



# Developmental Reading Assessment®

**4–8**

## Handbook

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# Analyzing Student Performance: Descriptions and Examples

In the *DRA2*, 4–8, and *Bridge Pack*, there are consistent, clear criteria in the Continuums for scoring student responses. It is important to become familiar with the criteria used to establish performance, as well as the texts and the descriptors in the Continuums.

To help you analyze and score student responses, this section of the Teacher Guide includes definitions and examples of student responses to clarify the descriptors within Reading Engagement and Comprehension. Student responses that have been selected have been scored 1 (Intervention) through 4 (Advanced). This range of scores allows you to compare the quality at each level to other levels. Then you can better evaluate the quality of your own students' responses. The examples are drawn from Student Reading Surveys as well as from the Student Booklets for the following three *DRA2* Benchmark Assessment Books:

*The Flood*, *Bridge Pack*, Level 34 fiction  
*Storm Chasers*, Level 50 nonfiction  
*Lost!*, Level 70 fiction

It is recommended that you become familiar with the texts so that the examples that follow will be more meaningful.

On the *DRA2*, 4–8, Continuums, a score of 1 represents Intervention, 2 represents Instructional, 3 represents Independent, and 4 represents Advanced performances. Students can meet the criteria for each score by using a variety of responses. This means that there can be more than one correct answer for each response. In order to determine performance, a student's response should be analyzed for

- the amount of clarity
- relevant and detailed references to the text
- appropriateness of content
- insight demonstrated

When scoring students' responses, read for content only. All structural and mechanical errors (grammar, punctuation, spelling) should not be factored into your decision, but they can be noted for future instruction.

Even though Reading Engagement and Comprehension examples are included in this section for scores of 1 through 4, additional information is provided to help you score Independent and Advanced responses. This is so the on-grade-level Independent response can be made as clear and easy to score as possible.

**Authors' Note:** The examples included in this section reflect responses given by students. Spelling and some content has sometimes been altered to make the examples clearer for ease of scoring.

## Reading Engagement

Reading Engagement refers to the student's level of commitment as a reader. It consists of the amount of reading, knowledge of books and authors, variety of materials read, and personal awareness as a reader. In *DRA2*, 4–8, and *Bridge Pack*, the Student Reading Surveys' Wide Reading and Self-Assessment/Goal Setting are used to evaluate the student's overall engagement as a reader.

There are two slightly different Student Reading Surveys. One is for *Bridge Pack* (Levels 20–38) and fourth- and fifth-grade students. The other is for sixth- through eighth-grade students. The questions on both surveys generally elicit the same information, however the sixth- through eighth-grade questions are worded in a slightly more mature way. In the examples that follow, each survey's questions/prompts are labeled separately and examples for each are included.

### WIDE READING: Description and Examples

Wide Reading refers to the breadth and amount of reading students do on a regular basis. It gives you insights into the amount of reading your students do and the preferences they have as readers. Following are the Continuum descriptors for this section.

#### Reading Engagement: Wide Reading

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts

Intervention Performance	Analysis of Student's Responses
<b>Bridge Pack/Grades 4–5</b>	
Write the titles of the latest books you have finished reading. You may use your reading record to help you remember book titles. <i>Matt Christopher</i>	<ul style="list-style-type: none"> <li>• No specific book title</li> <li>• Limited reading experiences</li> <li>• Limited book knowledge (general statement about preferences)</li> </ul>
What are you reading at school now? <i>Matt Christopher</i>	
What are you reading at home now? <i>Matt Christopher</i>	
Think about your favorite authors and books. What do you like to read? Tell why. <i>I like to read sports because I really like sports.</i>	

## Reading Engagement: Wide Reading (continued)

Intervention Performance	Analysis of Student's Responses
<b>Grades 6–8</b>	
List the books and other reading materials you have finished reading over the last couple of months. You may refer to your reading records. <i>Horror stories</i>	<ul style="list-style-type: none"> <li>• No specific book title</li> <li>• Limited reading experiences</li> <li>• Limited book knowledge (general statement about preferences)</li> </ul>
What types of reading material (authors, topics, genres) do you like? Why? <i>Horror stories</i>	
What criteria do you use to select reading materials for independent reading? <i>Title</i>	

Instructional Performance	Analysis of Student's Responses
Bridge Pack/Grades 4–5	
Write the titles of the latest books you have finished reading. You may use your reading record to help you remember book titles. <i>Shoeless Joe</i> <i>Slime War</i> <i>Because of Winn Dixie</i>	<ul style="list-style-type: none"><li>• 2–3 titles slightly below grade level</li><li>• Some reading experiences</li><li>• Specific reference to an author</li></ul>
What are you reading at school now? <i>Slime War</i>	
What are you reading at home now? <i>Slime War</i>	
Think about your favorite authors and books. What do you like to read? Tell why. <i>Stan and Jan Berstain because there books are funny.</i>	
Grades 6–8	
List the books and other reading materials you have finished reading over the last couple of months. You may refer to your reading records. <i>Lemony Snicket</i> <i>Two Princesses of Bamare</i>	<ul style="list-style-type: none"><li>• 2–3 titles slightly below grade level</li><li>• Some reading experiences</li><li>• Specific reference to an author</li></ul>
What types of reading material (authors, topics, genres) do you like? Why? <i>I Like the Lemony Snicket.</i>	
What criteria do you use to select reading materials for independent reading? <i>Adventure and exciting books. I will pick the same author.</i>	

## Reading Engagement: Wide Reading (continued)

Independent Performance	Analysis of Student's Responses
Bridge Pack/Grades 4–5	
<p>Write the titles of the latest books you have finished reading. You may use your reading record to help you remember book titles.</p> <p><i>The Summer of the Swans</i> <i>Fantastic Mr. Fox</i> <i>On My Honor</i> <i>The Cay</i></p>	<ul style="list-style-type: none"><li>• At least 4 titles</li><li>• Titles from 2–3 genres</li><li>• Generally on-grade-level texts</li><li>• Specific book title listed</li><li>• Specific reference to a genre and author</li></ul>
<p>What are you reading at school now?</p> <p><i>The Night Flyers</i></p>	
<p>What are you reading at home now?</p> <p><i>Harry Potter 3</i></p>	
<p>Think about your favorite authors and books. What do you like to read? Tell why.</p> <p><i>Mysteries, because I like to figure out the mysteries and it is fun to read them. One of my favorite authors is Lynn Hall because her books are interesting and they include mysteries.</i></p>	
Grades 6–8	
<p>List the books and other reading materials you have finished reading over the last couple of months. You may refer to your reading records.</p> <p><i>Harry Potter (Books 1–3)</i> <i>Lemony Snicket (Books 1 and 2)</i> <i>Crazy Horse Electric Game</i> <i>Sisterhood of the Traveling Pants</i> <i>The Notebook</i></p>	<ul style="list-style-type: none"><li>• At least 4 titles</li><li>• Titles from 2–3 genres</li><li>• Generally on-grade-level texts for middle school student</li><li>• Specific book title listed</li><li>• Specific reference to a genre and author</li><li>• Developed personal preferences</li></ul>
<p>What types of reading material (authors, topics, genres) do you like? Why?</p> <p><i>I like to read funny, mystery books that are fiction. One of my favorite authors is Lemony Snicket. Also, I love reading romance novels. The reason I like to read this type of book is because I need to be entertained or I loose focus.</i></p>	
<p>What criteria do you use to select reading materials for independent reading?</p> <p><i>I choose books that will keep me interested. I also like to read magazines about celebrities because I just love gossip stories and also what's happening to love stories.</i></p>	

## Reading Engagement: Wide Reading (continued)

Advanced Performance	Analysis of Student's Responses
Bridge Pack/Grades 4–5	
<p>Write the titles of the latest books you have finished reading. You may use your reading record to help you remember book titles.</p> <p><i>The Fear Place</i> <i>I have read a lot of books. Some of the books I have read in 5th grade are Holes, Harry Potter two, Harry Potter one, Mr. Tucket, Tucket's Ride, Tucket's Gold, Hatchet, The River, Class President, My side of the mountain, Maniac Maggie, Thirteen Original Colonies, and Brian's Return.</i></p>	<ul style="list-style-type: none"><li>• Wide variety of titles read</li><li>• Titles from 3 or more genres</li><li>• Many on- and above-grade-level texts</li><li>• Specific book titles listed</li><li>• 2 books currently being read</li><li>• Specific references to genres and authors</li></ul>
<p>What are you reading at school now?</p> <p><i>At school and at home I am reading two different books. At school I am reading Brian's Winter.</i></p>	
<p>What are you reading at home now?</p> <p><i>At home I am reading My Brother Sam Is Dead.</i></p>	
<p>Think about your favorite authors and books. What do you like to read? Tell why.</p> <p><i>I like Mystery, Adventure, Survival, Nonfiction and Fiction books as some of my favorite genres. I like all kinds of authors but my two favorite ones are Roald Dahl and Gary Paulson.</i></p>	
Grades 6–8	
<p>List the books and other reading materials you have finished reading over the last couple of months. You may refer to your reading records.</p> <p><i>Recently I have read... Midsummer Nights Dream. Of Mice and Men. The Notebook. Sisterhood of the Traveling Pants. Gathering Blue. Dark Secrets.</i></p>	<ul style="list-style-type: none"><li>• Wide variety of titles read</li><li>• Titles from 3 or more genres</li><li>• Many on- and above-grade-level texts</li><li>• Specific book titles listed</li><li>• Specific references to genres</li></ul>
<p>What types of reading material (authors, topics, genres) do you like? Why?</p> <p><i>I like books that are usually fiction and that are suspenseful. I also enjoy reading other genre, like fantasy, romance and comedy. I enjoy reading these genre because they keep me entertained and interested throughout the whole book.</i></p>	
<p>What criteria do you use to select reading materials for independent reading?</p> <p><i>Before I make my selection I make sure the novel is the right size. Not to long and not to short. I take suggestions. I also look at the chapter headings to make sure it sounds interesting.</i></p>	

## SELF-ASSESSMENT/GOAL SETTING: Description and Examples

Engaged readers have a growing understanding about their strengths and needs as readers, as well as goals and some plan of action. The information gathered from this part of the Student Reading Survey will give you insight into how effectively students perceive themselves as readers. It also gives you information about students' sophistication and ability to plan for their personal reading growth and needs. Following are the Continuum descriptors for this section.

### Reading Engagement: Self-Assessment/Goal Setting

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
<b>Self-Assessment/ Goal Setting</b>	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2–3 specific strengths and goals related to the reading process; 2–3-step plan

Intervention Performance	Analysis of Student's Responses
<b>BridgePack/Grades 4–5</b>	
Write 3 things you do well as a reader. <i>Listening.</i>	<ul style="list-style-type: none"> <li>Identified a strength not directly related to reading</li> <li>No goal related to the reading process identified</li> <li>No real plan (not specific enough to know how behavior will change)</li> </ul>
Write 3 things you need to work on to become a better reader. <i>Everything.</i>	
Write 3 things you can do to become a better reader. <i>Read.</i>	

**Note:** There were no Intervention responses noted in the field test for Grades 6–8.

Instructional Performance	Analysis of Student's Responses
BridgePack/Grades 4–5	
Write 3 things you do well as a reader. <i>I can make connections.</i> <i>Get big words.</i>	<ul style="list-style-type: none"><li>• General reading strength identified</li><li>• General goal; the meaning is not clear</li><li>• General plan; no specific plan of action</li></ul>
Write 3 things you need to work on to become a better reader. <i>understand more words.</i> <i>Read hard books.</i>	
Write 3 things you can do to become a better reader. <i>Read harder and more books.</i>	
Grades 6–8	
What are your strengths as a reader? <i>I understand the book.</i> <i>I read different things.</i>	<ul style="list-style-type: none"><li>• General strength(s) listed</li><li>• General plan</li><li>• No specific plan of action</li></ul>
What are your current goals as a reader? <i>Read different things.</i> <i>Read faster.</i>	
Explain how you plan to achieve your goals to become a better reader. <i>Read more.</i> <i>Read faster.</i>	

## Reading Engagement: Self-Assessment/Goal Setting (continued)

Independent Performance	Analysis of Student's Responses
Bridge Pack/Grades 4–5	
Write 3 things you do well as a reader. <i>Read long books.</i> <i>Guess what might happen and a lot of the time be right.</i> <i>Use what I already know to understand.</i>	<ul style="list-style-type: none"><li>• Identifies a strength related to the reading process</li><li>• Specific needs; leads to a plan of action</li><li>• Includes a specific, relevant plan</li></ul>
Write 3 things you need to work on to become a better reader. <i>Understand what big words mean.</i> <i>Read different genres.</i> <i>Read harder level than I used to.</i>	
Write 3 things you can do to become a better reader. <i>Make a list about what I should read next.</i> <i>Ask my classmates that are about as good as me what is hard for them.</i>	
Grades 6–8	
What are your strengths as a reader? <i>I am very good at reading challenging books.</i> <i>I am very fast at reading.</i> <i>I read every genre.</i>	<ul style="list-style-type: none"><li>• Identifies strengths related to the reading process</li><li>• Identifies specific goals that lead to a plan of action</li><li>• Includes a specific, relevant plan</li></ul>
What are your current goals as a reader? <i>I need to work on stopping at periods.</i> <i>I need to read more challenging books.</i> <i>I should probably read more historical fiction.</i>	
Explain how you plan to achieve your goals to become a better reader. <i>Try Reading more challenging books.</i> <i>Slow down while reading to understand better.</i> <i>Read a larger variety of books.</i>	



## Reading Engagement: Self-Assessment/Goal Setting (continued)

Advanced Performance	Analysis of Student's Responses
<b>Bridge Pack/Grades 4–5</b>	
<p>Write 3 things you do well as a reader.</p> <p><i>I really understand what the author is writing about.</i></p> <p><i>I don't close off and day dream.</i></p> <p><i>I can really concentrate and understand.</i></p>	<ul style="list-style-type: none"> <li>• At least 2–3 specific strengths (demonstrates knowledge of reading process and skills/strategies used by good readers)</li> <li>• Understands several specific areas to improve</li> <li>• Includes a multiple-step plan for improvement (enables the student to achieve the goal)</li> </ul>
<p>Write 3 things you need to work on to become a better reader.</p> <p><i>Read more challenging books.</i></p> <p><i>I can work on reading with more expression when I read aloud.</i></p> <p><i>Read more information books.</i></p>	
<p>Write 3 things you can do to become a better reader.</p> <p><i>Practice reading aloud to my mom and brother.</i></p> <p><i>Read the Redwall series because they are challenging books.</i></p> <p><i>Read books about the Civil War.</i></p>	
<b>Grades 6–8</b>	
<p>What are your strengths as a reader?</p> <p><i>My strengths as a reader are that I can usually get detailed images in my mind through out the whole time. I can understand the point of view of different characters and relate to them. I also can locate and identify the main points and the authors purpose.</i></p>	<ul style="list-style-type: none"> <li>• At least 3 specific strengths related to the reading process</li> <li>• Has knowledge of personal reading process</li> <li>• Lists several specific goals</li> <li>• Includes a multiple-step plan for improvement (enables the student to achieve the goal)</li> </ul>
<p>What are your current goals as a reader?</p> <p><i>Some things I could improve on are to remain focused throughout the story, I would like to read a lot of books this summer. I also want to start reading novel books.</i></p>	
<p>Explain how you plan to achieve your goals to become a better reader.</p> <p><i>I guess the best way to better in anything, including reading, is to practice. I should practice reading things out of my comfort zone. This summer I will read more novels. I will use my spare time this summer to read books.</i></p>	

## Comprehension

In the Student Booklet, students demonstrate how well they use comprehension skills and strategies to

- make predictions
- generate questions
- understand the text
- think beyond the literal level
- determine the important ideas in a text
- support their thoughts with details from the text
- develop an awareness of the strategies they use to construct and monitor meaning

The Comprehension section of the *DRA2*, 4–8, Continuum evaluates responses for Questioning/Prediction, Summary, Literal Comprehension, Interpretation, Reflection, and Metacognitive Awareness. The *Bridge Pack* Continuum evaluates responses for Questioning/Prediction, Use of Text Features/Nonfiction Text Features, Summary, Literal Comprehension, Interpretation, and Reflection.

### **PREDICTION: Description and Examples**

When students predict and generate questions, they use their knowledge of text structures, background knowledge, book title, cover, and the introductory passage to propose what is likely to occur in the remaining text. *DRA2*, 4–8, and *Bridge Pack* ask students to predict several things they think are likely to occur and pose several questions in order to prepare them to set a purpose for reading. These student-generated questions give teachers additional information about students' ability to predict based on their initial experiences with the text.

In Levels 40–80, students who score Independent in Prediction give at least two reasonable questions and make at least two predictions that go beyond the text that was read during the one-on-one conference. For Advanced, students record at least three questions and three thoughtful predictions. There is a qualitative difference between Independent and Advanced responses. A thoughtful Advanced response demonstrates a depth of knowledge about an aspect of the text/story that is insightful and reveals higher-level thinking. These responses include specific details from background knowledge or from the text being read.

Following are the Continuum descriptors for Prediction.

## Comprehension: Prediction

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Questioning/Prediction	1 Unrelated predictions or no response	2 At least 1 reasonable prediction related to the text	3 At least 2 reasonable predictions that go beyond the text read aloud	4 3 thoughtful predictions that go beyond the text read aloud

<b>Bridge Pack, Level 34: The Flood</b>	
<b>Intervention Performance</b>	<b>Analysis of Student's Responses</b>
What are 3 things you think might happen in the rest of this story? <i>I might start a lightning storm.</i>	<ul style="list-style-type: none"> <li>• Unrelated or confused prediction</li> </ul>
<b>Instructional Performance</b>	<b>Analysis of Student's Responses</b>
What are 3 things you think might happen in the rest of this story? <i>It might flood.</i> <i>It is raining hard.</i>	<ul style="list-style-type: none"> <li>• 1 reasonable prediction</li> <li>• 1 comment the reader knows from the beginning of the story</li> </ul>
<b>Independent Performance</b>	<b>Analysis of Student's Responses</b>
What are 3 things you think might happen in the rest of this story? <i>Luke will not be able to play baseball with his friend.</i> <i>The river might overflow.</i>	<ul style="list-style-type: none"> <li>• 2 reasonable predictions that go beyond the text read aloud</li> </ul>
<b>Advanced Performance</b>	<b>Analysis of Student's Responses</b>
What are 3 things you think might happen in the rest of this story? <i>It is going to flood.</i> <i>The family will have to go to a shelter to survive the flood.</i> <i>The house will be damaged by all of the water.</i>	<ul style="list-style-type: none"> <li>• 3 thoughtful predictions</li> <li>• Insightful</li> </ul>

## Comprehension: Prediction (continued)

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Questioning/Prediction	1 Illogical or unrelated question(s) and/or prediction(s)	2 1–2 reasonable questions and/or predictions related to the text	3 At least 2 reasonable questions and predictions that go beyond the text read aloud	4 At least 3 thoughtful questions and predictions that go beyond the text read aloud

Level 50: <i>Storm Chasers</i>	
Note: There were no Intervention responses for Prediction noted in the field test for <i>Storm Chasers</i> .	
Instructional Performance	Analysis of Student's Responses
What questions did you have as you were reading the first part of this text? <i>What do pilots do?</i>	<ul style="list-style-type: none"> <li>• 1 reasonable question</li> <li>• 2 predictions, one of which simply restates the previous question</li> <li>• Limited response</li> </ul>
What do you think you will learn from reading the rest of this text? <i>What pilots do.</i> <i>How hurricanes formed.</i>	
Independent Performance	Analysis of Student's Responses
What questions did you have as you were reading the first part of this text? <i>How much can you sell the pictures for?</i> <i>Is it easy to take pictures of storms?</i> <i>How close can you get to different storms.</i>	<ul style="list-style-type: none"> <li>• 3 questions and 2 predictions</li> <li>• Reasonable predictions and questions; 1 prediction simply restates one of the questions</li> </ul>
What do you think you will learn from reading the rest of the text? <i>How close can you get to different storms?</i> <i>How to be safe in storms.</i> <i>How to take pictures of storms.</i>	
Advanced Performance	Analysis of Student's Responses
What questions did you have as you were reading the first part of this text? <i>What storms has Fadley been in?</i> <i>What was the worst storm in U.S history?</i> <i>Has Fadley ever taken a picture of a Hurricane or other storms?</i>	<ul style="list-style-type: none"> <li>• 3 thoughtful predictions and 3 questions that go beyond the text read</li> <li>• Includes a wide variety of possible questions and predictions</li> </ul>
What do you think you will learn from reading the rest of this text? <i>How many different kinds of storms are there?</i> <i>I will learn about how thunderstorms, tornadoes, and hurricanes form.</i> <i>I will learn what equipment storm chasers use.</i>	

## Comprehension: Prediction (continued)

Level 70: <i>Lost!</i>	
Note: There were no Intervention responses for Prediction noted in the field test for <i>Lost!</i>	
Instructional Performance	Analysis of Student's Responses
List 3 questions that you had while reading the first part of this story. <i>Will Maggie get lost?</i>	<ul style="list-style-type: none"> <li>• 1 reasonable question and 2 related predictions</li> </ul>
What are 3 things that you think might happen in the rest of this story? <i>I think Maggie will get lost.</i> <i>Maggie might get left out.</i>	
Independent Performance	Analysis of Student's Responses
List 3 questions that you had while reading the first part of this story. 1. <i>What do they do when they get lost in the cave?</i> 2. <i>Who gets lost in the cave?</i>	<ul style="list-style-type: none"> <li>• 2 reasonable predictions and 2 questions related to the text</li> </ul>
What are 3 things that you think might happen in the rest of this story? 1. <i>Maggie and her friends will get lost in the cave.</i> 2. <i>Maggie's friends might fool around and get hurt.</i>	
Advanced Performance	Analysis of Student's Responses
List 3 questions that you had while reading the first part of this story. <i>Why are they going into the cave?</i> <i>Will they find something valuable in the cave?</i> <i>How old is the cave?</i>	<ul style="list-style-type: none"> <li>• At least 3 thoughtful questions and 3 predictions</li> <li>• Insightful—demonstrates an understanding of an important aspect of the story</li> </ul>
What are 3 things that you think might happen in the rest of this story? <i>One group will get lost and they will organize a search and find the lost teens.</i> <i>Everyone will get out safely.</i> <i>I think Maggie, who feels like an outsider, will not feel that way at the end of the story.</i>	

## USE OF TEXT FEATURES: Description and Examples

In the *Bridge Pack*, not only do students use text features to make predictions, they must also locate and use graphic features from the text and the glossary to respond to questions or prompts. This gives students an opportunity to demonstrate their ability to successfully use all of a fiction or nonfiction text to help them construct their understanding of the author's intended meaning. The descriptors and examples shown below are for a fiction text. Descriptors for a nonfiction text focus on nonfiction text features.

### Comprehension: Use of Text Features (*Bridge Pack* texts only)

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Use of Text Features	1 Very little or no description of the setting and character(s)	2 Partial description of the setting and/or character(s); general statements	3 Accurate description of the setting and character(s) with some specific details	4 Effective description of the setting and characters with specific details

Level 34: <i>The Flood</i>	
Intervention Performance	Analysis of Student's Responses
Think about the title, the illustrations, and what you have read so far. What do you know about the setting and the characters? <i>It was raining.</i>	<ul style="list-style-type: none"> <li>Limited response; 1 general comment</li> </ul>
Instructional Performance	Analysis of Student's Responses
Think about the title, the illustrations, and what you have read so far. What do you know about the setting and the characters? <i>It is raining outside.</i> <i>Luke couldn't play baseball because it is raining.</i>	<ul style="list-style-type: none"> <li>Partial description of characters and setting</li> <li>Information about other characters and details about the setting omitted</li> </ul>
Independent Performance	Analysis of Student's Responses
Think about the title, the illustrations, and what you have read so far. What do you know about the setting and the characters? <i>The characters are Luke and his sister and their mom. They are in a house just like any house and it is raining hard outside.</i>	<ul style="list-style-type: none"> <li>Answers the question with specific information</li> <li>Identifies the characters and important information about the setting</li> </ul>
Advanced Performance	Analysis of Student's Responses
Think about the title, the illustrations, and what you have read so far. What do you know about the setting and the characters? <i>Characters are Luke, Maddy and their mom. There is also Maddy's rabbit Skippy, and a friend of Lukes named Trent. It is the first day of spring break at Lukes home. It is raining hard outside.</i>	<ul style="list-style-type: none"> <li>Answers the question with all of the important information from the story</li> </ul>

## SUMMARY: Description and Examples

The written Summary in *DRA2*, 4–8, and *Bridge Pack* gives students an opportunity to compose a written passage that reflects their level of understanding about what they have read. Unlike a retelling that includes most of the information from a text, summaries are not expected to be as long or as detailed as a retelling. In a summary, students determine the important ideas and supporting details within a text and then synthesize this information into an organized and meaningful composition. This is a qualitatively different expectation than writing a brief summary statement that usually includes only a general overview of the text.

Independent summaries include most of the important information from each section of a nonfiction book or from the beginning, middle, and end of a fiction story. These summaries have specific details and successfully tell the most important parts of the book. Advanced summaries reflect a skillful communicator's use of language to tell the major parts of the text, with specific information added when necessary to emphasize the subtle, yet important ideas in the text. These summaries leave out very little important information and include specific vocabulary from the text.

## Comprehension: Summary—Fiction

For fiction text summaries, students write a one-page summary that includes the major events, the characters' names, and some important details that support and develop the events in sequence from the beginning, middle, and end of the story. Following are the fiction Continuum descriptors for Summary.

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Summary	1 1–2 events in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important characters/events; may include misinterpretations	3 Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	4 Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end

Intervention Performance	Analysis of Student's Responses
<p><b>Level 34: <i>The Flood</i></b> Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book and the words and phrases below to help you write your summary.</p> <p>In the beginning, <i>they were talking about spring break and no school</i> Next, <i>Luke and his friend were planning to get together</i> Then, <i>they were going to practice batting</i> After that, <i>they were to throw to each other</i> In the end, <i>Luke and his grandmother went to stay at her house for a few days</i></p>	<ul style="list-style-type: none"> <li>Includes two different events</li> <li>Often these summaries are very brief</li> <li>Does not address the beginning, middle, and end of the story</li> <li>Includes incorrect information that demonstrates the student's confusion or includes statements copied from the text</li> </ul>
<p><b>Level 70: <i>Lost!</i></b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.</p> <p><i>In this story a group of kids and 2 adults (or more) go in a cave for a fieldtrip. The main part of the story is when these 3 kids get lost and they try to find their way out</i></p>	

## Comprehension: Summary—Fiction (continued)

Instructional Performance	Analysis of Student's Responses
<p><b>Level 34: <i>The Flood</i></b>  Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book and the words and phrases below to help you write your summary.  In the beginning, <i>it was raining a lot.</i>  Next, <i>the dad called and said get mom up the stairs because there's a flood coming.</i>  Then, <i>they was a huge flood in their house.</i>  After that, <i>they had to get up into the attic before the flood got too far up.</i>  In the end, <i>their dad came to rescue them in a boat.</i></p>	<ul style="list-style-type: none"> <li>• Partially summarizes the text</li> <li>• Does not include several important characters or events.</li> <li>• Lacks important supportive details</li> </ul>
<p><b>Level 70: <i>Lost!</i></b>  Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.  <i>This story is about a girl Maggie who gets lost in a cave with 2 boys. The group that was waiting went farther in the cave. Mag and the boys were lost until Mag got them out by navigating. She got alright and made 2 best friends</i></p>	<ul style="list-style-type: none"> <li>• Has some misinterpretation</li> <li>• Includes a few statements copied from the text</li> <li>• Not sequentially organized</li> </ul>

Independent Performance	Analysis of Student's Responses
<p><b>Level 34: <i>The Flood</i></b>  Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book and the words and phrases below to help you write your summary.  In the beginning, <i>Luke's mother said I am worried about the river because they only lived a few blocks from the wood.</i>  Next, <i>the river was flooded so the house was getting flooded.</i>  Then, <i>He helped his mom and sister upstairs then he rushed down the stairs to find Skippy.</i>  After that, <i>Luke and his mother and his sister all had to go upstairs to the attic because the water kept on rising.</i>  In the end, <i>his dad came in a boat to save them. Then they stayed at their grandmother's house to stay because the river flooded their house but when they went back Luke found his baseball cards. They was wet a little bit but they was still good.</i></p>	<ul style="list-style-type: none"> <li>• Written in the student's own language</li> <li>• Includes the important characters' names, many of the important events from the beginning, middle, and end, and some supporting details</li> <li>• Accurately summarizes the story in a logical sequence but lacks some important information</li> </ul>
<p><b>Level 70: <i>Lost!</i></b>  Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.  <i>This story is about three teens named Maggie, Raoul, and Matt who get lost while they are going on an adventure with a group of teens and their instructor, Luis. Maggie feels like an outsider, but Raoul and Matt are friends. While they are traveling in the cave, right behind everybody else, Raoul and Matt stop to look at a scorpion. Maggie stops and tries to tell them, they should keep going, but she wasn't loud enough. Matt calls her over to look at it and when they decided to keep going, they found out, they were lost. Raoul and Matt, depended on Maggie to get them out. By using her knowledge, she found Luis, who was about to go look for them. In the end, she no longer felt like a cast out and she had loads of new friends.</i></p>	



## Comprehension: Summary—Fiction (continued)

Advanced Performance	Analysis of Student's Responses
<p><b>Level 34: <i>The Flood</i></b>  Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book and the words and phrases below to help you write your summary.</p> <p>In the beginning, of the story <i>Luke and his friend was going to play baseball. He went to bed happy until he woke up. It was raining.</i>  Next, <i>he saw his mom awake. She was reading the newspaper. He called his friend to see if he was still playing baseball. He said wait until the afternoon. Then went to talk to his little sister.</i>  Then, <i>the door had water coming through. So Luke helped his mother and sister come up the stairs. Then Luke found her bunny Skippy.</i>  After that, <i>the water was almost to the second floor. They went to the attic. They were safe for now. Later they saw their dad come in boat. Luke felt sad leaving the house but his dad told him he was brave.</i>  At the end, <i>they stayed at grandmother's house for a couple of days. Then they went back home. Luke went straight to the kitchen. He found his special baseball cards. He was happy he found them.</i></p>	<ul style="list-style-type: none"> <li>• Completely summarizes the text</li> <li>• Well-organized</li> <li>• Uses his or her own language</li> <li>• Includes all the important events in sequence from the beginning, middle, and end</li> <li>• Includes characters' names and specific details</li> </ul>
<p><b>Level 70: <i>Lost!</i></b>  Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.</p> <p><i>The Teen Travel Adventurers had just reached Dos Bocas in Puerto Rico. They were going to enter a cave. The leaders, Elena and Luis, handed out helmets with headlamps on them and specific instruction to stay with the group. One of the kids, Maggie, was feeling like a geeky outsider because she had missed her connection and had arrived late. So when everybody entered the cave, she stayed around Matt and Raoul but never spoke to them. Matt and Raoul liked to stay behind and look at things. One time when they were looking at an albino scorpion, Maggie saw the group leaving. She yelled to Matt and Raoul but the rest of the group was gone. A group of bats flew by and Matt lost his headlamp. So Maggie considered all of the possibilities, kept her cool and figured out the way out of the cave. In the end, the 3 ran into Luis, who had went back looking for them. After that Maggie didn't feel like an outsider anymore.</i></p>	

## Comprehension: Summary—Nonfiction

For nonfiction text summaries, students write a one-page summary that includes the major ideas with supporting facts and key vocabulary from each section of the text. Following are the nonfiction Continuum descriptors for Summary.

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Summary	1 1–2 ideas/facts in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important ideas/facts; may include misinterpretations	3 Summary in own language; includes many important ideas and supporting facts from each section	4 Summary in own language; includes all important ideas and supporting facts from each section

### Level 50: *Storm Chasers*

Intervention Performance	Analysis of Student's Responses
<p>Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.</p> <p><i>First in storms giant clouds move across the sky—not big white clouds, but black thunderheads.</i></p> <p><i>The air grows thick and thunder rumbles.</i></p> <p><i>A lightning strikes in the distance.</i></p> <p><i>A musty smell fills the air.</i></p>	<ul style="list-style-type: none"> <li>• Much of the information is copied directly from the text</li> </ul>
Instructional Performance	Analysis of Student's Responses
<p>Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.</p> <p><i>Storm Chaser Warren Fadley chases thunderstorms.</i></p> <p><i>Warren Fadley likes to take pictures of lightning.</i></p> <p><i>Tornadoes have vortexes and hurricanes have eyes.</i></p> <p><i>Storms chasers can find out where tornadoes and hurricanes form, where they are going, and how dangerous they are.</i></p>	<ul style="list-style-type: none"> <li>• Includes some ideas from the text</li> <li>• Partial summary; does not include information from each section of the text.</li> </ul>
Independent Performance	Analysis of Student's Responses
<p>Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.</p> <p><i>There are storm chasers all round the world. Some take photographs, some are researchers and some are air force pilots. All have a purpose.</i></p> <p><i>Warren Faidley photographs lightning He says that the sky is natures canvas.</i></p> <p><i>Some people research storms. They will chase storms for miles. They go into tornado alley through the middle of the U.S.A. It is a good spot for tornadoes.</i></p> <p><i>Others in the Air Force will fly around hurricanes. They fly low into the middle of a hurricane and drop a tube in the eye that will send information about the hurricane.</i></p> <p><i>There are also spotters that will spot storms and report to the news to keep people safe. They are storm chasers.</i></p>	<ul style="list-style-type: none"> <li>• Includes the important characters' names, many of the important ideas from each section of the text, and some supporting details</li> <li>• Accurately summarizes the text in a logical sequence that lacks some important information</li> </ul>

Comprehension: Summary—Nonfiction (continued)

Advanced Performance	Analysis of Student's Responses
<p>Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.</p> <p><i>Storm chasers spend hours finding storms and predicting where and when they might form. Storm chasers take pictures, research, or report to the news.</i></p> <p><i>Warren Faidley, a storm chaser, is a severe storm photographer. Faidley waits to get a perfect picture to sell. Faidley spends a lot of time in his SUV chasing storms. Taking pictures of lightning is dangerous because metal attracts lightning and his cameras are metal so he might get struck.</i></p> <p><i>Some storm chasers search for miles in cars with machines on top. They watch for hours at many storms to give out warnings. There is a tornado alley where most storm researchers watch. On a chase for tornadoes look for strong winds, hail, heavy rain, and lightning. When wind is moving in a spiral that is called a vortex. Researchers watch tornadoes for as long as they can so they can learn when a tornado starts to form and warn people.</i></p> <p><i>Hurricane hunters fly in a storm above the eye of a hurricane and drop a dropsonde down it and it will send back information.</i></p> <p><i>Storm spotters are volunteers who watch the skies for a while and send warnings to towns and cities.</i></p> <p><i>To be safe people get close enough to see the storms but are far enough to be safe.</i></p>	<ul style="list-style-type: none"><li>• Written in the student's own language</li><li>• Specific vocabulary</li><li>• Uses his or her own language</li><li>• Many details included</li><li>• Information in the summary includes all the important ideas from each section of the text</li></ul>

## LITERAL COMPREHENSION: Description and Examples

In *DRA2*, 4–8, and *Bridge Pack*, students demonstrate their level of Literal Comprehension. Questions or prompts require students to find information directly stated in the text. In *Bridge Pack*, students are asked to locate information that is grouped in the text and usually located toward the beginning part of the text or story. As students become more proficient readers, the literal questions are more challenging. Often they need to locate information in more than one place in the text or story. At the middle-school level, students use a graphic organizer to record information/notes while reading the entire book. They can use the information collected to help them write an effective summary.

To be scored as Independent, students must answer the literal question accurately and include all the information requested. Students who score as Advanced answer the question effectively. Their response demonstrates that they understand how to communicate the answer by including specific details from the text that may be necessary to make complete sense of their response. These responses often include specific vocabulary from the text used in context. In Levels 60–80, to be considered Independent, students must fill in each section of the graphic organizer with notes from the book.

Following are the Continuum descriptors for Literal Comprehension.

### Comprehension: Literal Comprehension

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
<b>Literal Comprehension (34F, 50NF)</b> <b>Literal Comprehension/Note Taking (70F)</b>	1 Little information from the text and/or incorrect information	2 Partial information from the text; may include misinterpretations	3 Information from the text that accurately responds to questions(s) or prompt(s)	4 All important information from the text that effectively responds to questions(s) or prompt(s)

### Level 34: *The Flood*

Intervention Performance	Analysis of Student's Responses
List 3 things that Luke did to help his mother and sister. <i>He helped his sister and he helped his mom.</i>	<ul style="list-style-type: none"> <li>General information restates question</li> </ul>
Instructional Performance	Analysis of Student's Responses
List 3 things that Luke did to help his mother and sister. <i>He helped them get up the stairs.</i>	<ul style="list-style-type: none"> <li>Partial information from the text</li> </ul>
Independent Performance	Analysis of Student's Responses
List 3 things that Luke did to help his mother and sister. <i>He helped his mother get up the stairs.</i> <i>He helped his sister up the stairs and got her bunny up the stairs.</i>	<ul style="list-style-type: none"> <li>Accurate response to the question</li> </ul>
Advanced Performance	Analysis of Student's Responses
List 3 things that Luke did to help his mother and sister. <i>He helped his sister by grabbing her and taking her up the stairs across the water.</i> <i>Luke helped his mom by helping her up the stairs.</i> <i>Luke helped his sister by finding her rabbit and getting her pet rabbit up the stairs.</i>	<ul style="list-style-type: none"> <li>Includes all important ideas from the text</li> <li>Has specific details that effectively respond to the question</li> </ul>

## Comprehension: Literal Comprehension (continued)

Level 50: <i>Storm Chasers</i>	
<b>Note:</b> There were no Intervention responses for Literal Comprehension noted in the field test for <i>Storm Chasers</i> .	
Instructional Performance	Analysis of Student's Responses
<b>Level 50: <i>Storm Chasers</i></b> List 3 things you have learned about storm chasers. <i>The kind of storm chasers.</i> <i>How fast a tornadoes get</i>	<ul style="list-style-type: none"> <li>• Partial information from the text</li> <li>• Omits important information</li> <li>• Does not completely answer the question</li> </ul>
Independent Performance	Analysis of Student's Responses
<b>Level 50: <i>Storm Chasers</i></b> List 3 things you have learned about storm chasers. <i>Some take pictures of storms and sell them.</i> <i>They wait for hours to watch storms.</i> <i>They use SUVs and cars with equipment on top to search for storms.</i>	<ul style="list-style-type: none"> <li>• Accurate response</li> <li>• Includes important information from each section of the text to include in each section of the graphic organizer</li> </ul>
Advanced Performance	Analysis of Student's Responses
<b>Level 50: <i>Storm Chasers</i></b> List 3 things you have learned about storm chasers. <i>Storm chasers can be photographers, researchers, or hurricane hunters.</i> <i>Being a storm chaser puts you at a great risk.</i> <i>To be a storm chaser you have to know a lot about severe storms.</i>	<ul style="list-style-type: none"> <li>• Accurate and specific details</li> <li>• Demonstrates a breadth of understanding</li> <li>• Complete information from the text included in the graphic organizer</li> </ul>

## Comprehension: Literal Comprehension (continued)

Level 70: <i>Lost!</i>	
Note: There were no Intervention responses for Literal Comprehension/Note Taking in the field test for <i>Lost!</i>	
Instructional Performance	Analysis of Student's Responses
<b>Level 70: <i>Lost!</i></b> As you read this story, select the important information to record on the graphic organizer below. Setting: <i>Into a cave</i> Characters: <i>Maggie</i> Events: <i>Some teens are lost in a cave</i> Resolution: <i>They get out</i>	<ul style="list-style-type: none"> <li>• Partial information from the text</li> <li>• Omits important information</li> <li>• Does not completely answer the question</li> </ul>
Independent Performance	Analysis of Student's Responses
<b>Level 70: <i>Lost!</i></b> As you read this story, select the important information to record on the graphic organizer below. Setting <ul style="list-style-type: none"> <li>• <i>Dos Bocas</i></li> <li>• <i>teen travel adventure</i></li> <li>• <i>they go into a cave</i></li> </ul> Characters <ul style="list-style-type: none"> <li>• <i>Maggie</i></li> <li>• <i>two boys—Matt and Raoul</i></li> <li>• <i>Luis is the leader</i></li> </ul> Events <ul style="list-style-type: none"> <li>• <i>van pulls up to a cave</i></li> <li>• <i>Luis tells them they must stay with the group</i></li> <li>• <i>all of the teens go into the cave</i></li> <li>• <i>Matt and Raoul see a scorpion</i></li> <li>• <i>Maggie stops to get them</i></li> <li>• <i>they get lost</i></li> <li>• <i>Maggie leads them out up a staircase</i></li> </ul> Resolution <ul style="list-style-type: none"> <li>• <i>luckily they get out and find their friends</i></li> <li>• <i>they are all happy</i></li> </ul>	<ul style="list-style-type: none"> <li>• Accurate response</li> <li>• Includes important information from each section of the text to include in each section of the graphic organizer</li> </ul>
Advanced Performance	Analysis of Student's Responses
<b>Level 70: <i>Lost!</i></b> As you read this story, select the important information to record on the graphic organizer below. Setting <ul style="list-style-type: none"> <li>• <i>teens going into a cave in Puerto Ricos</i></li> <li>• <i>a dark cave, with a musty aroma</i></li> <li>• <i>stalactites, stalagmites, slippery and wet</i></li> </ul> Characters <ul style="list-style-type: none"> <li>• <i>Maggie—feels like an outsider</i></li> <li>• <i>Matt and Raoul</i></li> <li>• <i>leader of the teen travel is Luis</i></li> </ul> Events <ul style="list-style-type: none"> <li>• <i>Maggie arrives late and feel like an outsider</i></li> <li>• <i>Luis tells the group to wear helmets and stay together</i></li> <li>• <i>The group enters the cave, "awesome, dark and mysterious"</i></li> <li>• <i>Matt and Raoul get separated from group—see a scorpion</i></li> <li>• <i>Maggie tries to get them</i></li> <li>• <i>All three are separated from the group</i></li> <li>• <i>Maggie figures the way out</i></li> </ul> Resolution <ul style="list-style-type: none"> <li>• <i>they find Luis</i></li> <li>• <i>Maggie feels at home in the group</i></li> </ul>	<ul style="list-style-type: none"> <li>• Accurate and specific details</li> <li>• Demonstrates a breadth of understanding</li> <li>• Complete information from the text included in the graphic organizer</li> </ul>

## INTERPRETATION: Description and Examples

In the Interpretation section of *DRA2*, 4–8, and *Bridge Pack*, students use thinking skills to answer questions that require them to infer beyond the literal information given in the text. They also are asked to support their answers with details from the text.

Students who score as Independent must answer the Interpretation question with a response that demonstrates they understand a logical implication derived from reading the book. Advanced scores are given for students who make an insightful response and include details from the story that logically support their conclusion.

Following are the Continuum descriptors for Interpretation.

### Comprehension: Interpretation

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Interpretation	1 Little or no understanding of important text implication(s)	2 Partial understanding of important text implication(s); little or no detail	3 Understands important text implication(s); relevant supporting details	4 Insightful understanding of important text implication(s); important supporting details

Intervention Performance	Analysis of Student's Responses
<b>Level 34: <i>The Flood</i></b> What do you think Luke learned about himself? <i>That he is a fabulous swimmer.</i>	<ul style="list-style-type: none"><li>• No understanding of text</li></ul>
<b>Level 50: <i>Storm Chasers</i></b> List how researchers and Hurricane Hunters are similar and different. <i>They study things. Hurricane watchers watch hurricanes.</i>	
<b>Note:</b> There were no Intervention responses for Interpretation noted in the field test for <i>Lost!</i>	

Instructional Performance	Analysis of Student's Responses
<b>Level 34: <i>The Flood</i></b> What do you think Luke learned about himself? <i>I think Luke learned about bravery.</i>	<ul style="list-style-type: none"> <li>Some understanding but no details from the text</li> </ul>
<b>Level 50: <i>Storm Chasers</i></b> List how researchers and Hurricane Hunters are similar and different. <i>They both hunt storms.</i> <i>They are storm chasers.</i> <i>They are different things.</i>	
<b>Level 70: <i>Lost!</i></b> How did Maggie's feelings change? Use information from the story to support your answer. <i>Maggie felt better about herself.</i>	

## Comprehension: Interpretation (continued)

Independent Performance	Analysis of Student's Responses
<b>Level 34: <i>The Flood</i></b> What do you think Luke learned about himself? <i>I think Luke learned that he is very very helpful and brave by helping his mom and sister.</i>	<ul style="list-style-type: none"> <li>• Understands an important possible text implication</li> <li>• Connects implication to the text</li> </ul>
<b>Level 50: <i>Storm Chasers</i></b> List how researchers and Hurricane Hunters are similar and different. <i>They both look for storms.</i> <i>They study a lot of storms.</i> <i>Their research helps improve weather forecasting.</i> <i>Hurricane hunters use planes and researchers use cars.</i>	
<b>Level 70: <i>Lost!</i></b> How did Maggie's feelings change? Use information from the story to support your answer. <i>Maggie felt like an outsider at first then at the end she felt at home in the group outside the cave.</i>	

Advanced Performance	Analysis of Student's Responses
<b>Level 34: <i>The Flood</i></b> What do you think Luke learned about himself? <i>I think Luke learned even though you may want to save valuable things that the most important thing to save is your family. Luke saved his mom and sister not his baseball cards.</i>	<ul style="list-style-type: none"> <li>• Insightful understanding that includes important supporting details</li> </ul>
<b>Level 50: <i>Storm Chasers</i></b> List how researchers and Hurricane Hunters are similar and different. <i>They both search for severe storms.</i> <i>Both send information to news channels and help keep people safe.</i> <i>Researchers use vehicles to search and hurricane hunters use planes.</i> <i>Researchers chase tornadoes and hurricane hunters chase hurricanes.</i>	
<b>Level 70: <i>Lost!</i></b> How did Maggie's feelings change? Use information from the story to support your answer. <i>Maggie felt like an outsider at first because she was late and the group had bonded. After she figured the way out of the cave Matt and Raoul were by her side and she was "perfectly at home."</i>	



## REFLECTION: Description and Examples

The Reflection section of *DRA2*, 4–8, and *Bridge Pack* prompts students to think deeply about their reading experience. In this section, students are asked to reflect on an important or significant aspect of the text.

For a response to a Reflection question to be scored as Independent, the student must include an important message with detail(s) or reference to a specific event or information in the book that helps justify their answer. Advanced responses include precise information from the book about an insightful, significant message that reveals the student understands implied important information in the book.

Following are the Continuum descriptors for Reflection.

### Comprehension: Reflection

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reflection 34F, 70F	1 Insignificant or unrelated message or event; no reason for opinion or no response	2 Less significant message or event <u>and</u> general reason(s) for opinion	3 Significant message or event <u>and</u> a relevant reason for opinion	4 Significant message or event <u>and</u> reason(s) for opinion that reflect higher-level thinking
Reflection 50NF	1 Insignificant or unrelated message or information; no reason for opinion or no response	2 Less significant message or information <u>and</u> general reason(s) for opinion	3 Significant message or information <u>and</u> a relevant reason for opinion	4 Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking

Intervention Performance	Analysis of Student's Responses
<b>Level 34: <i>The Flood</i></b> What do you think was an important decision that Luke made in this story? <i>Luke wanted to play baseball</i>  Tell why you think it was an important decision. <i>They wanted to play baseball because of a commitment to a team.</i>	<ul style="list-style-type: none"><li>• Response does not demonstrate an understanding of a significant message</li></ul>
<b>Note:</b> There were no Intervention responses in Reflection noted in the field test for <i>Storm Chasers</i> .	
<b>Level 70: <i>Lost!</i></b> What do you think is the most important thing that Maggie learned from this experience? <i>Never think you are the right one when you are really the wrong one.</i>  Tell why you think it is important. <i>Never think you are the only one right. It can wrong and get you in a lot of trouble.</i>	

## Comprehension: Reflection (continued)

Instructional Performance	Analysis of Student's Responses
<p><b>Level 34: <i>The Flood</i></b>            What do you think was an important decision that Luke made in this story?  <i>To go to the attic</i></p> <p>Tell why you think it was an important decision.  <i>Because they would have drowned.</i></p>	<ul style="list-style-type: none"> <li>• General information given and general opinion with no specific text connection</li> </ul>
<p><b>Level 50: <i>Storm Chasers</i></b>            What do you think is the most important thing that storm chasers do?  <i>Tell people that a storm is coming</i></p> <p>Tell why you think this is important.  <i>A vortex can kill you.</i></p>	
<p><b>Level 70: <i>Lost!</i></b>            What do you think is the most important thing that Maggie learned from this experience?  <i>Maggie learned to listen to adults.</i></p> <p>Tell why you think it is important.  <i>She should be smart and don't go clown around.</i></p>	

Independent Performance	Analysis of Student's Responses
<p><b>Level 34: <i>The Flood</i></b>            What do you think was an important decision that Luke made in this story?  <i>I think an important decision was not to save his baseball cards.</i></p> <p>Tell why you think it was an important decision.  <i>I think it was important because then he would not been able to get upstairs with the water so high.</i></p>	<ul style="list-style-type: none"> <li>• A significant message</li> <li>• Supports response with a clear specific reference to the story or text</li> </ul>
<p><b>Level 50: <i>Storm Chasers</i></b>            What do you think is the most important thing that storm chasers do?  <i>They study storms to see if we might have one.</i></p> <p>Tell why you think this is important.  <i>I think this important because if there is going to be a tornado or hurricane it helps the people there be prepared.</i></p>	
<p><b>Level 70: <i>Lost!</i></b>            What do you think is the most important thing that Maggie learned from this experience?  <i>Maggie learned that she could be a leader.</i></p> <p>Tell why you think it is important.  <i>It is important to keep calm in bad situations like Maggie did.</i></p>	

## Comprehension: Reflection (continued)

Advanced Performance	Analysis of Student's Responses
<p><b>Level 34: <i>The Flood</i></b>            What do you think was an important decision that Luke made in this story?  <i>Luke's important decision was not to go downstairs and get more things instead his decision was to wait safely in the attic.</i></p> <p>Tell why you think it was an important decision.  <i>I think it was an important decision because he could have drowned if he went down stairs but he chose the safe decision instead of the dangerous one.</i></p>	<ul style="list-style-type: none"> <li>• Insightful message</li> <li>• Clear discussion of reasons for opinion</li> </ul>
<p><b>Level 50: <i>Storm Chasers</i></b>            What do you think is the most important thing that storm chasers do?  <i>The most important thing that storm chasers did is locate where tornadoes or hurricanes are going so people in the storms path can be aware.</i></p> <p>Tell why you think this is important.  <i>I think it is important because people could get hurt. It is very helpful to tell where the tornado or hurricane is heading so people can evacuate the area before it hits where they are.</i></p>	
<p><b>Level 70: <i>Lost!</i></b>            What do you think is the most important thing that Maggie learned from this experience?  <i>Just by being herself she found that she could be accepted in the group. She learned that the group did not feel badly about her at the start. It was her own feelings.</i></p> <p>Tell why you think it is important.  <i>Maybe next time she will have more confidence in who she is.</i></p>	

## **METACOGNITIVE AWARENESS: Description and Examples**

In this section of *DRA2*, 4–8, students demonstrate their understanding and awareness of specific reading strategies and their ability to monitor and communicate how they use different strategies at specific times in the text. Students use multiple strategies while reading to help them comprehend text. In this section of the Student Booklet, students are asked to choose only one strategy they have used and to give at least two specific examples from the book that show how they used the strategy.

An Independent response correctly answers the prompt and identifies a strategy and refers to a specific part of the text that illustrates how they used the chosen strategy. An Advanced response gives at least two specific examples from the text to demonstrate how the student used the strategy to help understand the text or story.

Following are the Continuum descriptors for Metacognitive Awareness.

### **Comprehension: Metacognitive Awareness**

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
<b>Metacognitive Awareness</b>	1 Unrelated or no example(s); may copy a strategy	2 General or limited example(s)	3 At least 1 specific example from the text related to the identified strategy; may include details	4 At least 2 specific examples from the text related to the identified strategy; includes details

**Note:** Metacognitive Awareness begins at Level 40. It is not included in the *Bridge Pack* levels 20–38.

Intervention Performance	Analysis of Student's Responses
<b>Level 50: <i>Storm Chasers</i></b> Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy. <i>The beginning of the book, the middle and end.</i>	<ul style="list-style-type: none"> <li>• Confused response</li> <li>• No information about a specific strategy</li> </ul>
<b>Level 70: <i>Lost!</i></b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy. <i>"Everybody out" shouted Luis.</i>	

Instructional Performance	Analysis of Student's Responses
<b>Level 50: <i>Storm Chasers</i></b> Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy. <i>When it said hurricane hunters (in the heading) I instantly knew what it was about</i>	<ul style="list-style-type: none"> <li>• General statement; some reference to a strategy but no specific example given</li> </ul>
<b>Level 70: <i>Lost!</i></b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy. <i>I think of what's happening and then I visualize it.</i>	

## Comprehension: Metacognitive Awareness (continued)

Independent Performance	Analysis of Student's Responses
<p><b>Level 50: Storm Chasers</b>  Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.  <i>I knew about hurricanes because I made a connection to the hurricane we were in when we lived in Florida.</i></p>	<ul style="list-style-type: none"> <li>• 1 strategy clearly referred to in the response</li> <li>• An example from the text demonstrates how the student used the identified strategy</li> </ul>
<p><b>Level 70: Lost!</b>  Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.  <i>I visualized how dark it must have been in the cave when Matt's light went out.</i></p>	

Advanced Performance	Analysis of Student's Responses
<p><b>Level 50: Storm Chasers</b>  Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.  <i>When I read tornados are hard to find I could picture a very tired chaser trying to find a tornado.</i>  <i>When I read about the dropsonde I pictured the information it collected on the airplane computer.</i></p>	<ul style="list-style-type: none"> <li>• At least 1 specific strategy given with two examples about the identified strategy</li> </ul>
<p><b>Level 70: Lost!</b>  Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.  <i>I questioned myself as I read. I asked is Maggie intelligent? I wondered if she was brave when she went back for Matt and Raoul. I wondered if she would make it out of the cave successfully.</i></p>	

# Student Response Examples

The next section of the Handbook provides examples of Independent student responses to the Comprehension questions and prompts in the Student Booklet for each Benchmark Assessment Book. Examples are shown for the *DRA2*, 4–8, texts followed by *Bridge Pack* examples. Both Independent and Advanced student examples are provided for the *Bridge Pack*.

The examples provided are not the only correct response students could make. Many of the questions and/or prompts are intentionally written to elicit divergent responses. You must be familiar with the texts, understand the intention of the descriptors on the Continuum, and use the student examples as models to guide appropriate scoring.

Level 40 (F): <i>All the Way Under</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. Why can't she go in the water, you don't have to swim? 2. Why didn't she tell the truth? * 1. That it won't be so bad to go in the water. 2. Maybe she will get embarrassed in front of her cousin.
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Sonya came to the beach with Katie. Katie raced to the ocean. Sonya didn't know how to swim, so she took her time doing things. But when Katie said are you afraid of the water No Sonya said. So she went in the water. There was a big wave and something got her leg. She cried for the life guard. When the life guard picked it up it was sea weed. So they got ice cream. Then the life guard taught Sonya how to go in the water. After that she had fun.</i>
<b>Literal Comprehension</b> List 3 things that you know about Sonya.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	1. She was afraid of the water. 2. She learns to be in the water.
<b>Interpretation</b> How did Sonya's feeling about being at the beach change in this story?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Because she learned to dunk her head under.</i>
<b>Reflection</b> What do you think is the most important event in this story? Tell why.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>When the life guard tells her she will teach her how to swim. Because then she learns not to be afraid and can go in the water.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this story. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I pictured what was happening.            On page four and five I pictured them in my head at the beach.</i>

# Level 40 (NF): The Amazing Octopus

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text?  What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	<ol style="list-style-type: none"> <li>1. What does cold-blooded mean?</li> <li>2. How does it use gills and funnels to breathe?</li> </ol> <ol style="list-style-type: none"> <li>1. How long the life is.</li> <li>2. How they have amazing abilities.</li> <li>3. How does the life cycle look like?</li> </ol>
<b>Summary</b> Write a summary of this book in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>The octopus is a cold-blooded creature. More than 150 kinds can be found in the world. The biggest octopus is 20 feet from arm tip to arm tip. The underwater creature eats meat, sees well in the dark, and hunts alone. When the meals come, the octopus floats down like an open flower and traps it. Then they squirt poison in it. After that the prey dies quickly. If the octopus is alarmed, it changes it's color for protection. They like to hide—or blend in. Besides of changing colors, they make the skin bumpy and smooth to match where they are. They use tricks to survive. To scare predators, the octopus puffs up and flashes fake “eyes”. Octopuses live alone, most of the lives. When the mom makes the den, she lays 100,000 eggs and hangs them from the ceiling of her den. Only a few babies, past the predators.</i>
<b>Literal Comprehension</b> List 3 facts about an octopus.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<ol style="list-style-type: none"> <li>1. They can turn their eyes in half circles.</li> <li>2. They use their suckers to clean their babies.</li> <li>3. Their skin can change colors.</li> </ol>
<b>Interpretation</b> What do you think would happen if there were no octopus predators in the ocean?	<b>3</b> Understands important text implication(s); relevant supporting details	<ol style="list-style-type: none"> <li>1. Octopuses would survive in the ocean.</li> <li>2. Since they lay 100,00 eggs there would be too many.</li> </ol>
<b>Reflection</b> What do you think is the most important thing about octopuses?  Tell why you think this is important.	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>That they would use tricks to survive the predators. Well they want to live so they use their tricks like shooting water to stop them trying to eat them.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this text.  Give at least 2 specific examples from this book that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I pictured what was happening when something cool was described and it had no pictures, like breaking off a leg.</i>

Level 40 (F): <i>A Journey to Freedom</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/Prediction</b> List 3 questions that you had while reading the first part of this story.  What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. Are they going to be safe? 2. Do they have food to eat?  1. I think they might go to the north. 2. Maybe someone caught them. 3. They are going to be happy if they reach freedom.
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>The main characters are Jed and Bess. One night they were in the cabin and his mother told him we have to leave because Master Boyd's son is going to try to sell young slaves. Jed's mother did not want them to be separated. So Jed got his things and they were off. Bess looked in the sky for a signal and said to Jed if anything happens follow the North Star that I showed you every night of your life. The following night they saw a light in the house. That meant it was safe. They knocked on the door and a man and woman helped them. They gave them food and clothes. The next day another person came to help them go to the next safe house. The next day Bess came up with a fever. Jed and the Scotts cared for her until she was well. The ferryman came to help to cross the river. A woman named Rose met them in the north. They were free.</i>
<b>Literal Comprehension</b> List 3 things that you know about Jed.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	1. Jed worries a little. 2. He wants to be a conductor. 3. He is free, no more a slave.
<b>Interpretation</b> Why do you think Jed wanted to be an Underground Railroad conductor?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>I think Jed wants to be an underground railroad conductor because he wants to help other slaves escape.</i>
<b>Reflection</b> What do you think is the most important event in this story?  Tell why you think this event is important.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>Them running away. Because Jed won't be separated from Bess.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this story.  Give at least 2 specific examples from this story that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I pictured what was happening.             Like when they got in the cabinet I pictured two people getting in a cabinet.</i>



## Level 40 (NF): A Pack of Wolves

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>Why are their eyes yellow?</i> 2. <i>How long are their tails?</i>  1. <i>How they hunt their meals.</i> 2. <i>Why their ears are pointed.</i> 3. <i>Why they howl.</i>
<b>Summary</b> Write a summary of this book in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>There are five different types of gray wolves. There is Arctic wolf, Eastern Timber wolf, Great Plains wolf, Mexican wolf, and Rocky Mountain wolf. Gray wolves live in packs about 6 to 15. Gray wolves are also known for their howl. Their howl warns others to stay away. Gray wolves hunt large animals like deer or elk. Some wolves go for the throat while other wolves grab the hind legs. Female wolves give birth from 4 to 6 pups. After 6 months the pups are old enough to hunt their prey. People who value wolves are trying to save them.</i>
<b>Literal Comprehension</b> List 3 facts about gray wolves.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	1. <i>There are 5 types of wolves.</i> 2. <i>They eat moose.</i> 3. <i>The leader has pups.</i>
<b>Interpretation</b> Why do you think wolves are able to survive in the wild?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>I think they are able to survive in the wild because they live in big packs. They have good hunting skills and they can kill an animal twice their size.</i>
<b>Reflection</b> What do you think is the most important thing about gray wolves? Tell why you think this is important.	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>That they kill a really big prey. So that they have enough meat for everyone.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I pictured when people started to kill the wolves and killed 9 of 10.</i>

Level 50 (F): <i>Cry Foul</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of the story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. How old was Joseph? 2. How old was Ramon? 3. Why does Ramon not want Joseph to play basketball?  1. Ramon might let Joseph play basketball. 2. Joseph makes a basket and wins the game.
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Ramon did not want his cousin to play basketball. Joseph is Ramon's cousin. The reason why they do not want him to play is because Ramon's cousin was from Cuba and did not want to get sent back to Cuba. Joseph was on Ramon's team with Gabe. They lost to the Stars because Marco fouled Ramon and Ramon did not call the foul. Ramon got to the playground and saw Joseph waiting to play with Gabe. So Joseph, Ramon, and Gabe played the Stars. Marco fouled Joseph again and Ramon said call you fouls. Joseph said he didn't want to upset anybody, so they would not get sent back Joseph told him that the Stars cannot send him back to Cuba. Then they won the game.</i>
<b>Literal Comprehension</b> List 3 things you learned about Joseph.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>He is from Cuba.            He is Ramon's cousin            He doesn't call his fouls.</i>
<b>Interpretation</b> Tell how Ramon and Joseph are similar and different.	<b>3</b> Understands Important text implication(s); relevant supporting details	<i>Both boys like to win            Both are boys.            Ramon is from America and Joseph is from Cuba</i>
<b>Reflection</b> What do you admire the most about Joseph? Tell why.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>I like how he work hard in the games.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I asked questions while I read about why Joseph was mean to Ramon.</i>

## Level 50 (F): *Friends in America*

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>Why is Margaret's mom sick?</i> 2. <i>Why did Margaret move from Germany to Philadelphia?</i>  1. <i>Mr. Ober will get someone to help him.</i> 2. <i>Margaret will find a friend.</i>
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Margaret is a twelve year old girl who has to go to the market for goods while her mother is sick at home. At her first stop Margaret goes to grumpy, old Mr. Ober who is rushing two women to hurry and buy a chicken. After Margaret had selected the plumpest chicken, the two women are jealous. Margaret then meets a good family friend Albert at his apple cart. He knows his apples aren't the best, and is honest about it. On the way home Margaret sees her old friend Gretchen Schmidt. She remembers now that grumpy Mr. Ober is looking for a worker and that if he buys Gretchen he won't treat her fairly. Margaret tells Gretchen to hide and avoid Mr. Ober. After Margaret races into town to find someone to buy Gretchen she comes upon Albert. She then explains her problem. Albert is kind enough to follow Margaret to go see her friend. He then takes out his saved up money and buys Gretchen. Now Margaret and Gretchen can be friends again in America.</i>
<b>Literal Comprehension</b> List 3 places Margaret went on her shopping trip.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>She went to buy a chicken.</i> <i>She went to buy apples.</i> <i>She went to the pier.</i>
<b>Interpretation</b> Tell how Margaret and Gretchen are similar and different.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Both Margaret and Gretchen came to America from the same place.</i> <i>Margaret's mom is alive but Gretchen's mom is not.</i> <i>Margaret is free but Gretchen is not.</i>
<b>Reflection</b> What do you admire the most about Margaret? Tell why.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>What I admire about Margaret is that she is a good friend. She found Albert to pay for Gretchen's ticket.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>The story that I thought about that was similar was a book we read in class called Coming To America.</i>

Level 50 (NF): <i>Lights! Camera! Action!</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>Why does Alyssa Buecker like movies?</i> 2. <i>What's carrot wars about?</i>  1. <i>How to make movies.</i> 2. <i>What other movies Alyssa makes</i> 3. <i>What Carrot Wars is about</i>
<b>Summary</b> Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>Did you think only humans can star in movies? Well you're wrong. At age 11 Alyssa Buecker got into film making. But she didn't make her films with humans as characters but guinea pigs! She made many movies such as her award winning Carrot Wars, Hazel the Guinea Pigs Package, The Christmas Caper, Guinea Pigs From Mars, etc. Her films are very short—some are 5 minutes, 2 minutes, and her longest was 16 minutes! It also takes many guinea pigs to make the movie- maybe 9, 18, etc. When she makes her movies she thinks of her guinea pigs personalities. Some are wild or calm. So she has to put the right ones in the right scene. Many of her films are seen on HBO. And soon after all her hard work she won an award for her 16 minute long movie, Carrot Wars.</i>
<b>Literal Comprehension</b> List 3 things Alyssa does to make her movies.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>She thinks of her guinea pigs' personalities, builds the background, and makes story boards.</i>
<b>Interpretation</b> List how Alyssa's movies are similar and different.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Similarities</i> <i>All Take a long time to make</i> <i>All use guinea pigs.</i> <i>Different main ideas in the stories</i>
<b>Reflection</b> What is the most important message in this text? Tell why you think this message is important.	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>The most important message is to keep trying and never stop something that you started early in your life.</i> <i>It teaches you to never give up and never let go of your dream that you worked so hard on.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I was video taping my pet Cosmo once and he kept running around and I connected that to when she had to video tape and think of her pet's personalities.</i>

## Level 50 (NF): Storm Chasers

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	<i>The questions I had are How you become a storm chaser, and What is so interesting about storm chasers.</i>  <i>I think I will learn from reading this text all about different kinds of storm chasers and about storms.</i>
<b>Summary</b> Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>Storm chasers are people who track down storms. They are trying to find out when they happen. They use certain kinds of tools. Lightning can strike as far as 10 miles. Taking pictures of storms is dangerous. A storm can kill many people, up to 100 people can die in a storm. Researchers have to be careful to not get close to a storm. Tornadoes are not easy to find. Hurricane hunters use a dropsonde. They drop the dropsonde in the eye of a hurricane. It is very hard to find tornadoes or hurricanes. They warn cities that a hurricane or a tornado is coming. Every year 1,000 tornadoes or hurricanes destroy cities. Some storm chasers move place to place. Some safety rules are never to get to close to a storm. Never play near a storm.</i>
<b>Literal Comprehension</b> List 3 things you have learned about storm chasers.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>Storm chasers track storms</i> <i>Storm chasers use equipment</i> <i>Storm chasers travel alone or in teams.</i>
<b>Interpretation</b> List how researchers and Hurricane Hunters are similar and different.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Researchers track tornadoes and Hurricane hunters track hurricanes. Both are dangerous jobs.</i> <i>Hurricane hunters fly and researchers use an SUV.</i>
<b>Reflection</b> What do you think is the most important thing that storm chasers do? Tell why you think this is important.	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>I think the most important thing I learned was lightning can strike 10 miles in front of a storm because I can be careful.</i>
<b>Metacognitive Awareness</b> Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>When it talked about an eye of a hurricane it reminded me when the eye of a hurricane that was in Florida and went right over my grandparents house.</i>

Level 60 (F): <i>Froggy and Princess</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. Will she get the golden necklace later in the story? 2. Does her name have something to do with the rest of the story? 3. Is there something special in the necklace?  <i>Princess will meet someone named Froggy and there might be something special about her grandmother.</i>
<b>Literal Comprehension/ Note Taking</b> As you read this story, select the important information to record on the graphic organizer. <b>Setting</b> <b>Characters</b> <b>Events</b> <b>Resolution</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Setting</b> • Starts in the attic then at school  <b>Characters</b> • Princess a teenager • Froggy (Martin) a boy at school that takes her locket  <b>Events</b> • Princess takes the locket • Froggy has the locket • Froggy hangs out with Princess • Princess sticks up for Froggy and gets her locket back  <b>Resolution</b> • Froggy and Princess become friends
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Princess helped her mother clean out the attic. Then she found a golden locket and chain. But her mom told her she couldn't have it yet. She stole it from her mom's trunk and took it to school and it fell in a mud puddle. Then Martin found it (also known as Froggy) and told Princess that she couldn't have it back unless she was his friend for a whole week because he didn't have any friends. At lunch everyone was confused because Froggy was sitting with them. Then Froggy was getting picked on and Princess stuck up for him. So then on the day before the end of the agreement Froggy gave Princess back her necklace and they went to go see Princess's grandmother's statue because she opened a school for poor girls.</i>
<b>Interpretation</b> How do you think Princess felt when she and Martin headed off to see her great-grandmother's statue? Use information from the story to support your answer.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Happy because she had made a new friend and happy because he was nice.            Because Froggy gave her back her necklace early and she had decided to be his friend.</i>
<b>Reflection</b> What do you think is the most important event in this story? Tell why you think that event is important.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>When Froggy gives Princess back the locket.            Because Princess tells Froggy that he was not what she had thought he was and Princess became his friend.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>When Froggy gave Princess back her locket I pictured him handing it to her.</i>

**Level 60 (NF): Linda Greenlaw**

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>Will Linda's boat get caught in a storm?</i> 2. <i>Where does she go fishing?</i> 3. <i>What was her largest catch?</i>  1. <i>Someone will get hurt because Swordfish fishing is dangerous. I will find out what it is like to live at sea.</i>
<b>Literal Comprehension/ Note Taking</b> As you read this book, select the important information to record on the graphic organizer below.  <b>Meet Boat Captain Linda Greenlaw</b> <b>Fishing for Swordfish</b> <b>Life Aboard the Hannah Boden</b> <b>Responsibilities of a Boat Captain</b> <b>A Dramatic Change</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	Linda Greenlaw <ul style="list-style-type: none"> <li>• <i>born in Connecticut</i></li> <li>• <i>grew up on an island in Maine</i></li> <li>• <i>loved the sea</i></li> </ul> Fishing for Swordfish <ul style="list-style-type: none"> <li>• <i>season is from August to October</i></li> <li>• <i>40 miles of fishing line</i></li> <li>• <i>swordfish weigh 100 to 500 lbs.</i></li> </ul> Life Aboard the Hannah Boden <ul style="list-style-type: none"> <li>• <i>30 day voyage</i></li> <li>• <i>3 hours sleep</i></li> <li>• <i>keep boat clean</i></li> </ul> Responsibilities of a Boat Captain <ul style="list-style-type: none"> <li>• <i>finds a place to fish</i></li> <li>• <i>in a storm she keeps the bow into the waves</i></li> </ul> A Dramatic Change <ul style="list-style-type: none"> <li>• <i>wrote the Hungry Ocean</i></li> <li>• <i>started lobstering</i></li> </ul>
<b>Summary</b> Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>Linda Greenlaw is a swordfish captain. She lives in Maine. But before she became a captain she had to work very hard on the ship. Her first job was to clean the floor on the ship. By 1986 she became the captain of the Hannah Boden. She hired crew members and had a big success with a 62,000 pound swordfish catch. Linda was a swordfish captain who loved her job. In 1996 she changed her life and she left deep-sea fishing and started lobstering near her island home on Isle au Haut. She wrote a book called Hungry. It is about living on the Hannah Boden for a month fishing. Linda is working on a book about lobstering but her passion for being at sea and bigger fish is still in her heart.</i>
<b>Interpretation</b> Why do you think Linda was a successful swordfishing captain?	<b>3</b> Understands important text implication(s); relevant supporting details.	<i>She was successful by having the passion in what she liked most to do and not giving up because in the book it says she started off cleaning the floor of the ship and then became a captain in 1986.</i>
<b>Reflection</b> What do you think is the most important message in this biography?	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>The author's most important message in this text is that teamwork is the most important. You can't accomplish something if you fight, but you can if you work together like the crew.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this text. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I made connections to when my dad caught a large bass. I visualized the swordfish in my head.</i>

Level 60 (F): Mike Fink		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	<ol style="list-style-type: none"> <li>1. Will he become the biggest man in the land?</li> <li>2. Will he have a wife and have very strong kids?</li> <li>3. Will he get in a big adventure?</li> </ol> <ol style="list-style-type: none"> <li>1. What adventure he gets into (repeats question above)</li> <li>2. How he got so strong</li> <li>3. Was he a real person</li> </ol>
<b>Literal Comprehension/Note Taking</b> As you read this story, select the important information to record on the graphic organizer below. <b>Setting</b> <b>Characters</b> <b>Events</b> <b>Resolution</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Setting</b> <ul style="list-style-type: none"> <li>• he was born in the Allegheny Mountains</li> <li>• he was a keelboat man on the Mississippi River</li> </ul> <b>Characters</b> <ul style="list-style-type: none"> <li>• Mike Fink was king of the keelboat men</li> <li>• keelboat captain</li> <li>• Jack Carpenter strong keelboat man</li> </ul> <b>Events</b> <ul style="list-style-type: none"> <li>• as a child he won shooting contest</li> <li>• he could hit a bull's-eye dead center</li> <li>• he made fame and fortune on the river</li> <li>• Mike won a red feather from wrestling</li> <li>• he could haul cargo fast</li> </ul> <b>Resolution</b> <ul style="list-style-type: none"> <li>• Robert Fulton beat Mike by inventing the steam boat</li> </ul>
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Mike Fink King of the Keelboat Men was about Mike's great adventures and contest. When he was 7 days old he jumped out a window and ran like lightning to wrestle with animals. When he was 7 weeks old he crowed his first "cock-a-doodle-do". When he was 7 months old he lifted his mom and dad high above his head. At 7 he amazed the most accurate shooters by shooting hard targets with Bang-All. He won so much meat for his parents by shooting that he was bribed to stay out of contests. He observed the keelboat men and was so intrigued he decided to become one. When he did, the first thing he wanted to do was get a fiery red feather for his hat by winning a wrestling contest. He decided to challenge Jack Carpenter who he beat and later they became friends. Word spread near and far that Mike was the best keelboat man. He was swift and fast. He was defeated by Robert Fulton. He won with the steam boat. Mike is still known as the King of the Keelboat Men.</i>
<b>Interpretation</b> How do you think Mike Fink felt when he and Jack Carpenter headed west?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>I think he felt proud about himself. Because he could do everything better than everybody else and faster. He also had the red feathers in his hat.</i>
<b>Reflection</b> What do you think is the most important event in this story?	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>I think that the most important event in the story is the end because Mike Fink got beaten by Robert and he was still known as the King of the Keelboat Men.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I was visualizing when it said that he could do a lot of things faster when he was on the boat carrying heavy loads.</i>



# Level 60 (NF): *One Brave Heart*

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. Did Rudy go through more surgeries after the amputation? 2. Did his parents have this same disease? 1. How he put on his metal leg 2. What amputation is 3. How he got moving and used to his metal legs
<b>Literal Comprehension/ Note Taking</b> As you read this book, select the important information to record on the graphic organizer. Meet Rudy Garcia-Tolson Improvements in Prosthetics Becoming an Athlete Rudy's Triumphs and Challenges Everyday Life Rudy's Advice	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	Meet Rudy Garcia-Tolson <ul style="list-style-type: none"> <li>Rudy was born with a disease called Pterygium- finally after 15 operations he had his legs amputated</li> </ul> Improvements in Prosthetics <ul style="list-style-type: none"> <li>Rudy soon got new legs</li> <li>it only took several weeks to learn how to use them</li> </ul> Becoming an Athlete <ul style="list-style-type: none"> <li>Rudy's father thought swimming would be good for him</li> <li>soon he was breaking records</li> <li>he has trained as a triathlete</li> </ul> Rudy's Triumphs and Challenges <ul style="list-style-type: none"> <li>he trains 2 hours a day</li> <li>he hopes to compete in the Olympics</li> </ul> Everyday Life <ul style="list-style-type: none"> <li>Rudy likes to do other things for fun like hang out with his friends</li> <li>he gets a lot of support from his family</li> <li>he does well in school</li> </ul> Rudy's Advice <ul style="list-style-type: none"> <li>Rudy believes you have to have a brave heart and "believe" in yourself</li> </ul>
<b>Summary</b> Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>Rudy Garcia-Tolson has a terrible disease called Pterygium. This disease prevented Rudy from straightening his legs. He then grew older from getting this disease when he was born and got his legs amputated (taken off). He was then put in a wheelchair. But not for long, because once he got his new legs he would be able to walk (at first he had to use a walker). These artificial legs were called prosthetics. Soon Rudy got into sports. His father thought that swimming would be just the thing. Rudy later joined triathlons and had many victories. He became friends with many famous people like Terry Martin, Robin Williams, and Scott Tinley. Rudy also had many goals like becoming a person that competed in the United States 2004 Para olympics (a mini Olympics for disabled people). Rudy just followed motto throughout his life, "A brave heart is a powerful weapon."</i>
<b>Interpretation</b> Why do you think Rudy is a successful athlete?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>I think he is successful because he has lots of courage and has 100% support from his families and friends.            In the text it describes how his whole family supports him.</i>
<b>Reflection</b> What do you think is an important message in this biography?	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>I think the message is, "No matter who you are or what disability you have, you're just like everyone else".            I think this important because kids get teased because of something they can't do. But they just need to remember this message and think of Rudy.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this text. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I asked myself questions like what is amputation. In the back I found a glossary which said amputation is the removal of a leg or arm.</i>

Level 70 (F): <i>Alaska Major</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. Will Jason keep the dog? 2. What will happen on their trip?  1. He will get over his fear of dogs 2. Major and him will get along really well 3. He will not want to move back to where he was
<b>Literal Comprehension/ Note Taking</b> As you read this story, select the important information to record on the graphic organizer. <b>Setting</b> <b>Characters</b> <b>Events</b> <b>Resolution</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Setting</b> <ul style="list-style-type: none"> <li>camping in Alaska</li> </ul> <b>Characters</b> <ul style="list-style-type: none"> <li>Jason—13 year old boy</li> <li>Major—a dog</li> <li>Jason's dad</li> <li>Ben</li> </ul> <b>Events</b> <ul style="list-style-type: none"> <li>living in Alaska</li> <li>going on a camping trip</li> <li>after fishing a bear comes in their camp</li> <li>Major jumps on the bear and gets hurt</li> </ul> <b>Resolution</b> <ul style="list-style-type: none"> <li>the vet says Major will be okay</li> <li>Jason end up liking Major</li> </ul>
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>The story Alaska Major, is about a boy named Jason who has a fear of dogs because he got bit by one when he was younger. When his dad got him a new dog named Major, Jason didn't want anything to do with major. Jason's dad had planned a camping trip and Major was going. Jason didn't like that. In the car Major tried to warm up to Jason and even when they were at camp he tried to hang around Jason. After they met Ben, their guide, they went fishing. When they came back to camp a bear came to Jason and his father's camp. Major ran out of the tent and fought the bear. When Ben shot a gun, the bear ran away. Major had gotten hurt. He had to go to the vet. The vet said Major would be fine. Now Jason was over his fear of dogs and kept Major for a long time.</i>
<b>Interpretation</b> How did Jason's feelings about Major change? Use information from the story to support your answer.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Jason started to like Major because Major protected him and his father from a bear that came to their camp.</i>
<b>Reflection</b> What do you think is the most important thing that Jason learned from this experience? Tell why you think it is important.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>I think that Jason learned that you should not let an incident from the past affect your future, because like Jason, he didn't like big dogs until he met Major.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>What I checked off was "visualizing". What I visualized was like when the bear attacked Major I thought of two animals fighting for some reason.</i>

# Level 70 (F): *Lost!*

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	<ol style="list-style-type: none"> <li>1. <i>Why are they going into the cave?</i></li> <li>2. <i>What do they do when they get lost in the cave?</i></li> <li>3. <i>Who gets lost in the cave?</i></li> </ol> <ol style="list-style-type: none"> <li>1. <i>Their mine hats might get broken.</i></li> <li>2. <i>Maggie's friends might fool around and get hurt.</i></li> </ol>
<b>Literal Comprehension/ Note Taking</b> As you read this story, select the important information to record on the graphic organizer. <b>Setting</b> <b>Characters</b> <b>Events</b> <b>Resolution</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Setting</b> <ul style="list-style-type: none"> <li>• <i>Dos Bocas</i></li> <li>• <i>teen travel adventure</i></li> <li>• <i>they go into a cave</i></li> </ul> <b>Characters</b> <ul style="list-style-type: none"> <li>• <i>Maggie</i></li> <li>• <i>two boys- Matt and Raoul</i></li> <li>• <i>Luis is the leader</i></li> </ul> <b>Events</b> <ul style="list-style-type: none"> <li>• <i>van pulls up to a cave</i></li> <li>• <i>Luis tells them they must stay with the group</i></li> <li>• <i>all of the teens go into the cave</i></li> <li>• <i>Matt and Raoul see a scorpion</i></li> <li>• <i>Maggie stops to get them</i></li> <li>• <i>they get lost</i></li> <li>• <i>Maggie leads them out up a staircase</i></li> </ul> <b>Resolution</b> <ul style="list-style-type: none"> <li>• <i>luckily they get out and find their friends</i></li> <li>• <i>they are all happy</i></li> </ul>
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>This story is about three teens named Maggie, Raoul, and Matt who get lost while they are going on an adventure with a group of teens and their instructor, Luis. Maggie feels like an outsider, but Raoul and Matt are friends. While they are traveling in the cave, right behind everybody else, Raoul and Matt stop to look at a scorpion. Maggie stops and tries to tell them, they should keep going, but she wasn't loud enough. Matt calls her over to look at it and when they decided to keep going, they found out, they were lost. Raoul and Matt, depended on Maggie to get them out. By using her knowledge, she found Luis, who was about to go look for them. In the end, she no longer felt like a cast out and she had loads of new friends.</i>
<b>Interpretation</b> How did Maggie's feelings change?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Maggie felt like an outcast at first then at the end she felt perfectly at home!</i>
<b>Reflection</b> What do you think is the most important thing that Maggie learned from this experience?	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>Maggie learned that she could be a leader.</i> <i>It is important to keep calm in bad situations like Maggie did.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I visualized how dark it must have been in the cave when Matt's light went out.</i>

Level 70 (NF): <i>Mount Washington</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>Is it hard to climb?</i> 2. <i>Where did its name come from?</i>  1. <i>How high is Mount Washington?</i> 2. <i>Who was the first to climb Mount Washington?</i> 3. <i>How many labs are on Mount Washington?</i>
<b>Literal Comprehension/Note Taking</b> As you read this book, select the important information to record on the graphic organizer.  <b>A Dangerous Place</b> <b>New England's Famous Peak</b> <b>The World's Worst Weather</b> <b>A Rugged Mountain</b> <b>Routes to the Summit</b> <b>At the Summit</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>A Dangerous Place</b> <ul style="list-style-type: none"> <li>• <i>about how dangerous Mt. Washington is</i></li> <li>• <i>more dangerous than Mt. Everest</i></li> <li>• <i>120 people died on its slopes</i></li> </ul> <b>New England's Famous Peak</b> <ul style="list-style-type: none"> <li>• <i>highest peak</i></li> </ul> <b>The World's Worst Weather</b> <ul style="list-style-type: none"> <li>• <i>231 mph wind</i></li> <li>• <i>weather station is the Sherman Adams Summit Building</i></li> </ul> <b>A Rugged Mountain</b> <ul style="list-style-type: none"> <li>• <i>downhill skiing race held there and a 17 minute record</i></li> <li>• <i>Toni Matt set a new record—6 minutes and 29 seconds</i></li> </ul> <b>Routes to the Summit</b> <ul style="list-style-type: none"> <li>• <i>cog train rides up the mountain</i></li> </ul> <b>At the Summit</b> <ul style="list-style-type: none"> <li>• <i>Tip Top House</i></li> </ul>
<b>Summary</b> Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>The book I read is called Mount Washington. It is about people who climb it. They described the weather on Mount Washington as being worse than on Mount Everest! More than 120 people died on it's slopes. They say visitors need to plan ahead before coming there. It is the highest peak in New England. They built a weather station up on the mountain called Sherman Adams Summit Building. To keep track of the weather. A down hill skiing race was held there. The first record was 17 minutes. A guy named Toni Matt broke it to become 6 minutes and 29 seconds! Many people go there still today by cog train. That rides up the mountain. Tourists visit the Tip Top House that survived the fire on the mountain. In the end a trip to Mount Washington is awesome!</i>
<b>Interpretation</b> Why do you think Mount Washington is referred to as "the crown of New England"?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>One feature is that it is in the way of 3 major storm systems. Another is that it is the highest there for coldest point in USA.</i>
<b>Reflection</b> What do you think is the most important information the author included in this text?	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>I think the most important info is probably the part about how the weather changes and that you have to be careful. That is because I might visit there but I want to be ready.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this text. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I determined the importance when in the picture on the sign "Warning Ice and Fall Danger" I thought it must be really bad for a sign like that.</i>

## Level 70 (NF): Thrills and Chills

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	<ol style="list-style-type: none"> <li>1. Did people get hurt on the first roller coasters?</li> <li>2. What was the worst roller coaster crash ever?</li> </ol> <ol style="list-style-type: none"> <li>1. What is the biggest roller coaster in the world?</li> <li>2. About how many coasters are there in the world?</li> <li>3. How many people have died on roller coasters?</li> </ol>
<b>Literal Comprehension/ Note Taking</b> As you read this book, select the important information to record on the graphic organizer.  <b>Roller Coasters Over Time</b> <b>Types of Roller Coasters</b> <b>Designing High-Tech Thrills</b> <b>Roller Coaster Safety</b> <b>Favorite Roller Coasters</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Roller Coasters Over Time</b> <ul style="list-style-type: none"> <li>• 1400's was the first roller coaster</li> <li>• in Russia</li> <li>• used high ice slides</li> <li>• America's first in 1884 in New York</li> </ul> <b>Types of Roller Coasters</b> <ul style="list-style-type: none"> <li>• made of wood or steel</li> <li>• both can be high and fast</li> </ul> <b>Designing High-Tech Thrills</b> <ul style="list-style-type: none"> <li>• speeds from 0-100 mph in 7 seconds</li> </ul> <b>Roller Coaster Safety</b> <ul style="list-style-type: none"> <li>• coasters are very safe</li> <li>• inspected daily</li> <li>• lap bars and harnesses</li> <li>• extra wheels to keep cars on the track</li> </ul> <b>Favorite Roller Coasters</b> <ul style="list-style-type: none"> <li>• steel coasters</li> <li>• Millennium Force</li> </ul>
<b>Summary</b> Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>Roller coasters have advanced highly from when it originated. Roller coasters come from Russian ice slides in the 1400's. America's first was in 1884 at Coney Island in New York. These days, roller coasters are made of wood or steel. Both can be high and fast. They can experience speeds 0 to 100 miles per hour in 7 seconds. Roller coasters are also very safe. They are inspected daily. Many roller coasters have lap bars and harnesses to keep you in your seat and extra wheels to keep cars on the track. The majority of roller coasters are steel. Roller coasters will probably get taller and faster in the future because of new technology.</i>
<b>Interpretation</b> Why do you think roller coasters keep changing?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Because they keep getting taller and faster and people like that. Also they get more turns and loops that attract people because more are made from steel.</i>
<b>Reflection</b> What do you think is the most important information the author included in this text?	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>That roller coasters are safe because some people don't think they are and need to know that they are frequently tested.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this text. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>On page 9, I used determining importance strategy. The sentence is "Roller coasters are safer than riding a bicycle or car." I knew this must have been important to know because the sentence uses a big comparison.</i>

Level 80 (NF): <i>Duel of the Dinosaur Hunters</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	<ol style="list-style-type: none"> <li>1. Who was Othniel C. Marsh?</li> <li>2. Who was Edward D. Cope?</li> <li>3. What did they do?</li> </ol> <ol style="list-style-type: none"> <li>1. What the word <i>duel</i> means in the title mean</li> <li>2. Marsh and Cope will find many fossils.</li> </ol>
<b>Literal Comprehension/ Note Taking</b> As you read this book, select the important information to record on the graphic organizer below.  <b>Marsh and Cope as Young Men</b> <b>Early Fossil Discoveries</b> <b>A Bitter Rivalry Unfolds</b> <b>The Great Bone Rush</b> <b>Fossil Feud</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Marsh and Cope as Young Men</b> <ul style="list-style-type: none"> <li>• Marsh was born Oct. 29, 1831</li> <li>• Lockport, NY</li> <li>• his father got him interested in fossils</li> <li>• Cope was born July 28, 1840</li> <li>• also interested in fossils</li> </ul> <b>Early Fossil Discoveries</b> <ul style="list-style-type: none"> <li>• Cope traveled to the Marl Company</li> <li>• Marl Company had found bones of a meat-eating dinosaur</li> <li>• Marsh was a professor of paleontology</li> </ul> <b>A Bitter Rivalry Unfolds</b> <ul style="list-style-type: none"> <li>• Marsh and Cope became acquainted</li> <li>• Marsh then paid the Marl Company to send the fossils to him not Cope</li> </ul> <b>The Great Bone Rush</b> <ul style="list-style-type: none"> <li>• Lakes, a professor, found large dinosaur bones</li> <li>• offered them to Cope</li> </ul> <b>Fossil Feud</b> <ul style="list-style-type: none"> <li>• both found dinosaur fossils</li> <li>• 140 species were named</li> <li>• only 30 are correct</li> </ul>
<b>Summary</b> Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	<i>Marsh was born on October 29, 1831, in Lockport, New York. His father was the main person who got Marsh interested in fossils. Cope, born July 28, 1840, was also interested in fossils. In 1866, Cope traveled to the Marl Company where there was a surprising discovery for him. The Marl Company had found bones of a meat-eating dinosaur! During this time, Marsh was a professor of paleontology, and Marsh and Cope met and became acquainted. Yet soon, Marsh persuaded the Marl Company to send fossils they found to him instead. Then the feud began. Both were finding dinosaur fossils and naming them, sometimes without evidence. Today, out of the 140 species named by Cope and Marsh, only 30 are accepted by paleontologists. Scientists today are very careful not to make as many unnecessary mistakes. Who won the feud? Neither one can really be credited as the winner for they are both winners.</i>
<b>Interpretation</b> What do you think would have happened if Marsh and Cope had cooperated in their search for fossils?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>They would keep helping each other and giving advice. They would have discovered more dinosaurs and made less mistakes by not rushing.</i>
<b>Reflection</b> What do you think is the most important information the author included in this text?	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>I think the author's most important message in this is that we shouldn't compete in what we do. We should help each other so that we will not make mistakes.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this text. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I checked "questioning" because when I'm reading the story I ask myself questions like why did they become paleontologists.</i>

Level 80 (F): <i>The Missing Link</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>What was the missing link?</i> 2. <i>What was it missing from?</i> 3. <i>Was the missing link a person or a thing?</i>  1. <i>I will find out who was on Dig</i> 2. <i>I will find out what is the missing link.</i>
<b>Literal Comprehension/ Note Taking</b> As you read this story, select the important information to record on the graphic organizer below.  <b>Setting</b> <b>Characters</b> <b>Events</b> <b>Resolution</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Setting</b> <ul style="list-style-type: none"> <li>planet WJR1100, Dig</li> <li>an archaeological dig site</li> </ul> <b>Characters</b> <ul style="list-style-type: none"> <li>Jenn and Tetso were robots</li> <li>Bebe is their teacher</li> </ul> <b>Events</b> <ul style="list-style-type: none"> <li>as they are working Tetso gets crushed by rocks</li> <li>he damages his eye, arm, and head circuits</li> <li>Jenn discovers a skeleton</li> <li>Bebe understands that their ancestor was a biological human</li> </ul> <b>Resolution</b> <ul style="list-style-type: none"> <li>the robots digging on the planet find their ancestors were humans</li> </ul>
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Jenn and Tetso were robots working at an archaeological dig on planet WJR1100 named by them Dig. They and many others are working on the desolate planet to find evidence of their ancestors. As they were working Tetso gets crushed by a falling rocks, etc., when Jenn finds him his eye is crushed, his arm torn off, and his head circuits are damaged. The next day, after their teacher, Bebe's weekly lecture Jenn discovers something. She has discovered a very important piece of an artifact. Piece by piece she discovers a skeleton of their ancestors. After Bebe sees it she quickly understands that their ancestors were indeed biological humans, not robots like them.</i>
<b>Interpretation</b> In what ways do you think Jenn was like a human? Use information from the story to support your answer.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Jenn was like a human being because she had emotions, she had kindness in her. It seemed she was kind to Tetso after his accident. She could feel the temperatures too!</i>
<b>Reflection</b> What do you think is the most important event in this story? Tell why you think that event is important.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>An important event is when Tetso gets injured. When his circuits are damaged we find out he is a robot.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I tried to visualize where they were or what they were looking at. I imagined standing on the red soil in hot weather staring upwards, hoping to go home, wishing to be somewhere else.</i>

Level 80 (NF): <i>Surtsey: Birth of an Island</i>		
Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> What questions did you have as you were reading the first part of this text? What do you think you will learn from reading the rest of this text?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>Did lava form a new island?</i> 2. <i>What happened after it formed?</i>  1. <i>The animals that live on Surtsey</i> 2. <i>About how volcanoes form new lands</i>
<b>Literal Comprehension/ Note Taking</b> As you read this book, select the important information to record on the graphic organizer below.  <b>Birth of Surtsey</b> <b>Volcanic Formations</b> <b>A Living Laboratory</b> <b>A Shrinking Island</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Birth of Surtsey</b> <ul style="list-style-type: none"> <li>• <i>Nov. 14, 1963 fisherman saw smoke and steam</i></li> <li>• <i>13 miles off the coast of Iceland</i></li> <li>• <i>boiling water, smoke, fire</i></li> <li>• <i>a new volcano</i></li> <li>• <i>eruption lit the night sky</i></li> <li>• <i>130 foot mountain was formed</i></li> </ul> <b>Volcanic Formations</b> <ul style="list-style-type: none"> <li>• <i>plates separated during eruption</i></li> <li>• <i>primary rock on Surtsey is basalt</i></li> <li>• <i>formed from slow cooling, runny lava</i></li> <li>• <i>still warm ground today</i></li> </ul> <b>A Living Laboratory</b> <ul style="list-style-type: none"> <li>• <i>scientists observe how animal and plant life develops</i></li> <li>• <i>people must have permission to visit Surtsey</i></li> </ul> <b>A Shrinking Island</b> <ul style="list-style-type: none"> <li>• <i>Used to be 2 square miles</i></li> <li>• <i>now 1 square mile</i></li> <li>• <i>weight and waves cause it to shrink</i></li> </ul>

(Continued on the next page.)



## Level 80 (NF): Surtsey: Birth of an Island (continued)

<p><b>Summary</b></p> <p>Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.</p>	<p><b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section</p>	<p><i>On November 14, 1963 one of the local fishermen saw some black smoke and steam. The steam and smoke occurred 13 miles off the southern coast of Iceland. Boiling water, smoke and fire announced the new volcano. Seawater spilled into the cinder cone of Surtsey. The more seawater that touched the magma the bigger the eruption became. The lava bombs reached up to the size of small cars.</i></p> <p><i>The eruption was so big that it lit up the night sky. A strong sulfuric odor reached to the village. A large explosion created a 130 foot tall mountain that stopped seawater from getting into the magma vent. A second cinder cone was formed about a year after the first eruption. Surtsey was about the height of a 60-story building.</i></p> <p><i>The primary rock on Surtsey is basalt. On Surtsey there are still parts of warm ground. Scientists use Surtsey to study how animal and plant life develops. People must have permission to visit Surtsey. Scientists say Surtsey is shrinking from the weight and the waves.</i></p>
<p><b>Interpretation</b></p> <p>What do scientists fear about human interference on Surtsey? Use information from the text to support your answer.</p>	<p><b>3</b> Understands important text implication(s); relevant supporting details</p>	<p><i>Scientists fear that if they allow people to visit Surtsey then there will not be natural growth. They want Surtsey to be without man-made creations.</i></p>
<p><b>Reflection</b></p> <p>What do you think is the most important information the author included in this text? Tell why you think it is important.</p>	<p><b>3</b> Significant message or information <u>and</u> a relevant reason for opinion</p>	<p><i>That we should not just go colonizing everything we see. We should give nature a chance to survive on its own.</i></p> <p><i>It is important to learn how nature develops on its own.</i></p>
<p><b>Metacognitive Awareness</b></p> <p>Check 1 comprehension strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.</p>	<p><b>3</b> At least 1 specific example from the text related to the identified strategy; may include details</p>	<p><i>I used prior knowledge to understand this text by using what I've learned from my science class to know how volcanoes erupt.</i></p>

Level 80 (F): *Upar and the Great Nut Tree*

Comprehension	Independent Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> List 3 questions that you had while reading the first part of this story. What are 3 things that you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable questions and predictions that go beyond the text read aloud	1. <i>Will she get married?</i> 2. <i>If she does will her brothers get mad?</i>  1. <i>Upar may go on a great adventure</i> 2. <i>I think by the title the boy finds a great nut tree</i> 3. <i>Ica will get married</i>
<b>Literal Comprehension/ Note Taking</b> As you read this story, select the important information to record on the graphic organizer.  <b>Setting</b> <b>Characters</b> <b>Events</b> <b>Resolution</b>	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<b>Setting</b> <ul style="list-style-type: none"> <li>• <i>a beautiful jungle in the Amazon</i></li> </ul> <b>Characters</b> <ul style="list-style-type: none"> <li>• <i>two lazy brothers—Fernandez and Gonzalo</i></li> <li>• <i>Ica—their sister</i></li> <li>• <i>Upar—Ica's son</i></li> </ul> <b>Events</b> <ul style="list-style-type: none"> <li>• <i>Ica marries Locan</i></li> <li>• <i>she is made to leave the jungle</i></li> <li>• <i>she has a son</i></li> <li>• <i>Upar begs to go to Ica's favorite nut tree</i></li> <li>• <i>Upar goes secretly</i></li> </ul> <b>Resolution</b> <ul style="list-style-type: none"> <li>• <i>when Upar wakes he scares the brothers away</i></li> <li>• <i>Upar family returns to the jungle</i></li> </ul>
<b>Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>A long time ago in the Amazon there lived two brothers and their sister Ica. Her brothers did not care to do anything and for that they had forbidden their sister to ever marry. One day when Ica was at her favorite nut tree in the jungle she met a man named Locan. Some time later she disobeyed her brothers' rule and she married Locan. Her brothers forbid her to ever visit their part of the jungle again. After a little while Ica and Locan had a son named Upar. She told him stories. He begged her to go to the jungle to her favorite nut tree. She finally took him. Upar went back again by himself. And almost died when he fell out of the nut tree. The two brothers thought he was dead so they buried him. His mother came looking for him. He heard her call and woke up. Ica's brothers saw his magical recovery and fled. Ica and her family moved back to the beautiful part of the jungle to live.</i>
<b>Interpretation</b> What do you think is the major problem in this story?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>The major problem is Ica's lazy brothers ban her from the jungle</i>  <i>If they did not forbid her to live in the jungle Ica's family would not have had a problem with them.</i>
<b>Reflection</b> What do you think is the most important message in this story?	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>I think the author is trying to get across that families should try to get along even if things go wrong you can still make it right.</i>
<b>Metacognitive Awareness</b> Check 1 comprehension strategy that you used to help you understand this story. Give at least 2 specific examples . . .	<b>3</b> At least 1 specific example from the text related to the identified strategy; may include details	<i>I knew how Ica felt. I felt sad when Ica started crying when she couldn't find Upar.</i>

**Bridge Pack Level 20 (F): Hero**

Comprehension	Independent/Advanced Continuum Descriptors	Student Response Example
<b>Use of Text Features</b> Using the title, the illustrations, and what you have read so far, tell me what you know about the setting and the characters.	<b>3</b> Accurate description of setting and character(s) with some specific details	<i>Ann's family is going camping. While Ann's father is making a campfire, Ann went into the forest to search for wood.</i>
	<b>4</b> Effective description of the setting and characters with specific details	<i>Ann and her mom and dad are on a camping trip in the woods in the fall. Ann is going to get fire sticks. It gets dark and cold. Ann gets lost in the woods.</i>
<b>Questioning/ Prediction</b> What are 3 things you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable predictions that go beyond the text read aloud	1. <i>Ann will sleep the night in the woods.</i> 2. <i>There will be someone to rescue Ann.</i>
	<b>4</b> 3 thoughtful predictions that go beyond the text read aloud	1. <i>Ann might get lost and no one can find her all night.</i> 2. <i>She will find someone that is lost to and they will help each other.</i>
<b>Scaffolded Summary</b> Give a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. I will give you some words and phrases to help you organize your summary.  In the beginning, Next, Then, After that, In the end,	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Ann's family went camping. Ann walked to pick up sticks in the woods. Ann was lost in the woods. It got dark. The dog licked Ann's face while she's sleeping. Then the dog barked. Her parents find her. Ann and her parents kept the stray dog. They named it Hero.</i>
	<b>4</b> Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle and end	<i>They were camping in the woods. Ann said she was going to get wood for the fire. She kept getting sticks and it got darker. Then Ann went and sat next to a tree and hugged her knees to keep herself warmer. She fell asleep. She felt her cheeks being rubbed. She moved aside scared and then her vision was better. She saw a friendly dog. The dog put his head on Ann's knees and fell asleep. So did Ann. Then the dog started barking. Ann saw her parents. And Ann yelled I'm over here and Ann's mom said whose dog is that. It was no ones they figured out so they called him hero and that was his name and they kept him.</i>
<b>Literal Comprehension</b> List the people who looked for Ann.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	1. <i>her parents</i> 2. <i>few campers</i>
	<b>4</b> All important information from the text that effectively responds to question(s) or prompt(s)	<i>Her mom, dad, sheriff and other campers</i>
<b>Interpretation</b> Explain how you think the dog helped to rescue Ann.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>The dog barked. People came when the dog barked.</i>
	<b>4</b> Insightful understanding of important text implication(s); important supporting details	<i>Hero helped Ann by keeping her warm and to make Ann less scared. When it barked people came and found them. Ann saw people coming after the dog barked.</i>
<b>Reflection</b> What do you think is the most important message of this story? Tell why you think this message is important.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>The important message of this story is when you're lost you have to stay where you are. You need to stay where you are so if someone is searching for you they can find you.</i>
	<b>4</b> Significant message or event <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>Listen to your parents and don't go far and don't be scared by yourself. If Ann had listened she would not have got lost.</i>

<b>Bridge Pack Level 24 (F): What Carlos Wants</b>		
<b>Comprehension</b>	<b>Independent/Advanced Continuum Descriptors</b>	<b>Student Response Example</b>
<b>Use of Text Features</b> Using the title, the illustrations, and what you have read so far, tell me what you know about the setting and the characters.	<b>3</b> Accurate description of character(s) and setting with some specific details	<i>Setting is the restaurant, walking to school and art class. Characters are Carlos, Rosa, and Aunt Flora.</i>
	<b>4</b> Effective description of the setting and characters with specific details	<i>Carlos doesn't like his parents and family telling him to be a doctor or to own a restaurant or to be a teacher. He wants them to ask him what he wants to be. The setting is switching—after school in the restaurant, then walking to school, then in art class.</i>
<b>Questioning/Prediction</b> What are 3 things you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable predictions that go beyond the text read aloud	<i>1. Carlos might get really mad at his family. 2. Carlos will be happy when he finds out what he wants to be</i>
	<b>4</b> 3 thoughtful predictions that go beyond the text read aloud	<i>1. They realize he "don't" want to do anything like that and they ask him what he wants to be when he grows up. 2. He wants to be something totally different from what they want him to be. 3. He gets what he wants—to have them ask him—it's on the title—right there.</i>
<b>Scaffolded Summary</b> Give a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. I will give you some words and phrases to help you organize your summary.  In the beginning, Next, Then, After that, In the end,	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Aunt Flora told him that you could be a owner of a restaurant. But Carlos was not feeling happy when Aunt told him that. The next day his sister told him that you should be a teacher when you grow up. At school Carlos was still thinking about Aunt Flora. Then Carlos's teacher said your painting looks good and said you finish for the art show. When Carlos got home his family was really worried about him. Mom said we looked everywhere for you. Carlos said I was working on the art show for tomorrow. The family went to the painting show and Aunt Flora said I think a painting would look really nice in my restaurant. And Carlos smiled. His family really did care a lot for him.</i>
	<b>4</b> Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end	<i>His Aunt Flora wants him to have his own restaurant, his Mom thinks he should be a doctor, and his sister Rosa wants him to be a teacher. His teacher told him to finish his art to put in the art show tomorrow. He went to the library to work on his art after school. He went home his parents was worried. He told them that his art is in a art show, He said "I should had told you first," "I'm sorry." He told them he don't want to be doctor, a teacher, and not own his own restaurant. He want to be a artist. The next night he was in the art show. He and his whole family went to the art show. His family said "Why didn't you tell us that you love to paint." He said "You didn't ask." His aunt wanted one of his paintings for her restaurant. Carlos knew they really did care.</i>

(Continued on the next page.)

**Bridge Pack Level 24 (F): What Carlos Wants (continued)**

Comprehension	Independent/Advanced Continuum Descriptors	Student Response Example
<b>Literal Comprehension</b> List the things that family members wanted Carlos to be.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>Doctor teacher</i>
	<b>4</b> All important information from the text that effectively responds to question(s) or prompt(s)	<i>Everyone kept on telling him to be something he didn't want to be. Something like be a doctor, teacher, or own a restaurant. They didn't ask what he wanted.</i>
<b>Interpretation</b> How did Carlos's feelings change in this story?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>He felt happy at the end because he told his family that he wanted to be an artist and they did care.</i>
	<b>4</b> Insightful understanding of important text implications; important supporting details	<i>He was upset. Then he felt happy because he told his family what he wanted to be and they understood.</i>
<b>Reflection</b> What do you think is the most important message of this story?  Tell why you think this message is important.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>Be what you want to be and not what people tell you you should be. It will teach people to follow their dreams.</i>
	<b>4</b> Significant message or event <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>The important message of this story is that Carlos should tell his family what he wants. This message is important because he thought they did not care but when they knew they really did care.</i>

<b>Bridge Pack Level 28 (NF): Energy From the Sun</b>		
<b>Comprehension</b>	<b>Independent/Advanced Continuum Descriptors</b>	<b>Student Response Example</b>
<b>Questioning/Prediction</b> Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?	<b>3</b> At least 2 reasonable questions that go beyond the text read aloud	1. Where does solar energy come from? 2. Why are they called solar cells?
	<b>4</b> 3 thoughtful questions that go beyond the text read aloud	1. What attracts heat? 2. What are ways to save energy? 3. What is a solar cell?
<b>Nonfiction Text Features</b> Turn to page 10. Why do you think the author put a heading at the top of this page? Look at the graph on this page. Tell me what the graph shows you.	<b>3</b> Uses information/text features to accurately respond to both prompts	<i>To tell what they're going to talk about. It shows how many people live on our earth.</i>
	<b>4</b> Uses information/text features to effectively respond to both prompts; includes specific details/vocabulary	<i>For introducing what they're going to talk about. Our population is getting bigger every year.</i>
<b>Scaffolded Summary</b> Write a summary of this book in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary. Solar Energy Solar Collectors Solar Cells Clean and Lasting Energy	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting details/facts from each section	Solar Energy: <i>The sun can give you energy.</i> Solar Collectors: <i>It collects heated air, goes through your house. The cold air goes out of the house and the warm air stays inside.</i> Solar Cells: <i>It turns light from the sun into electricity. It can run phones and cars.</i> Clean and Lasting Energy: <i>Solar energy will never run out and it's cleaner.</i>
	<b>4</b> Well-organized summary in own language; includes all important ideas, key vocabulary, and many supporting details/facts from each section	Solar Energy: <i>The sun provides warmth and light for the earth. It also gives energy.</i> Solar Collectors: <i>Solar collectors take in sun and heat water that goes through pipes. Solar also collects heat.</i> Solar Cells: <i>Scientists have found ways to make things run without using gas or oil. They use energy of the sun to make electricity.</i> Clean and Lasting Energy: <i>The population has gone up a lot and with all those people will need energy. But oil and coal will eventually run out. Oil and coal pollute the air. People should use the sun's energy more. It will be a lot healthier and a lot more clean.</i>
<b>Literal Comprehension</b> List 2 facts you read about the Sun in <i>Energy From the Sun</i> .	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	1. <i>The core is the hottest part.</i> 2. <i>Heat and light come from the sun.</i>
	<b>4</b> All important information that effectively responds to question(s) or prompt(s)	1. <i>The sun's energy makes hot water.</i> 2. <i>The sun's energy makes electric power.</i>
<b>Interpretation</b> Why do you think some people choose to use solar energy?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>The sun's light will make electricity and will not run out.</i>
	<b>4</b> Insightful understanding of important text implication(s); important supporting details	<i>It will keep them from getting sick a lot because the air will be cleaner if they use less oil and coal.</i>
<b>Reflection</b> What do you think is the most important thing that you learned from this book? Tell why you think it is important.	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>How energy can be made from the sun. Because we need energy.</i>
	<b>4</b> Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>How the sun's heat and light makes energy. We can get electricity from the sun. Without electricity you won't have power, without power you can't have heat and lights.</i>

# Bridge Pack Level 28 (NF): Incredible Journeys

Comprehension	Independent/Advanced Continuum Descriptors	Student Response Example
<b>Questioning/ Prediction</b> Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?	<b>3</b> At least 2 reasonable questions that go beyond the text read aloud	1. <i>Is animal migration really dangerous?</i> 2. <i>What animals really migrate?</i>
	<b>4</b> 3 thoughtful questions that go beyond the text read aloud	1. <i>Where do different animals migrate?</i> 2. <i>Why do green turtles have to go back to where they were hatched?</i> 3. <i>Do all animals have to migrate?</i>
<b>Nonfiction Text Features</b> Turn to page 4. Why do you think the author put a heading at the top of this page? Look at the map on page 15. Tell me what this map shows you.	<b>3</b> Uses information/text features to accurately respond to both prompts	<i>To tell us why animals migrate for different reasons. To show where animals migrate and where they go and it's nicer in pictures.</i>
	<b>4</b> Uses information/text features to effectively respond to both prompts; includes specific details/vocabulary	<i>That animals migrate. I think some animals have different reasons to migrate than other animals. To show where different animals live and where they go.</i>
<b>Scaffolded Summary</b> Write a summary of this book in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary.  Animal Migration Animals Migrate for Different Reasons Animals Are Guided in Different Ways Some Animals Take Long Journeys	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting details/facts from each section	Animal Migration: <i>Some animals migrate.</i> Animals Migrate for Different Reasons: <i>Some animals migrate to find food or lay eggs.</i> Animals Are Guided in Different Ways: <i>Birds are guided by the sun, moon, and stars. Some animals journey a long way to find a better climate.</i> Some Animals Take Long Journeys: <i>Some animals journey a long way to find a better climate</i>
	<b>4</b> Well-organized summary in own language; includes all important ideas, key vocabulary, and many supporting details/facts from each section	Animal Migration: <i>It is when animals move to different places for a while and then they move back.</i> Animals Migrate for Different Reasons: <i>Animals migrate to look for food and water like the mule deer move down from the mountains to find food to eat.</i> Animals Are Guided in Different Ways: <i>Animals are guided in different ways. Birds are guided by the sun, moon, and stars. Seals move to find warmer water. Some take longer journeys than others. Like the arctic tern who goes thousands of miles.</i> Some Animals Take Long Journeys: <i>Some take longer journeys than others. Like the arctic tern who goes thousands of miles.</i>
<b>Literal Comprehension</b> List the ways animals are guided from one place to another.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>Birds are guided by the sun, the moon, and stars. Some use their sense of smell.</i>
	<b>4</b> All important information that effectively responds to question(s) or prompt(s)	<i>Some animals use the sun, stars, or moon. Some use their senses. Whales use large land forms.</i>
<b>Interpretation</b> Why do you think migration helps animals survive?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>They have to migrate because so they can stay warm. They have to have warm places to live and to lay their eggs.</i>
	<b>4</b> Insightful understanding of important text implication(s); important supporting details	<i>I think because they can have a better life. They would not have food for the winter or it would be too cold to raise their babies.</i>
<b>Reflection</b> What do you think is the most important thing that you learned from this book? Tell why you think it is important.	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>Some animals go from the south to the north.</i> <i>If they did not go south it would be too cold and they would die.</i>
	<b>4</b> Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>That many animals have to travel from one place to another so they can stay alive. So we can learn about different kinds of animals and how to help them.</i>

Bridge Pack Level 30 (F): The Blasters		
Comprehension	Independent/Advanced Continuum Descriptors	Student Response Example
<b>Use of Text Features</b> Think about the title, the illustrations, and what you have read so far. What do you know about the setting and the characters?	3 Accurate description of character(s) and setting with some specific details	<i>Nick, Annie, Coach Dave, and Lia are at the soccer field and Lia is going to help be the score keeper.</i>
	4 Effective description of the setting and characters with specific details	<i>The characters are Nick, Lia, Annie, and Coach Dave. The setting is at soccer practice. Annie and Nick play soccer for the Blasters and Lia is the scorekeeper. She is in a wheelchair.</i>
<b>Questioning/Prediction</b> What are 3 things you think might happen in the rest of this story?	3 At least 2 reasonable predictions that go beyond the text read aloud	<i>1. They are going to win the game on Friday.</i> <i>2. Lia will not do things right.</i>
	4 3 thoughtful predictions that go beyond the text read aloud	<i>1. I think what is going to happen is Lia is going to be able to play soccer.</i> <i>2. I think they are going to win the soccer game.</i> <i>3. They will get a trophy.</i>
<b>Scaffolded Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book and the words below to help you write your summary.  In the beginning, Next, Then, After that, In the end,	3 Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	<i>Lia was in a wheelchair and she really wanted to play on the team. Coach Dave said she could keep the score. Nick, Annie, and Lia was walking and talking about the team. Two days later they went to practice and Nick twisted his ankle. They went out to play and Nick wanted to win but the important thing is to have fun said Coach. Nick and Annie and their team have a tie but they have fun and Nick cracked a smile. He felt pretty good.</i>
	4 Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end	<i>Annie said she wanted Lia to come join the team. She talked to Dave and he said she could record their scores. Nick, Annie, and Lia walked home and they were talking about winning and having fun. Nick said it was all about winning. They had a good two days of practice. Nick sprained his ankle but he didn't tell anybody. Lia and Annie saw him limping. Annie said it was a nice, cool day for a soccer game and she saw the Shining Stars warming up. Then she said they are fast on their feet. The Shining Stars got two goals past Nick and he was mad. Then Coach Dave told him to come over. Nick said that it's all about winning again and Coach Dave told him it was not about winning but about having fun. So the three friends had fun playing and they tied the game.</i>
<b>Literal Comprehension</b> List 3 things that Coach Dave said in his pep talk to the team.	3 Information from the text that accurately responds to question(s) or prompt(s)	<i>1. Play the best game you can.</i> <i>2. Work together</i> <i>3. score</i>
	4 All important information from the text that effectively responds to question(s) or prompt(s)	<i>1. Listen you guys play the best game you can.</i> <i>2. And enjoy yourselves.</i> <i>3. Work together as a team.</i>
<b>Interpretation</b> Why do you think Nick got so angry during the game?	3 Understands important text implication(s); relevant supporting details	<i>Nick got so angry because the other team got two goals past him.</i>
	4 Insightful understanding of important text implication(s); important supporting details	<i>He got angry because they scored on him and he really wanted to win. He said one of the shots was made on a foul.</i>
<b>Reflection</b> What do you think is the most important message in this story? Tell why you think this message is important.	3 Significant message or event <u>and</u> a relevant reason for opinion	<i>Winning isn't everything. It is important because if you just want to win you won't have fun.</i>
	4 Significant message or event <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>It's not all about winning but having fun and being on a team. Because if you work together you can win and if you don't you will lose.</i>



### Bridge Pack Level 34 (F): The Flood

Comprehension	Independent/Advanced Continuum Descriptors	Student Response Example
<b>Use of Text Features</b> Think about the title, the illustrations, and what you have read so far. What do you know about the setting and the characters?	<b>3</b> Accurate description of character(s) and setting with some specific details	<i>Setting—raining outside, boy is inside. Luke and Trent wanted to play baseball but they couldn't because it was raining.</i>
	<b>4</b> Effective description of the setting and characters with specific details	<i>Characters are Luke, Trent, little sister Maddy, her rabbit Skippy, and Mom. First day of spring break at Luke's home and it's raining hard outside.</i>
<b>Questioning/Prediction</b> What are 3 things you think might happen in the rest of this story?	<b>3</b> At least 2 reasonable predictions that go beyond the text read aloud	<i>1. The rain will not stop raining. 2. The house might flood.</i>
	<b>4</b> 3 thoughtful predictions that go beyond the text read aloud	<i>1. I think it is going to flood. 2. The family might have to go to shelter to survive the flood. 3. Their house might be damaged by all the water.</i>
<b>Scaffolded Summary</b> Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book and the words below to help you write your summary.  In the beginning, Next, Then, After that, In the end,	<b>3</b> Summary in own language; includes most of the important characters' names, some details, and many of the events in sequence from the beginning, middle, and end	<i>Luke woke up and saw rain outside his window. He was upset because him and his friend Trent couldn't play baseball. Water started to come in so he went up to the attic. He helped his mom up because she had a broken leg and helped his sister too. He didn't have time to get his baseball cards. His dad came to get them in a motor boat and took them to his grandpa's house. Luke and his dad went back and there was still a little water but his baseball cards survived.</i>
	<b>4</b> Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end	<i>Luke woke up happy because it was spring break and he wanted to go outside to play with his friend. Luke looked out the window and it was raining. Then the phone started ringing. It was Luke's father calling. Luke's father told Luke's mother that there is going to be a flood! Then Luke started helping his mother go up the stairs because his mother had a broken leg and helped his sister too. He didn't have time to get his baseball cards. Luke told his sister Maddy to go upstairs and she did. Then Maddy said that she left her rabbit in the living room.</i>  <i>Then the door opened and water came in. Luke then took the rabbit's ears and took it upstairs. Luke told his mother and his sister that the water will go up the stairs so we have to go to the attic fast! They went up the stairs and waited. Then his dad called from out the window who had a boat. Then Luke helped his mother and sister out into the boat and then he went inside the boat too. They went to their grandma's house until the flood ended. Luke and his dad went home to take some things to grandma's house. Then Luke found his baseball cards and became very happy.</i>

(Continued on the next page.)

<b>Bridge Pack Level 34 (F): The Flood (continued)</b>		
<b>Comprehension</b>	<b>Independent/Advanced Continuum Descriptors</b>	<b>Student Response Example</b>
<b>Literal Comprehension</b> List 3 things that Luke did to help his mother and sister.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>He helped his mother up the steps. He got his sister and her bunny up the stairs.</i>
	<b>4</b> All important information from the text that effectively responds to question(s) or prompt(s)	<i>1. Luke helped his sister by grabbing her arm and taking her up the steps.            2. Luke helped his mom by helping her across the water and up the stairs.            3. Luke helped his sister by getting her pet out of the water.</i>
<b>Interpretation</b> What do you think Luke learned about himself?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>I think that Luke learned that he is very, very helpful and brave because he helped his mom and sister.</i>
	<b>4</b> Insightful understanding of important text implication(s); important supporting details	<i>I think he learned even though you want to save valuable things the most important thing to save is your family. So he left his cards and helped his mom and sister.</i>
<b>Reflection</b> What do you think was an important decision that Luke made in this story? Tell why you think it was an important decision.	<b>3</b> Significant message or event <u>and</u> a relevant reason for opinion	<i>I think an important decision was not to save his baseball cards. I think it was important because then he might have not been able to get upstairs with the water so high.</i>
	<b>4</b> Significant message or event <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>Luke's decision was not to go back downstairs and get his baseball cards. Instead his decision was to wait safely in the attic and help with Maddy. I think it was an important decision because he could of drown if he went down the stairs to get them but he chose the safe decision instead of the dangerous one.</i>

# Bridge Pack Level 38 (NF): Amelia Earhart

Comprehension	Independent/Advanced Continuum Descriptors	Student Response Example
<b>Questioning/Prediction</b> Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?	<b>3</b> At least 2 reasonable questions that go beyond the text read aloud	1. Is Amelia going to take another trip? 2. Is Amelia going to make a surprise landing?
	<b>4</b> 3 thoughtful questions that go beyond the text read aloud	1. How long did it take Amelia Earhart to fly across the Atlantic? 2. What was Amelia's favorite flight? 3. What was Amelia's longest flight?
<b>Nonfiction Text Features</b> Turn to the map on pages 12–13. Look at the map and tell me what this map shows you. Turn to the glossary. What does the word solo mean in this book?	<b>3</b> Uses information/text features to accurately respond to both prompts	<i>I think he wanted to show how far she went. Map shows you how far she crossed the Atlantic Ocean. Glossary: Alone or done by only one person.</i>
	<b>4</b> Uses information/text features to effectively respond to both prompts; includes specific details/vocabulary	<i>It shows Amelia's planned and actual routes across the Atlantic Ocean. Glossary—Alone—done by only one person.</i>
<b>Scaffolded Summary</b> Write a summary of this book in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary. Amelia's Childhood Amelia's First Flight Preparing to Fly Solo Across the Atlantic Amelia's Trip What Amelia Believed	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting details/facts from each section	Amelia's Childhood: <i>She was good and she had lots of fun. When she was small she made a roller coaster with her sister. When her sister let go of her feet, Amelia went down and she said she was flying.</i> Amelia's First Flight: <i>Her first flight was when she was only 23 years old and her flight was only ten minutes. When she was 25 she was already setting a lot of records and then she knew that she was a flyer.</i> Preparing to Fly Solo Across the Atlantic: <i>Amelia had someone help her go across the Atlantic. Amelia wanted to be the first woman that would fly across the Atlantic Ocean.</i> Amelia's Trip: <i>On May 19, 1932 Amelia took off from a small airport in New Jersey and this was the first leg of her trip. She was in a bad storm. The next day she landed.</i> What Amelia Believed: <i>Amelia Earhart was the first woman to fly solo across the Atlantic.</i>
	<b>4</b> Well-organized summary in own language; includes all important ideas, key vocabulary, and many supporting details/facts from each section	Amelia's Childhood: <i>Amelia was born in July 1897 in Kansas. When she was little she went on a roller coaster and that's when she knew she wanted to fly.</i> Amelia's First Flight: <i>When Amelia was 23 she took her first flight. She wanted to fly her own plane so she worked hard and when she was 25 she bought it.</i> Preparing to Fly Solo Across the Atlantic: <i>Amelia kept it a secret that she was going to fly across the Atlantic Ocean. So 3 men fixed her up a plane so that she could fly.</i> Amelia's Trip: <i>On May 19, 1932 Amelia left. The next day she left again from 8:30 to 2:00. Then the next day she left again from 7:00 p.m. She flew into a bad storm and her plane iced up. Amelia was glad she was the first woman to fly across the Atlantic Ocean. When she got back she was happy.</i> What Amelia Believed: <i>She believed women should try new challenges.</i>

(Continued on the next page.)

<b>Bridge Pack Level 38 (NF): Amelia Earhart (continued)</b>		
<b>Comprehension</b>	<b>Independent/Advanced Continuum Descriptors</b>	<b>Student Response Example</b>
<b>Literal Comprehension</b> List 3 things that happened to Amelia's plane on her trip across the Atlantic Ocean.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	<i>1. The plane started to spin            2. She thought she was out of fuel            3. The cabin smelled like gas</i>
	<b>4</b> All important information that effectively responds to question(s) or prompt(s)	<i>The controls stopped working and the tip of the wings were covered in ice. Flames came out of the engine. The fuel gauge was broken.</i>
<b>Interpretation</b> How do you think Amelia felt when she landed in Ireland? Tell why she may have felt that way.	<b>3</b> Understands important text implication(s); relevant supporting details	<i>Scared because she was just in a bad storm.</i>
	<b>4</b> Insightful understanding of important text implication(s); important supporting details	<i>She felt so happy that she didn't die and that she was the first woman to fly across the Atlantic Ocean to another country.</i>
<b>Reflection</b> What do you think is the most important thing that you learned from this book? Tell why you think it is important.	<b>3</b> Significant message or information <u>and</u> a relevant reason for opinion	<i>That never to fly across the Atlantic Ocean in a storm. Because you could die from it or a lightning shock could hit your plane.</i>
	<b>4</b> Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>That Amelia did what she wanted to. Because I agree that girls could do what boys could do when they try new things.</i>

<b>Bridge Pack Level 38 (NF): The Navajo Way</b>		
<b>Comprehension</b>	<b>Independent/Advanced Continuum Descriptors</b>	<b>Student Response Example</b>
<b>Questioning/Prediction</b> Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?	<b>3</b> At least 2 reasonable questions that go beyond the text read aloud	1. How do they make their jewelry? 2. What do their schools look like?
	<b>4</b> 3 thoughtful questions that go beyond the text read aloud	1. What do Navajos make for arts and craft? 2. What kind of code talker do they have? 3. What kind of clothes do Navajos wear?
<b>Nonfiction Text Features</b> Turn to page 15. What information does this graphic organizer tell you? Turn to the glossary. What does the word <i>reservation</i> mean in this book?	<b>3</b> Uses information/text features to accurately respond to both prompts	<i>What their lives looked like and how they made things. A reservation is an area of land in the United States that is reserved for Native Americans.</i>
	<b>4</b> Uses information/text features to effectively respond to both prompts; includes specific details/vocabulary	<i>It tells me their way of life, what they do and what their arts and crafts are. A reservation is an area of land in the United States that is reserved for Native Americans.</i>
<b>Scaffolded Summary</b> Write a summary of this book in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary.  <b>Navajo Life</b> <b>Navajo Arts and Crafts</b> <b>The Code Talkers</b> <b>Teaching Navajo Ways</b>	<b>3</b> Summary in own language; includes many important ideas, some vocabulary, and supporting details/facts from each section	Navajo Life: <i>For hundreds of years the Navajo lived in North America. They mostly lived in Arizona.</i> Navajo Arts and Crafts: <i>Navajo arts and crafts are among the best. A long time ago Navajo women learned how to weave.</i> The Code Talkers: <i>A group of men spoke a language that was in code. It helped confuse the enemy.</i> Teaching Navajo Ways: <i>Navajo taught their children that the world is alive and should be treated with respect.</i>
	<b>4</b> Well-organized summary in own language; includes all important ideas, key vocabulary, and many supporting details/facts from each section	Navajo Life: <i>The Navajo have lived in North America for hundreds of years. The Navajo Nation is found in the southwest part of the United States.</i> Navajo Arts and Crafts: <i>Navajo handmade arts and crafts are among the best in the world. Long ago, Navajo women learned to weave. They made baskets with colorful designs and pottery.</i> The Code Talkers: <i>The code talkers used radios to send and receive messages. They served in World War II. They saved lives.</i> Teaching Navajo Ways: <i>Their children are taught Navajo ways and beliefs. They teach the children their traditions.</i>
<b>Literal Comprehension</b> List 3 Navajo ways and beliefs that children are taught.	<b>3</b> Information from the text that accurately responds to question(s) or prompt(s)	1. Children are taught that the world should be treated with respect. 2. Navajo stories. 3. crafts
	<b>4</b> All important information that effectively responds to question(s) or prompt(s)	<i>They are taught traditions, language, crafts, dances, stories, chants, and songs.</i>
<b>Interpretation</b> Why do you think some Navajos follow the old ways and live in hogans?	<b>3</b> Understands important text implication(s); relevant supporting details	<i>They know how to live the old ways from their parents.</i>
	<b>4</b> Insightful understanding of important text implication(s); important supporting details	<i>They are older people and they believe in the old traditions.</i>
<b>Reflection</b> What do you think is the most important thing that you learned from this book? Tell why you think it is important.	<b>3</b> Important message or information <u>and</u> a relevant reason for opinion	<i>How they make things with their hands. Because they can make handmade jewelry, pottery, and weaving.</i>
	<b>4</b> Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking	<i>Navajo life still is important because they survived on it. Their way of life was carried through because they pass down their traditions.</i>



# Moving Into Instruction

Developmentally appropriate assessments, such as *DRA2*, 4–8, are truly an integral part of the teaching-learning process. They cannot stand alone. What happens before and after the assessment is most important. Information obtained from the assessment benefits both students and teachers only when it is used to guide instruction. The areas you check on the Focus for Instruction: Class Profile forms identify what students need to learn next. Knowing this information will help you make more effective teaching decisions.

When choosing the most effective instructional techniques, it is important to value the reciprocity of the reading and writing processes. What students read has a definite impact on what they write. Writing personal narratives, informational pieces, and stories helps with comprehension. Analyzing and working with words helps students to decode and spell words.

This section, *Moving Into Instruction*, is designed to assist you in thinking about and planning for instruction after the assessment. Of course, good classroom instruction needs to precede the assessment as well. Activities and learning experiences that will not only support students in their efforts to become better readers but also prepare students for *DRA2*, 4–8, and other reading assessments include the following:

- Keep and use reading logs and journals.
- Identify their strengths and needs as readers.
- Set goals and expectations for ongoing reading.
- Have a plan of action for becoming a better reader.
- Develop and maintain oral and silent reading fluency.
- Make predictions and summarize texts orally and in writing.
- Write short-answer responses to comprehension questions and prompts.

- Support answers with information (details and examples) from the text.
- Use comprehension strategies to construct and monitor meaning across extended texts.

The following are important daily classroom practices:

- Reading aloud and discussing good literature
- Providing many books and other reading materials across genres at appropriate reading levels for all students
- Giving students time for independent reading for enjoyment as well as for information
- Providing guidelines and opportunities for students to respond to literature orally, in writing, and/or artistically.

The charts on the following pages show what intermediate readers, middle school readers, and *Bridge Pack*-level readers are generally able to do and what they are in the process of learning to do. Teachers who are looking for instructional activities pre- and post-assessment can provide opportunities for students to work independently using ideas in the column labeled “generally are able to do.” Teachers can provide more guided lessons, mini-lessons, and monitored practice in areas students “are learning to do.”

**Intermediate Readers**  
(*DRA2* Levels 40–50; Guided Reading Levels O–W)

**Generally are able to:**

**Are learning to:**

- Keep a record of books read
- Read multiple books within a series, genre, or by an author
- Increase independent reading stamina
- Read different genres (e.g., biographies, mysteries, poetry, informational, online text)

- Select texts that match their reading level, interests, and purposes
- Identify and talk about favorite genres, authors, and books
- Identify strengths as a reader
- Identify things to learn or do in order to become a better reader

- Read appropriately leveled texts with a high level of accuracy
- Monitor meaning and use fix-up strategies when meaning is lost or unclear
- Identify and use familiar consonant and vowel patterns to divide unknown two-to-three-syllable words
- Use multiple cues to problem-solve novel words quickly
- Use analogies to decode multi-syllabic words
- Quickly self-correct significant miscues
- Read in longer phrases
- Attend to and read punctuation
- Read with expression that conveys intended meaning
- Read at an appropriate rate

- Use analogies to decode word segments with similar spelling patterns (e.g., *addition*, *bought*)
- Read in longer, meaningful phrases with effective expression
- Adjust rate as needed

- Engage with the text by accessing background knowledge and initial information from the text to make several meaningful predictions
- Understand the meaning of common prefixes (e.g., *re*, *un*) and suffixes (e.g., *less*, *ful*)
- Comprehend what is read (silently and/or orally)
- Recall main ideas and supporting details from previously read chapters or segments to continue constructing and monitoring meaning
- Gain information from text features (e.g., book/chapter title[s], headings, table of contents)
- Read and understand information presented graphically
- Identify story elements (e.g., characters, setting, problem, solution)
- Understand the purpose of titles/headings, bold words, glossary, and captions
- Use titles/headings as a basis for predictions and questions

- Generate relevant questions before and during reading
- Identify meaning units within two-to-three-syllable words (base/root words and affixes) to determine the meaning
- Identify important ideas, details, and vocabulary in a text
- Compose a written summary using their own language and key ideas and vocabulary from the text
- Interpret implied meaning and/or information
- Identify important event(s) or information
- Read and interpret information presented graphically (e.g., charts, graphs, maps, diagrams)
- Use bold words, glossary, and captions to clarify meaning
- Skim to locate and/or recheck information
- Make text-to-text connections
- Determine what the author is trying to say (message/theme)
- Identify the most important event and tell why it is important
- Support opinions with examples from the text or personal experience
- Understand emotional content to support meaning
- Locate and restate information within the text to respond to literal questions
- Make inferences and discuss/record what is implied or suggested in the text
- Support responses (e.g., inferences, connections, opinions) with information from the text and/or personal experience
- Reflect on and determine importance, and/or evaluate what is read
- Tell why an event or message is important
- Participate in book discussions

**Middle-School Readers**  
**(DRA2 Levels 60–80; Guided Reading Levels V–Z)**

Generally are able to:	Are learning to:
<ul style="list-style-type: none"> <li>• Select texts that match their reading level, interests, and purposes</li> <li>• Identify strengths as a reader</li> <li>• Keep a record of books read</li> <li>• Read different genres (e.g., biographies, mysteries, informational text, poetry, online text)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things to learn or do in order to become a better reader</li> <li>• Select literary texts</li> <li>• Select portions of texts for specific purposes</li> </ul>
<ul style="list-style-type: none"> <li>• Read with a high level of accuracy</li> <li>• Adjust rate as needed</li> <li>• Monitor meaning</li> <li>• Decode words automatically</li> <li>• Quickly self-correct significant miscues</li> </ul>	<ul style="list-style-type: none"> <li>• Read with effective expression</li> <li>• Read orally and silently at a rapid rate</li> </ul>
<ul style="list-style-type: none"> <li>• Engage with the text by accessing background knowledge and initial information from the text to make several meaningful predictions</li> <li>• Generate relevant questions before and during reading</li> <li>• Identify important ideas, details, and vocabulary in a text</li> <li>• Compose a written summary using their own language and key ideas and vocabulary from the text</li> <li>• Understand meaning of novel vocabulary in context</li> <li>• Make text-to-text connections</li> <li>• Use a variety of resources to clarify meaning</li> <li>• Identify the most important event and tell why it is important</li> <li>• Support opinions with examples from the text or personal experience</li> <li>• Use titles/headings as a basis for predictions and questions</li> <li>• Locate and restate information within the text to respond to literal questions</li> <li>• Recall main ideas and supporting details from previously read chapters to continue constructing and monitoring meaning</li> <li>• Use text features (e.g., book/chapter title[s], headings, table of contents) to predict and respond to text</li> <li>• Read and understand information presented graphically</li> <li>• Identify story elements (e.g., characters, setting, problem, solution)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify meaning units within multi-syllable words to determine the meaning (e.g., <i>agronomy</i>, <i>homogenous</i>)</li> <li>• Interpret implied meaning and/or information</li> <li>• Identify important event(s) or information</li> <li>• Interpret and synthesize information presented graphically (e.g., charts, graphs, maps, diagrams)</li> <li>• Identify the message/theme</li> <li>• Understand emotional content to support meaning</li> <li>• Skim to locate and/or recheck information</li> <li>• Make inferences and discuss/record what is implied or suggested in the text</li> <li>• Support responses (e.g., inferences, connections, opinions) with information from the text and/or personal experience</li> <li>• Reflect on and determine importance, and/or evaluate what is read</li> </ul>



**Bridge Pack-Level Readers**  
(DRA2 Levels 20–38; Guided Reading Levels K–P)

Generally are able to:	Are learning to:
<ul style="list-style-type: none"> <li>• Select familiar texts for independent reading</li> <li>• Select easy novel texts from identified sets for independent reading</li> <li>• Tell about a favorite book</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain reading for a longer period of time</li> <li>• Read several familiar or easy novel texts independently at one sitting</li> <li>• Read a beginning chapter book across several sittings</li> <li>• Read different genres (e.g., simple biographies, simple mysteries, poetry)</li> </ul>
<ul style="list-style-type: none"> <li>• Scan pages from top to bottom to locate text</li> <li>• Hold the story line while accessing visual information</li> <li>• Use meaning, structure, and visual information to problem-solve unknown words</li> <li>• Use beginning and ending letter(s)/sound(s) to confirm or discount word choice</li> <li>• Decode one-syllable words by sequentially blending letter sounds</li> <li>• Use familiar letter sequences (e.g., onsets and rimes) to decode unknown words</li> <li>• Use analogies to decode words with similar spelling patterns (e.g., <i>day</i>, <i>night</i>)</li> <li>• Read in 2–3 word phrases</li> <li>• Read dialogue with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple cues to problem-solve novel words quickly</li> <li>• Take words apart (e.g., onsets, rimes, endings, contractions, compound words) to decode unknown words</li> <li>• Search and monitor vowel patterns within words</li> <li>• Use analogies to decode words with similar spelling patterns (e.g., <i>out</i>, <i>all</i>)</li> <li>• Quickly self-correct significant miscues</li> <li>• Read in longer phrases</li> <li>• Attend to and read punctuation</li> <li>• Read with expression that conveys intended meaning</li> <li>• Read at an appropriate rate</li> </ul>
<ul style="list-style-type: none"> <li>• Preview a text; talk about what is happening in the illustrations/photographs</li> <li>• Predict what's coming next</li> <li>• Orally retell or recount what they read</li> </ul>	<ul style="list-style-type: none"> <li>• Make multiple predictions based on prior knowledge, book title, and introduction</li> <li>• Extract more meaning from the text; rely less on the illustrations</li> <li>• Monitor meaning across pages/short chapters; stop and reread when meaning is not clear</li> <li>• Monitor meaning across days when reading an extended text</li> <li>• Interpret implied meaning and/or information</li> <li>• Identify important event(s) or information</li> <li>• Gain information from text features (e.g., book/chapter title(s), headings, table of contents)</li> <li>• Read and understand basic information presented graphically (e.g., simple maps, charts, timelines)</li> <li>• Retell important ideas and details sequentially or in a logical order</li> <li>• Identify story elements (e.g., characters, setting, problem, solution)</li> </ul>
<ul style="list-style-type: none"> <li>• Respond to texts by making personal connections and reflecting on a favorite part</li> </ul>	<ul style="list-style-type: none"> <li>• Share text-to-text connections made while reading a text</li> <li>• Determine what the author is trying to say (message)</li> <li>• Identify the most important event and tell why it is important</li> <li>• Support opinions with examples from the text or personal experience</li> </ul>

**Scaffold (Model, Teach, and Reinforce) *Bridge Pack*-Level Readers to:**

<p><b>Before Reading</b></p>	<ul style="list-style-type: none"> <li>• Look at the title and the cover illustration and think about the text (e.g., <i>What is this about? What kind of book is this? What are my expectations?</i>)</li> <li>• Look at the illustrations/photographs and tell/think what is happening</li> <li>• Preview texts, making predictions about what is likely to happen or identifying topics and information that may be included</li> <li>• Listen to the book introduction given by the teacher</li> </ul>
<p><b>During Reading</b></p>	<ul style="list-style-type: none"> <li>• Predict what they think will happen next; confirm and/or alter predictions</li> <li>• Read text with an appropriate rate, phrasing, and expression</li> <li>• Quickly problem-solve novel/challenging words using multiple sources of information (e.g., meaning, sentence structure, visual)</li> <li>• Take apart longer unknown words (e.g., syllables, endings, common letter sequences) but also use letter-sounding if needed</li> <li>• Quickly self-correct significant miscues</li> <li>• Read silently</li> <li>• Monitor meaning across pages, segments, and/or chapters; stop and reread when meaning is not clear or lost</li> </ul>
<p><b>After Reading</b></p>	<ul style="list-style-type: none"> <li>• Include important characters, events, ideas, and details in oral retellings</li> <li>• Organize information presented in a retelling in a sequential or logical order</li> <li>• Identify a part of the book they liked best and tell why</li> <li>• Discuss text-to-self and text-to-text connections made while reading</li> <li>• Demonstrate understanding of the characters through discussion</li> <li>• Interpret characters' actions, decisions, behaviors</li> <li>• Discuss what the author is trying to say in the story/text (message)</li> <li>• Identify the most important thing that happened in the story</li> <li>• Use details from the text and personal experience to support opinion(s)</li> </ul>

### Generic *DRA2* Blackline Masters

On the next few pages are generic blackline masters that intermediate and middle school readers can use to keep a reading log and practice prediction, note taking, written summary, and metacognitive awareness. *Bridge Pack*-level readers can use the forms to keep a reading log and practice prediction. A scaffolded summary is also included for *Bridge Pack*-level readers. Using these generic blackline masters will enable students to become familiar with the forms and expectations of *DRA2*, 4–8. Note: Be sure to use these forms with texts other than the *DRA2* Benchmark Assessment Books. It is important that the *DRA2* texts are used for assessments only and never for instructional purposes.

## Prediction

Name \_\_\_\_\_ Date \_\_\_\_\_

List 3 questions that you had while reading the first part of the book.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What are 3 things that you think might happen or that you might learn from reading the rest of the book?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Note Taking

Name \_\_\_\_\_ Date \_\_\_\_\_

As you read this story, select the important information to record on the graphic organizer below.

**Book Title** \_\_\_\_\_

**Setting**

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**Characters**

---

---

---

**Events**

---

---

---

---

---

---

**Resolution**

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## Note Taking

Name \_\_\_\_\_ Date \_\_\_\_\_

As you read the book, select the important information to record on the graphic organizer below.

**BOOK TITLE:**

## Note Taking

Name \_\_\_\_\_ Date \_\_\_\_\_

As you read the book, select the important information to record on the graphic organizer below.

BOOK TITLE:

## ***Scaffolded Summary***

---

Name \_\_\_\_\_ Date \_\_\_\_\_

Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. Use the words below to help you organize your summary.

In the beginning, \_\_\_\_\_

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---

---

Next, \_\_\_\_\_

---

---

---

Then, \_\_\_\_\_

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---

---

After that, \_\_\_\_\_

---

---

---

In the end, \_\_\_\_\_

---

---

---

---



## Summary

Name

Date \_\_\_\_\_

Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story.

[illegible]

## *Metacognitive Awareness*

---

Name \_\_\_\_\_

Date \_\_\_\_\_

Check 1 comprehension strategy that you used to help you understand the book.

- ☐ Using background knowledge
- ☐ Questioning
- ☐ Making connections
- ☐ Determining importance
- ☐ Inferring
- ☐ Visualizing
- ☐ Responding emotionally

Give at least 2 specific examples from the book that show how you used this comprehension strategy.

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## Reading Log

Name \_\_\_\_\_

Date \_\_\_\_\_

Date Finished	Title of Book	Brief Comment



# Frequently Asked Questions

For the results of DRA2, 4–8, to be reliable and accurate, it is important for you to be familiar with the guidelines and procedures for administering the assessment. In addition to the guidelines provided in this Teacher Guide, here are answers to some of the most frequently asked questions teachers have about DRA2 that you may find helpful.

*Do we count a word error if a student misreads the word every time it is repeated in the text?*

In DRA2, you should use the procedures set forth by Dr. Clay for scoring and analyzing running records. Every error, except for the repetition of a person's name (*Raymond* for *Ramon*), is counted each time.

*What is the appropriate number of times to administer DRA2?*

In general, DRA2 is given twice a year (fall and spring) to provide teachers with information to guide instruction. There is always the option to administer the assessment more frequently. Oftentimes, the assessment is administered at midyear to identify the needs or skills of students who are challenged readers. It is also given midyear, in some cases, to monitor student progress and provide more instructional guidance.

*Is it okay to prompt the student and ask the student to reread with better expression?*

No. When a student is reading aloud during the assessment, it is not an instructional moment. The information gained from the student's oral reading is intended to be a snapshot of the student's skills at that point in time. The teacher should use the information gleaned from the assessment to guide instruction in the weeks to come.

*How can DRA2 help me meet the needs of students in special education?*

DRA2 can help to address students' IEP goals and objectives. For example, the DRA2 Continuum can be immediately turned into measurable goals and objectives.

*Are there any parts of DRA2 that can be omitted and still maintain the integrity of the test?*

No. The assessment was field-tested and revised based on the field-test feedback. One of the strengths of DRA2 is that a student reads the entire text as opposed to an excerpt. This helps the student construct meaning or comprehend across extended text (beginning, middle, and end). The student is able to respond with more depth because more information and context is provided. This task resembles real-life reading.

*Does writing in DRA2, 4–8, give an accurate portrayal of comprehension?*

It is true that students will not be able to write all they would tell orally so they must determine what is most important to include in their written responses and how to organize their thoughts in a meaningful or logical order. The composing process gives students time to do so. It also enables students to reread and revise what they have written in order to clarify their understanding of what they read and/or written. Many state assessments ask for written responses as well. The DRA2 gives teachers insight into how well intermediate and middle-school readers respond in writing.

*Can I record a limited English speaker's responses for the student rather than have the student write his or her answers in the Student Booklet?*

The first question to ask is: Is the student able to understand enough English to read and comprehend the text? If the answer is *yes*, then he or she should also be able to respond in writing. You may choose to take dictation if the student has an IEP or a 504 or similar plan that requires a scribe for writing.

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Record of Oral Reading Guidelines			
Reading Behavior	How to Record Observed Behavior	Examples	Number of Errors
Accurate Reading	No notation	An octopus has no backbone.	No errors
Substitution	Record the substitution.	<sup>beginning</sup> tears begin to well up	*Each substitution is counted as one error.
Repetition	Insert "R" and an arrow to indicate repeated word(s) or underline repeated word(s).	<sup>← R →</sup> Always looking for a Mike <u>was</u> <u>thoroughly</u>	Repetitions are <b>not counted as errors</b> but impact fluency.
Self-Correction	Insert "sc" after the substitution.	<del>discovered</del> /sc They described the weather	Self-corrections are not counted as errors.
Omission	Circle omitted word(s).	One day, as she and <u>her</u> mother ...	Each omission is counted as one error.
Insertion	Use a caret to record added word(s).	the covered in ^ snow and ice.	Each inserted word is counted as one error.
Reversals	Use the reversal symbol when words are reversed.	She quickly <u>agreed</u> to	A reversal is counted as one error.
Sounding Out	Record letter sounds and use slash marks to show how words are segmented.	Princess was captivated... ...uses a funnel for...	**Words sounded out incorrectly are counted as one error.
Word Told by Teacher	Insert a "T" above word(s) told.	<sup>T</sup> many disguises and tricks	Each word told by the teacher is counted as one error.
Long Pauses	Where student pauses, insert a "W" above the place or use a slash mark.	<sup>W</sup> They got a bucket They saw/some/cashews	Pauses are <b>not counted as errors</b> but impact fluency.

\* **Repeated Substitutions:** If the child makes an error (e.g., *run* for *ran*) and then substitutes this word repeatedly, it counts as an error every time. The substitution of a proper name (e.g., *Mary* for *Molly*) is counted as an error only the first time.

\* Substitutions involving contractions count as one error. Examples: I will I'll  
I'll I will

\*\* Words mispronounced due to a speech problem or dialect may be coded but are not counted as errors.

Examples: git pitcher are  
get picture our

**Note:** Miscues of numerals and abbreviations are not to be counted in the total number of miscues, but they can be noted for future instruction.

Texts	DRA Lvl	F/ NF	# Pages	# Words in BAB	ROR # Words	WPM				Accuracy			
						INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Hero	20	F	8	447	163	54 or less	55-64	65-95	96 or more	93% or less	94%	95-97%	98-100%
What Carlos Wants	24	F	8	489	160	59 or less	60-69	70-100	101 or more	93% or less	94%	95-97%	98-100%
Energy From the Sun	28	NF	16	403	170	64 or less	65-74	75-105	106 or more	93% or less	94%	95-97%	98-100%
Incredible Journeys	28	NF	16	426	172	64 or less	65-74	75-105	106 or more	93% or less	94%	95-97%	98-100%
The Blasters	30	F	12	1071	207	64 or less	65-79	80-110	111 or more	94% or less	95%	96-97%	98-100%
The Flood	34	F	12	1039	213	64 or less	65-79	80-115	116 or more	94% or less	95%	96-98%	99-100%
Amelia Earhart	38	NF	16	810	208	69 or less	70-89	90-125	126 or more	94% or less	95%	96-98%	99-100%
The Navajo Way	38	NF	16	737	202	69 or less	70-89	90-125	126 or more	94% or less	95%	96-98%	99-100%
All the Way Under	40	F	12	1359	255	74 or less	75-104	105-140	141 or more	95% or less	96%	97-98%	99-100%
The Amazing Octopus	40	NF	12	941	189	69 or less	70-99	100-135	136 or more	95% or less	96%	97-98%	99-100%
A Journey to Freedom	40	F	12	1325	254	74 or less	75-104	105-140	141 or more	95% or less	96%	97-98%	99-100%
A Pack of Wolves	40	NF	12	992	205	69 or less	70-99	100-135	136 or more	95% or less	96%	97-98%	99-100%
Cry Foul	50	F	12	1528	257	84 or less	85-114	115-150	151 or more	95% or less	96%	97-98%	99-100%
Friends in America	50	F	12	1565	260	84 or less	85-114	115-150	151 or more	95% or less	96%	97-98%	99-100%
Lights! Camera! Action!	50	NF	12	1240	230	79 or less	80-109	110-140	141 or more	95% or less	96%	97-98%	99-100%
Storm Chasers	50	NF	12	969	245	79 or less	80-109	110-140	141 or more	95% or less	96%	97-98%	99-100%
Froggy and Princess	60	F	12	1722	266	89 or less	90-124	125-160	161 or more	95% or less	96%	97-98%	99-100%
Linda Greenlaw	60	NF	12	1333	265	84 or less	85-119	120-150	151 or more	95% or less	96%	97-98%	99-100%
Mike Fink	60	F	12	1722	260	89 or less	90-124	125-160	161 or more	95% or less	96%	97-98%	99-100%
One Brave Heart	60	NF	12	1262	240	84 or less	85-119	120-150	151 or more	95% or less	96%	97-98%	99-100%
Alaska Major	70	F	12	1691	231	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%
Lost!	70	F	12	1842	236	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%
Mount Washington	70	NF	12	1176	226	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%
Thrills and Chills	70	NF	12	1250	220	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%
Duel of the Dinosaur Hunters	80	NF	12	1686	211	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%
The Missing Link	80	F	12	1879	211	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%
Surtsey: Birth of an Island	80	NF	12	1355	213	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%
Upur and the Great Nut Tree	80	F	12	1914	213	99 or less	100-129	130-165	166 or more	95% or less	96%	97-98%	99-100%