with proper nouns, and for the pronoun I.	Uses capitalization correctly for previously mentioned forms and with greetings, months, days of the week, titles, and initials of people.	Uses capitals correctly for previously mentioned forms and with geographical names, holidays, historical periods, and special events.
Mechanics: Punctuation	Consistently uses most end punctuation correctly.	Consistently uses all end punctuation correctly. Inconsistently uses commas, quotation marks, and apostrophes correctly.	Consistently uses end punctuation, commas (including items in a series), quotation marks, and apostrophes correctly. Inconsistently punctuates dates, cities, states, and greetings correctly.	Consistently uses end punctuation, commas, quotation marks, and apostrophes correctly. Punctuates dates, cities and states, titles of books, greetings — including commas in dates, locations, addresses, and items in a series correctly.
Grammar and Usage	Consistently uses nouns and verbs.	Consistently uses singular and plural nouns, and adjectives correctly.	Consistently uses present and past verb tense, singular and plural nouns, contractions, and adjectives.	Consistently demonstrates standard usage of nouns, verb tenses, pronouns, adjectives, compound words, and articles. Uses appropriate subject-verb agreement.
Sentence Structure	Writes incomplete sentences and uses incorrect work order.	Writes mostly complete sentences with some incomplete sentences.	Writes all complete sentences using a variety of sentence types (declarative, interrogative, imperative, and exclamatory).	Consistently and effectively writes a variety of complete sentence types (declarative, interrogative, imperative, and exclamatory) with elaboration.
Spelling	Often misspells three- and four-letter, short-vowel words.	Spells three- and four-letter, short-vowel words and grade-level-appropriate sight words correctly.	Spells frequently used, irregular words, basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	Correctly spells grade appropriate words that have blends, contractions, compounds, orthographic patterns, and common homophones.

Four Point Rubric - Genre

Genre	1 Point	2 Points	3 Points	4 Points
Narrative Structure	Statements loosely related to topic. No order or organization apparent. Extraneous information may be present.	Statements are related to topic. Purpose (explain, describe, etc.) apparent.	Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.	Composition clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.
Narrative/Character and Setting	Shows no awareness of character and setting.	Inadequately developed character and setting.	Adequately developed character and setting. No details or elaboration.	Fully developed characters and setting. Elaboration and details enhance story.
Narrative/Plot	Sequence of events unrelated. Story organization vaguely apparent.	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.
Expository Structure	Statements loosely related to topic. No order or organization apparent. Extraneous information may be present.	Statements are related to topic. Purpose (explain, describe, etc.) apparent.	Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.	Composition clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.
Persuasive	Insufficient writing 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.	Composition clearly on topic. Position focused, organized, and maintained throughout. Facts support position. Includes effective closing.
Formal 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, greeting, body, closing, and signature. Lacks clarity of purpose and content.	Writing demonstrates consistent use of standard business letter form including date, greeting, 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.
Friendly Letter	Writing demonstrates no awareness of standard friendly letter form.	Writing demonstrates some awareness of standard letter form. Inconsistent use and placement of date, greeting, body, closing, and signature.	Writing demonstrates consistent use of standard letter form including date, greeting, body, closing, and signature.	Writing demonstrates consistent use of standard letter form with correct accompanying punctuation and awareness of audience.

Four Point Rubric - Writing Traits

Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content/Focus	Minimal content included, and/or off topic. Lacks central purpose. Little or no detail. Extraneous materials may be present.	Content's main idea understandable, but may be overly broad or simplistic, and lacks clarity of purpose. Details insufficient to support main ideas.	Content clearly focused. Main ideas understandable. Supporting details sufficient to develop and support main ideas.	Content exceptionally clear, focused, and interesting. Main ideas stand out and are developed with strong, supportive, and rich details.
Organization (how well a piece is clearly organized, logically sequenced, and appropriately paraphrased; overall effect of writing)	Writing haphazard, disjointed. Lacks organization and coherence. No plan evident. Weak beginning and ending. Facts randomly presented.	Content's organization skeletal. Order and structure loosely planned. Sequence of events or facts not consistently logical. Transitions awkward. Beginning use of paraphrasing.	Content's organization clear and coherent. Order and structure apparent. Sequence of events and facts logical. Beginning and conclusion may lack impact. Transitions adequate. Paraphrasing appropriate.	Organization enhances central idea and its development. Key concepts logically sequenced. Beginning grabs reader. Conclusion adds impact. Transitions enhance meaning. Paraphrasing appropriate.
Word Choice	Vocabulary limited with frequent misuse of words. Language monotonous. Word usage simplistic, repetitive, inappropriate, or overused.	Vocabulary ordinary, lacks preciseness and variety. May be inappropriate to purpose or audience. Words and expressions convey general rather than specific message.	Vocabulary shows some varied and interesting words. Words generally appropriate for audience and purpose. Includes some vivid, descriptive language. Conveys intended message.	Vocabulary shows varied, vivid, interesting, and descriptive words. Is appropriate to audience and purpose. Words thoughtfully chosen and placed for impact to convey message.
Elaboration (supporting details and examples that develop the main idea)	Minimal use of details due to insufficient content.	Sketchy, redundant, or general details offer little support for key ideas.	General and specific details offer relevant support for key ideas. May lack depth in places.	Specific details offer relevant, strong support for each key point/idea.
Voice/Audience	Writing provides no sense of voice, audience, or commitment.	Writing provides little sense of commitment. Voice is inappropriate. Little sense of audience evident.	Writing provides sense of commitment to topic. Voice present, sense of audience evident.	Writing demonstrates a strong sense of commitment to topic. Voice appropriate for topic, purpose, and audience.
Sentence Fluency	Sentences awkward, choppy, or rambling, and difficult to follow.	Sentences mechanical, repetitive, and simplistic.	Sentences flow. Transitions between paragraphs awkward.	Sentence patterns varied, creating an effective flow and rhythm, and contributing to ease in oral reading. Transitions smooth.

NOTES

NOTES

Seventh Edition

© 2008 Reading Lions Center

**Unauthorized reproduction of this booklet, or any part thereof, is strictly prohibited.
Permission to reproduce materials must be obtained in writing from the Reading Lions Center.**