



Intermediate Reading Screenener

“Empowering all Learners to Thrive”





Intermediate Reading Screener Teacher Guide

Updated January 2024

Overview..... 4

Reading Maze 7

Rationale 8

Example 8

Directions 8

Data Analysis 9

What's Next? 9

FAQ's..... 9

Oral Reading Fluency (ORF)..... 41

Rationale 42

Directions 42

Data Analysis 67

What's Next? 69

FAQ's..... 69

Closer Look at Phonics and Non-Sense Words 70

Rationale 71

Directions 71

Data Analysis 71

What's Next? 71

FAQ's.....

71 Advanced Phonics Continuum

72

Nonsense Words Phonics Screener for Intermediate Grades..... 73

Teacher Copy 73

Summary Sheet 74

Student Copy 75

Appendix 1 76

Optional Reading Comprehension 77

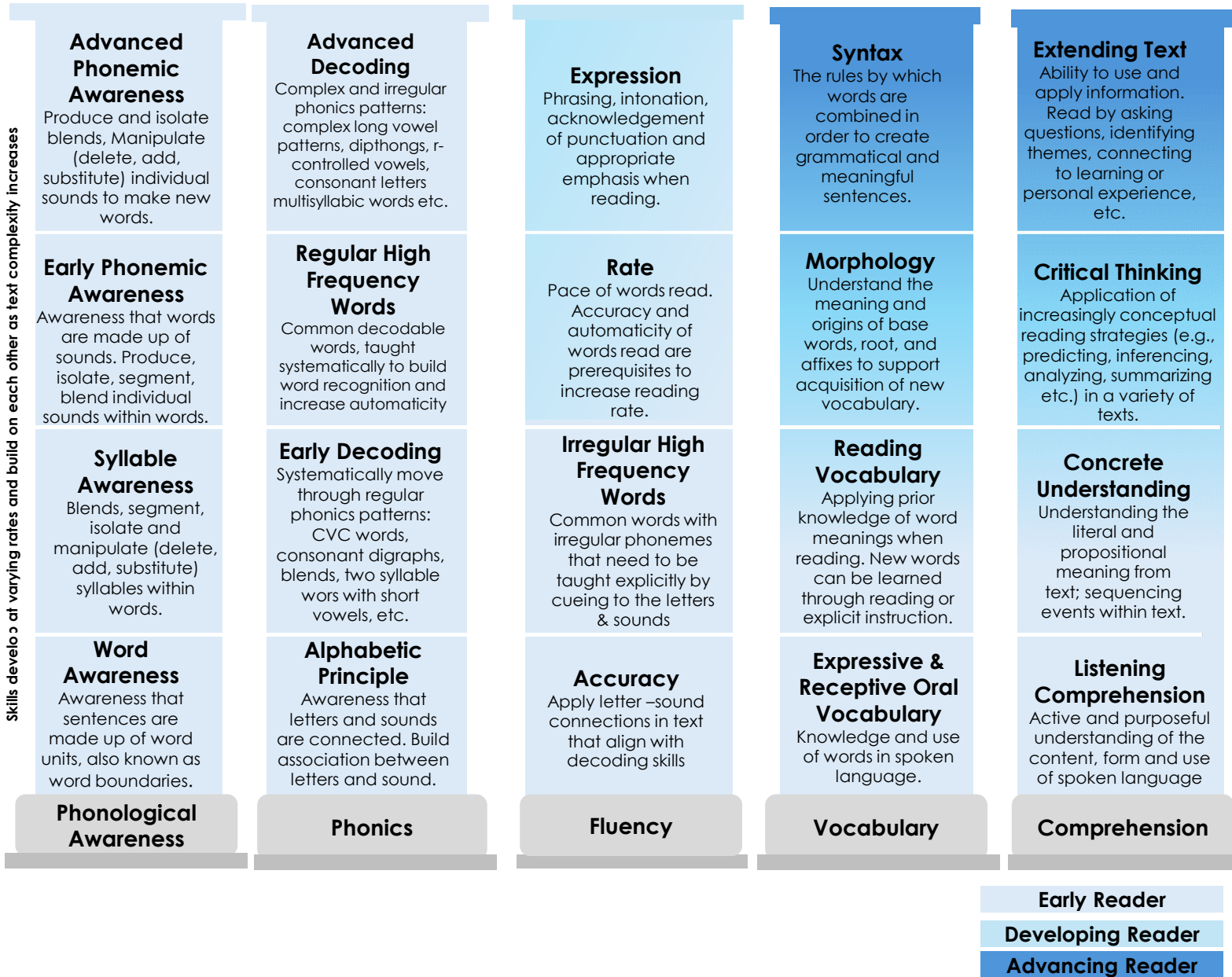
Appendix 2 109



When analyzing assessment data, reference the Foundational Reading Skills Pillars to determine which reading behaviours your student is exhibiting; early reader, developing reader, or advanced reader. In doing so, we shift from assigning “levels” to understand learning behaviours.

Foundational Reading Skills Overview

The purpose of this document is to take a closer look at the continuum of reading skills. Keeping the learners in mind, we hope this document can inspire reflection and dialogue about the complexities of teaching reading.



Adapted from The Reading Universe 2018
Updated June 2022

Concepts about Print

Understanding that written language represents meaningful oral language and that books and print have structure.

Book Parts: Title, cover, author, spine orientation, etc.

Directionality: Book handling, left to right, top to bottom etc.

Text Features: Page numbers, punctuation, diagrams, etc.

Print Structure: Visual boundaries of letter, word, and sentence, 1:1 oral/written word correspondences.



Intermediate Reading Screener

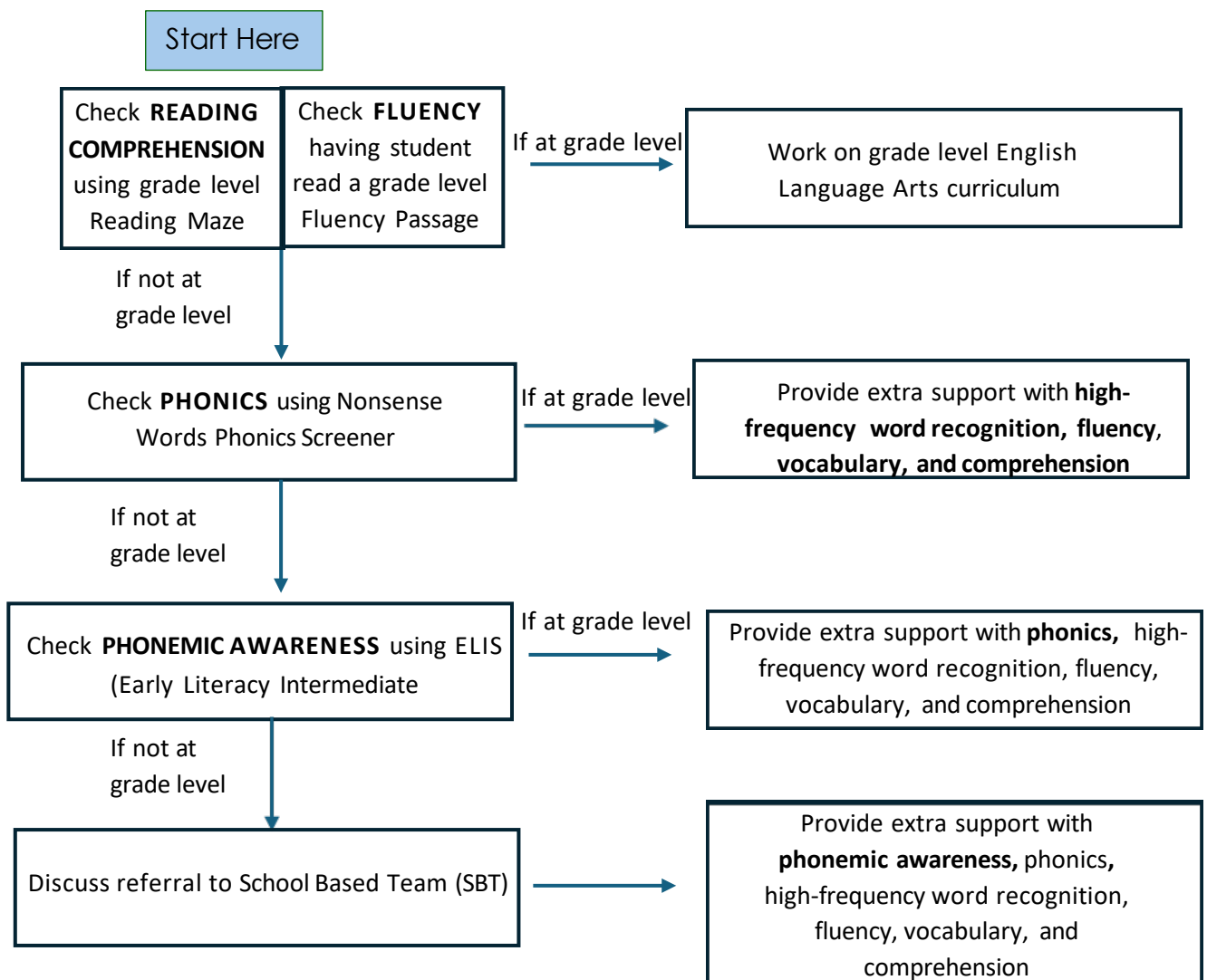
Teacher Guide

Updated January 2024

The purpose of the IRS Screener is to:

- Better understand the needs of students in our class through the lens of Reading, Viewing and Listening
- Remain current in the pedagogical practices in the field of education

The following chart illustrates the intermediate reading assessment path.



Adapted from CORE Assessing Reading: Multiple Measures by Literacy How,

Reading Maze

|

Rationale

- Maze passages are a quick and easy way to get a snapshot of student reading comprehension abilities.
- In a maze, children will be faced with opportunities to select a word that contributes to the correct meaning of the passage as created by a [Maze generator](#).

Example

Here is an example passage from a Maze assessment. Students read the example and circle the word that makes the most sense in the passage:

*Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work. In the **(afternoon, library, morning)**, she also takes a bus home.*

Excerpt from the DIBELS-8, University of Oregon.

Directions

This is an **independent** reading assessment (no reading support will be provided)

- If you know a student is not comprehending at grade level, refer to flow chart. (They do not need to complete the maze assessment)

This is NOT a timed assessment, however, allow up to 20 minutes to complete.

- **Maze Assessment:**
 1. Find the form for your grade level. For example, "Form 5-1" means it is a Gr. 5 passage, version 1. Use ___-1 (fiction)mazes for a beginning of the year assessment and ___-2 (non-fiction) for a mid-year check-in.
 2. Photocopy, **double-sided**, the **Practice Passage** page and the **Student Copy-Maze** you will use for your class. If you have a combined grade, ensure each student has an assessment that corresponds with their grade level.

Front side- "Practice Passage" | Back side – "Student Copy –Maze"

3. Using the **Teacher Script for Maze Assessment** document, guide the whole class through the **Practice Passage** and the actual **Maze Assessment**.
4. After the assessment has been completed, collect and evaluate using the answer key at end of the comprehension assessment section.



Data Analysis

Maze:

Calculate the percentage score:

$$\frac{\text{Number of correct selections: } 15}{\text{Total number of selections: } 20} = .75 \text{ or } 75\%$$

Use the table below to see where they place on the maze assessment norms. In the above example, the maze passage would be at the *instructional level* for Student A.

Maze Assessment Norms

	Frustration Level <i>passage is too difficult for the student</i>	Instructional Level <i>passage is at their reading level</i>	Independent Level <i>passage is below their reading level or "easy"</i>
Percentage score	75% and below	Between 75-90%	90% and above

What's Next?

Maze: This data can inform teachers on appropriate reading level texts for their students. For example, a Gr. 5 student who scored at the *instructional level*, would continue to use Gr. 5 level texts for reading instruction.

Optional: Multiple choice literal and inferential comprehension questions, as well as a connecting prompt provided for each maze passage that you will find in Appendix 1; answer keys provided.

FAQ's

- *Why use a maze to assess reading comprehension?*
 - According to the research, mazes are quick and easy to construct and administer. The results are reasonably accurate and provide reliable data for determining a student's reading comprehension level.
- *Why use the multiple-choice format for checking reading comprehension?*
 - The multiple-choice format is meant to provide teachers with a more efficient tool for administering and gathering reading comprehension data. The results give teachers a general overview of a student's reading comprehension and helps inform instruction.
- *What can I do to improve my student's reading comprehension?*
 - Fluency and lack of vocabulary and background knowledge largely contribute to reading comprehension. Working on these skills along with focused instruction and practice with reading comprehension skills will help your student's progress.

Teacher Script for the Maze Assessment. Use with all grades.

I am going to give you a worksheet. When you get your worksheet, please put your name and date on the top and then put your pencil down.

(Hand out the maze student package)

You are going to read a passage with some words missing from it. For each missing word, you will see brackets with three different words inside. Your job is to circle the word you think makes the most sense in the context of the passage. Let's look at the practice passage together. Listen as I read.

"Jen goes to work far from her home. Every morning she takes the (pause) (shoe, bus, school), to work."

Let's stop there. Let's circle the word 'bus' because it makes the most sense here. Listen to how that sentence sounds now:

"Jen goes to work far from her home. Every morning she takes the bus to work."

Now it is your turn. Read the next sentence silently to yourself. When you come to the brackets, read all of the word choices given and circle the word that makes most sense to you. When you are done, put your pencil down.

Allow up to 30 seconds for students to complete the example and put their pencils down. After 30 seconds, say "Put your pencils down please".

Now listen: In the (pause) (afternoon, library, morning) (pause), she also takes the bus home. You should have circled 'afternoon', because 'afternoon' makes the most sense. Listen: "In the afternoon, she also takes a bus home".

When I say "Begin", turn the page, and start reading the passage silently. When you come to a set of brackets, read all the words inside and circle the word that makes the most sense. You will stop when you come to the end of the passage. Read and circle as many correct words as you can. This is not timed, so take your time.

Ready? Begin.

Reminders:

If students are reading out loud, remind them to read silently.

If a student stops working, say "Please keep going. Just do your best work".

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Student Copy- Maze

Form 3-1

The Sun and the Moon

Celestine Aleck

Summary:

In this Coast Salish story, to help make their children happy, the sun and the moon make the difficult choice to part from each other. The Creator allows them to visit at the time of an eclipse and at sunrise and sunset. The great love between the sun and the moon can be seen in the beauty of those times.

Long ago, the sun and moon fell in **(mud, love, hats)**. The moon loved the sun so **(crown, much, totally)** she followed him everywhere! The sun and the moon had children and the children **(jumped, lived, saw)** on the earth. The children **(saw, threw, meant)** how much their parents loved each **(together, other, keep)**. The children wanted to find true **(people, love, stars)**, too. They asked their parents for **(help, trust, space)**. The sun and the moon said they would help. They would find a way to **(sing, run, bring)** new beings to earth to be partners for their children. The sun and moon prayed to the Creator and asked for more beings on the **(sky, time, earth)**. Time passed...

The Creator came to them and said, "Well, if I do that, I will have to make the earth **(smaller, bigger, hotter)** to fit everyone on it. You will have to move **(closer, apart, near)** from each other to make room. This is the only way you will both be **(think, able, not)** to still watch over all your **(earth, children, creations)**. The sun and moon talked. They **(told, made, found)** a choice. They would part from each other for the love of **(dog, their, mom)** children.

	Correct	
	Total	15
	Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 3-1

Comprehension Maze Key:

love
much
lived
saw
other
love
help
bring
earth
bigger
apart
able
children
made
their

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Student Copy- Maze

Form 3-2

Stevie Smith Bike Park

Background information: A bike park built to honour the legacy of one of Nanaimo's most legendary people and World Cup Downhill winner – Stevie Smith. Stevie Smith Bike Park is a world-class facility located in central Nanaimo.

Stevie Smith Bike Park is a great place to ride (**bikes, horses, cars**) in Nanaimo. The park is named after a (**very, relieved, famous**) bike rider who used to live there.

Stevie Smith was an amazing (**short, bike, healthy**) rider. He won lots of (**competitions, schools, books**) and became famous all around the world. Stevie (**visited, grew up, left**) in Nanaimo and he (**loved, scared, understood**) riding his bike in the woods and (**oceans, stores, mountains**) around the city.

The bike (**calmly, park, hair**) is a great place for (**dogs, kids, cheese**) to ride bikes and have fun. There are lots of different trails and (**swings, boats, ramps**) for all (**crazy, rule, levels**) of riders. Even if you are just learning to ride, there is an (**easy, impossible, odd**) track for you to (**shallow, steep, practice**) on.

When you go to the bike park, you should always wear a (**helmet, seatbelt, hose**) to keep your (**feet, head, pet**) safe. You should also make sure that your (**bike, fish, envious**) is in (**good, rough, triangle**) shape before you ride it.

Stevie Smith Bike Park is a really (**cruel, fun, weary**) place to go with your (**bucket, bath, friends**) and family. You can ride bikes, hang out, and maybe even become a (**great, tired, explore**) bike rider like Stevie Smith!

	Correct	
	Total	20
	Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 3-2

Comprehension Maze Key:

bikes

famous

bike

competitions

grew up

loved

mountains

park

kids

ramps

levels

easy

practice

helmet

head

bike

good

fun

friends

great

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 4-1

Student Copy- Maze

A Boy Called Bat

Elana K. Arnold

Summary

For Bixby Alexander Tam (nicknamed Bat), life tends to be full of surprises—some of them good, some not so good. Today, though, is a good-surprise day. Bat's mom, a veterinarian, has brought home a baby skunk, which she needs to take care of until she can hand him over to a wild-animal shelter. But the minute Bat meets the kit, he knows they belong together. And he's got one month to show his mom that a baby skunk might just make a pretty terrific pet. In this passage, Bat's bedroom is being described. This is the place that Bat goes for comfort and the one place that belonged to him.

Background Information from the publisher, Harper Collins

After finishing his **(pencil, snack, tree)** Bat went to his room. Bat's room was his favourite **(place, car, time)** in the whole world. In his room Bat **(took, played, felt)** completely comfortable. Here, he knew **(where, honestly, pump)** everything was. If something was in the **(back, cheerfully, wrong)** place, it was his own **(shirt, while, fault)**, because no one messed with his **(face, disarm, room)** but him.

In the rest of their **(mad, gingerbread, small)** house, Bat's mom and sister **(knew, could, fuzzy)** put anything that needed to **(be, below, go)** to Bat's room in one of **(hissing, million, three)** baskets: his clean laundry basket, his **(roof, book, gentle)** basket, and his miscellaneous stuff basket.

"Mis-cell-a-ne-ous" was a great **(dog, word, delicious)**, and one of Bat's favourites. It meant all the extra stuff, so the miscellaneous stuff **(basket, collar, drink)**, could have almost anything (except clean **(milk, ice cream, laundry)** and books) in it.

When the baskets were **(swiftly, full, annually)**, Mom placed them in the **(stealthily, goat, hallway)** outside Bat's door. He took them into his **(kitchen, house, room)** and unloaded them himself.

Correct	
Total	18
Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 4-1

Comprehension Maze Key:

snack
place
felt
where
wrong
fault
room
small
could
go
three
book
word
basket
laundry
full
hallway
room

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 4-2

Student Copy- Maze

Buttertubs Marsh

Background Information: Buttertubs Marsh in Nanaimo is a large wetland covering over 100 acres. It serves as a vital habitat for diverse animal species and plays a crucial role in purifying water, benefitting both animals and plants.

Buttertubs Marsh is an amazing place in Nanaimo where people can see many different animals and plants. It's a large wetland area that **(covers, sings, hides)** over 100 acres. The marsh was named after butter tubs that were used in the past to collect **(water, milk, food)** from cows that **(ate, swam, jumped)** grass in the area. The land turned into a marsh over time because **(fire, water, moon)** collected there.

Now there are many different animals that call the **(school, successful, marsh)** their home. People can walk on a special **(boat, path, machine)** that goes around the marsh to see the animals up close. Some of the animals that visitors can **(appear, buy, see)** include ducks, geese, herons, eagles, beavers, and otters. **(Ducks, Beavers, Penguins)** are interesting because they **(build, eat, break)** dams, which are walls made from sticks and **(bubbles, mud, newspaper)** that hold back **(milk, animals, water)**. This creates a pond that the beavers can **(swim, ride, read)** in. Beavers are very good **(jumpers, swimmers, singers)** and can hold their breath for a long time.

The marsh is important because it helps clean water and is home to many kinds of **(plants, cows, people)**. Wetlands like Buttertubs Marsh work as natural filters for water. They help make it **(hot, dirty, clean)** by removing things that can **(help, harm, visit)** animals and plants.

When people visit Buttertubs Marsh it is important to be **(kind, loud, funny)** to the animals and not harm them. People should **(stay, write, dance)** on the path and avoid bothering the animals. Buttertubs Marsh is a wonderful place to **(visit, fork, avoid)** to watch animals and enjoy **(food, nature, swimming)**.

	Correct	
	Total	20
	Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 4-2

Comprehension Maze Key:

covers

milk

ate

water

marsh

path

see

Beavers

build

mud

water

swim

swimmers

plants

clean

harm

kind

stay

visit

nature

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 5-1

Student Copy- Maze

Elvis, Me, and the Lemonade Stand

Leslie Gentile

Summary:

It's the summer of 1978 and most people think Elvis Presley has been dead for a year. But not eleven-year-old Truly Bateman — because she knows Elvis is alive and well and living in the Eagle Shores Trailer Park.

It's a busy summer for Truly, she is determined to raise as much money for herself as she can through her lemonade stand...and to prove that her cool new neighbour is the one and only King of Rock 'n' Roll.

Background Information adapted from the Publisher, Cormorant Books.

So, Day One of the **(lemonade, gas, hand)** stand, and there I was, miserable, bored, sitting in the hot **(side, sun, dog)** at my stand, watching the ice **(harden, slip, melt)** in the jug of lemonade on the rickety, makeshift table in **(behind, front, under)** of me.

No one will stop. No one ever drives down this **(obediently, war, road)**, I told myself.

Just then, to **(hid, it, prove)** me wrong, that Volkswagen Sun Bug **(too, turned, yearly)** at the four-way stop and headed **(toward, these, wear)** me. That stretch of road ran **(flat, loosely, around)** and straight, so I watched the Sun Bug's progress as it made its **(way, middle, unexpectedly)** down toward Eagle Shores.

Now I'll never hear the end of it from Andy El, I thought. I had tried to **(sing, tell, walk)** her that it wouldn't work out, because one thing I **(knew, asked, played)** about life for sure – nothing ever worked out for me. But she'd cheerfully insisted and had finally worn me down.

"You need something to do this summer. It'll be fun, you'll see," she'd said as she kept setting things up. "You can earn some **(time, money, jobs)** for yourself. Save up for something special, maybe."

And here I was, with my first customer **(driving, happy, swimming)** up in a Volkswagen Beetle.

The car **(ran, stopped, motion)**, the driver's door opened, and out he stepped. It was the King. Elvis Presly. With aviator sunglasses, black hair, big **(operation, sideburns, fierce)**, and all.

He **(stretched, slept, jumped)** as though he'd been stuck behind the wheel of that Bug for **(seconds, minutes, hours)**, then looked down at me and smiled.

"How much?" he **(quickly, above, asked)** in a quiet drawl.

I just **(fired, sat, flew)** there and stared stupidly at him. He took off his sunglasses and smiled at me with the bluest **(eyes, teeth, car)** I have ever seen.

"How much? For a **(glass, coal, leg)** of lemonade?" he asked again. Polite, like all the magazines said he was.

Correct

Total

22

Percentage

%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 5-1

Comprehension Maze Key:

lemonade

sun

melt

front

road

prove

turned

toward

flat

way

tell

knew

money

driving

stopped

sideburns

stretched

hours

asked

sat

eyes

glass

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 5-2

Student Copy- Maze

Petroglyph Park

Background Information: Petroglyph Park is a fascinating destination known for its ancient rock carvings. These carvings, called petroglyphs, were made by Indigenous people long ago and hold significant cultural and historical value. Today, visitors can explore the park and marvel at these meaningful artifacts.

Petroglyphs are pictures that were **(flown, carved, spilled)** into rocks a long time ago by Indigenous people. In Nanaimo, British Columbia, there is a **(solid, candy, special)** place called Petroglyph Park where you can see many petroglyphs.

The **(soft, petroglyphs, sang)** in Nanaimo were made by the Snuneymuxw First Nation. They tell stories and **(held, show, steep)** important things from their culture such as animals, people, and spiritual beliefs. They were **(made, discovery, eaten)** by chipping away at the **(rock, was, continue)** using a harder rock, a technique that is **(against, curtain, called)** "pecking". It is very hard **(line, work, town)**, and it takes a lot of **(time, silky, humour)**, but the result is beautiful.

Petroglyph Park is a great place to **(learn, come, play)** about the Snuneymuxw First Nation history. It's very important to **(shakily, remember, witty)** that Petroglyphs are very delicate, and we must take care of them so they can be seen by future generations. It's **(torn, super, against)** the law to touch or damage Petroglyphs.

When you visit Petroglyph Park, remember to be **(love, respectful, interested)**. This means not touching or **(screeching, climbing, arrogant)** on the rocks and staying on the **(paths, profits, cards)** that are marked. By **(sleeping, following, breaking)** these rules, we can help to **(seen, protect, copy)** the Petroglyphs and keep them **(broken, wrong, safe)** for future generations.

Petroglyph Park is a fun and interesting place to visit in **(Parksville, Nanaimo, Victoria)** It's a great opportunity to learn about Indigenous culture and history and see some of the **(newest, oldest, smallest)** art in the region.

	Correct	
	Total	20
	Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 5-2

Comprehension Maze Key:

carved
special
petroglyphs
show
made
rock
called
work
time
learn
remember
against
respectful
climbing
paths
following
protect
safe
Nanaimo
oldest

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 6-1

Student Copy- Maze

Lucy and Lola

Monique Gray Smith

Summary:

Lucy and Lola are 11-year-old twins who are heading to Gabriola Island, BC, to spend the summer with their Kookum (grandmother) while their mother studies for the bar exam. In this passage we learn how Kookum prepared for the girls' arrival.

Background information from the publisher, McNally Robinson

Mom, Lucy and Lola had come to visit a couple of times since Kookum had moved to Gabriola a year ago, but the girls had never **(leaved, friend, stayed)** alone with her there. Sure, they had stayed with her when she lived in Vancouver, but this was **(small, different, basket)**. Kookum knew that spending the **(summer, pull, gone)** with her was a big deal for the girls. Not only would they be **(linen, seen, away)** from their mom all summer, but they'd also be away from their **(ill, friends, gigantic)**, their neighbourhood, and everything they knew. She wanted them to know that she **(understood, carefully, way)** how big this was, and that she was very, very **(special, terrified, excited)** to have them with her for the summer.

Kookum had spent hours turning her sewing room into their bedroom. She had decorated each **(roof, side, house)** of the room, trying to make the sides **(unique, under, enough)** to each girl. Lucy's side had a **(bookshelf, tree, once)** full of fashion **(stapler, magazines, cups)** that Kookum had **(found, climbed, went)** at garage sales, and a desk with craft supplies. The **(bedding, dance, under)** was turquoise with white flowers, and on the pillow was a leatherbound **(journal, rock, hat)** and a special pen.

On a **(angle, heart, special)** trip to Nanaimo, Kookum found skateboarding posters to put up on Lola's side of the room. Instead of a desk for Lola, Kookum had found a large beanbag **(chair, top, boat)** that she propped up in the **(intend, quality, corner)**. Lying in the chair were a **(terrible, couple, chalk)** of books and a new **(flying, kind, skateboarding)** helmet.

Between the twins' beds was a **(lid, nightstand, guitar)** with two lights, a clock, and the **(new, next, another)** flashlights Kookum had bought for them. Gabriola **(left, had, steel)** no streetlights, at least not **(under, handle, where)** she lived. So, depending on the **(fullness, activity, shining)** of the moon, the night could be **(dark, long, cloudy)**. Real dark. She hoped the flashlights would help them feel safe.

	Correct	
	Total	25
	Percentage	%



Intermediate Reading Screener

Form 6-1

Comprehension Maze Key:

stayed
different
summer
away
friends
understood
excited
side
unique
bookshelf
magazines
found
bedding
journal
special
chair
corner
couple
skateboarding
nightstand
new
had
where
fullness
dark

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 6-1

Student Copy- Maze

Tetuxuwtun/ Mt. Benson

Background information: Textuxuwtun/Mount Benson is a mountain located west of Nanaimo, on Vancouver Island. The mountain has an elevation of 1,023 m. Textuxuwtun/Mount Benson has become popular with local hikers, as it has great views of the Salish Sea.

Mt. Benson is a **(mountain, lake, restaurant)** located in Nanaimo, British Columbia, and it is a **(popular, happy, word)** destination for hikers and outdoor enthusiasts. However, the mountain is more than just a **(structure, scenic, threw)** place; it is also a **(tendency, system, sacred)** site for the Snuneymuxw First Nation, who have stewarded the land for **(millions, a couple, thousands)** of years. The traditional **(cast, shape, name)** of the mountain is Tetuxuwtun and was traditionally used for spiritual and cultural practices, such as **(ceremonies, camping, soccer)**, hunting, and gathering. The Snuneymuxw people have a rich history and culture that is deeply connected to the **(land, rock, lumber)**. Therefore, it is important to respect the traditional territory and cultural significance of Tetuxuwtun when **(reading, hiking, sleeping)** on the mountain.

When embarking on a hike, you should follow some basic **(hunger, eating, safety)** tips. First it is important to check the weather and trail **(conditions, traffic, animals)** before heading out. The **(dare, mountain, valley)** can be treacherous in bad weather, with high **(towers, winds, tornados)** and slippery conditions. Hikers should also **(drink, pack, eat)** plenty of water, food, and warm clothing, as the temperature can **(drop, rise, end)** quickly at higher elevations.

In addition, visitors should respect the wildlife on the mountain. Mt. Benson is home to many **(diversities, species, spices)** of wildlife, including black bears, cougars, and deer. If you encounter wildlife, keep a safe **(weapon, distance, stance)** and do not **(retreat, approach, ride)** them. Finally, hikers should leave no trace and avoid **(understanding, disturbing, changing)** any cultural or historical sites. Pack out all your garbage and respect the environment by avoiding damage to plants and wildlife.

By following these safety tips and showing respect for the **(modern, traditional, old)** territory and cultural significance of Tetuxuwtun, hikers can enjoy the beauty at the mountain while honouring the deep history and traditions of the Snuneymuxw First Nation.

	Correct	
	Total	20
	Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 6-2

Comprehension Maze Key:

mountain
popular
scenic
sacred
thousands
name
ceremonies
land
hiking
safety
conditions
mountain
winds
pack
drop
species
distance
approach
disturbing
traditional

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 7-1

Student Copy- Maze

The Barren Grounds

David A. Robertson

Summary:

In the book, two Indigenous foster children, Morgan and Eli, find a portal in an unfinished attic bedroom that leads them into another reality, Askí. There, they meet friends and foes, and learn traditional Indigenous modes of survival. In this passage Morgan and Eli are walking to their new school for the first time.

Background information from Wikipedia

As they got **(further, closer, away)** to the school, they were joined by a throng of students funneling into the wide concrete walk that led to the front **(windows, doors, tree)**. Morgan made herself thinner, **(making, avoiding, helping)** the physical and eye contact. A gust of **(breeze, disagree, wind)** shouldered its way through the mass of **(people, grip, middle)** schoolers, and when it collided with Morgan and Eli, Eli's drawing pad **(went, goes, introduce)** flying through the air. It danced in the **(water, wind, flying)** until it landed on the **(star, street, school)**, where it was promptly run **(under, quickly, over)** by the 68 Grosvenor bus.

"No!" Eli **(complain, cried, whispered)**. Without looking, he turned to run **(across, chalk, after)** it. Morgan grabbed his backpack and **(ran, pulled, elegant)** him out of the way of an **(fast, oncoming, speeding)** car. His drawing pad was **(swam, run, flat)** over again in the process and the **(lives, pages, car)** went flying.

"Are you trying to get **(killed, away, drawing)** or something?" Morgan said.

(Honestly, Stop, Let) me go!" Morgan looked both ways, **(beside, edge, saw)** that traffic was **(busy, racing, clear)**, and **(noticed, followed, jumped)** him onto the street. They gathered the **(suggest, pages, children)** together and piled them into a **(quirky, messy, ignore)**, muddled stack of art. Eli slumped on the **(curb, bus, backpack)**, and Morgan flipped through some of the pages.

With the exception of that drawing of hers, his **(ideas, illustrations, books)** were all of villages within beautiful landscapes, with animals walking on two **(heads, legs, wings)** through forests or along canyons or over **(mountains, oceans, buildings)**. Some were of lands in the middle of the summer, some were colored with the warmth of autumn, others were made to face the harsh bite of **(spring, winter, sharks)**. They looked like places straight from the **(horror, fantasy, boring)** novels Morgan loved.

	Correct	
	Total	28
	Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 7-1

Comprehension Maze Key:

closer
doors
avoiding
wind
middle
went
wind
street
over
cried
after
pulled
oncoming
run
pages
killed
Let
saw
clear
followed
pages
messy
curb
illustrations
legs
mountains
winter
fantasy

Reading Maze

Name: _____

Date: _____

Practice Passage

Jen goes to work far from her home. Every morning, she takes the **(shoe, bus, school)** to go to work.

In the **(afternoon, library, morning)**, she also takes a bus home.





Name: _____

Date: _____

Form 7-2

Student Copy- Maze

Ammonite Falls

Background information: Ammonite Falls is Nanaimo's most significant waterfall. The name Ammonite Falls comes from the many fossils found in the area over the years. It is a moderate hike and a spectacular place to visit.

Ammonite Falls is a captivating natural **(stone, wonder, tree)** located in the wilderness of Vancouver Island, Canada. This stunning waterfall gets its name from the ancient **(sand, plant, fossils)** known as ammonites, which can be found in the surrounding rocks.

Situated near the city of Nanaimo, Ammonite Falls is nestled within a **(lush, desert, dry)** forest. To reach the falls, you **(left, end, embark)** on an exciting hike through tall trees and moss-covered trails. The path presents a **(easy, moderate, uncanny)** challenge, but the reward at the end is well worth the **(effort, food, swim)**.

As you **(appear, approach, drink)** the falls, the sound of rushing water grows louder, heightening your **(hair, anticipation, ears)**. Suddenly, through the dense **(vegetation, clouds, rocks)**, you catch a glimpse of the cascading **(mountain, waterfall, glacier)**. The sight is truly breathtaking as the water tumbles down rocky **(ledges, roads, raccoons)** creating a mesmerizing display of power and beauty.

Ammonite Falls is not only a stunning waterfall but also a **(astronomical, astrological, geological)** marvel. The rocks surrounding the falls tell a story that spans millions of years. They are composed of layers of sedimentary rock, formed by the **(accumulation, disappearance, explosion)** of sand, silt, and clay over time. These layers provide a glimpse into the past, revealing the ancient environments and the changes that have occurred over the ages.

Within these sedimentary **(bricks, layers, trees)**, you can find fascinating ammonite fossils. Ammonites were marine creatures that lived during the time of the dinosaurs. They had spiral-shaped **(heads, antibodies, shells)** and belonged to a group of animals called cephalopods, which include modern-day squids and **(birds, octopuses, squirrels)**. The presence of these ammonite fossils in the rocks indicates that this area was once covered by a shallow **(sea, bathtub, puddle)** millions of years ago.

Exploring the area around Ammonite Falls offers opportunities to **(appreciate, avoid, write)** the geological history of the region. By **(reading, observing, tasting)** the different layers of rock, you can imagine the ancient **(aliens, landscapes, water)** that existed long before human beings roamed the Earth. It's a chance to connect with the immense timescales and processes that have shaped our planet.

	Correct	
	Total	20
	Percentage	%

GO BACK AND RE-READ THE PASSAGE BEFORE HANDING IN



Intermediate Reading Screener

Form 7-2

Comprehension Maze Key:

wonder

fossils

lush

embark

moderate

effort

approach

anticipation

vegetation

waterfall

ledges

geological

accumulation

layers

shells

octopuses

sea

appreciate

observing

landscapes

Oral Reading Fluency (ORF)



Oral Reading Fluency (ORF)

Rationale

- Fluency is the ability to read text accurately, at the appropriate rate and with expression.
- Fluent readers read in longer multiple word phrases, placing emphasis and proper tone on the correct words. Non-fluent readers often read slowly or word-by-word.
- Listening to a student read out loud not only tells us if they are reading fluently at grade level but also gives insight into how they decode new words.

Directions

1. Find the form for your grade level. For example, “Form 5-1” means it is a Gr. 5 passage, version 1; “Form 5-2” means Gr. 5, version 2.
2. **Print one “Student copy”** page to be shared and a **class set of the “Teacher Copy”** pages at the students’ assigned grade level.
3. Use a **timer** to keep track of the 1-minute reading interval – Visible for teacher only
*Reminder: it is important for students to **NOT** know it is timed*
4. Follow the directions on the **“Teacher Copy”** form.

Tips and Tricks:

For Students who are reading well below grade level, you want to use a passage from a grade level or two below. Please see Appendix for Grade 1-3 level Fluency Passages, if needed.

Tips and Tricks:

Use the same form for all your students in that grade level. You can use the other forms for the middle and end of year assessment to track fluency progress.



Student Copy

Form 4-1

Charlie woke up feeling uneasy. His family had just moved because his father had gotten a different job and Charlie was about to start at a new school. He would have to find his way around an unfamiliar school and even worse, find new friends to hang out with. He was very nervous. When it was time to leave, he sighed, put on his baseball cap with his favourite team's logo and said goodbye to his mom. He hopped on his bike and the closer he got to the school, the more nervous he became.

The day flew by in a blur. He was nearly late for school, got lost on his way to the office and hadn't talked to anyone except the teacher all day. When the bell rang at the end of school, Charlie was so happy he was able to go home. He was exhausted. As he was walking out the door, he tripped on his shoelace and stumbled. He accidentally bumped into the person in front of him who turned around with an angry expression on his face. "Hey, watch where you're going!" the boy said. "Sorry," mumbled Charlie.

Just then, the boy pointed to Charlie's hat. "Hey, that's my favourite team too!" he said. He then introduced himself. They talked for a few minutes about the team, who their favourite players were and other sports that they both liked to watch. Then the boy invited Charlie to hang out with him and his friends at recess the following day. Charlie couldn't wait for tomorrow. He felt much better knowing that he now had a new friend.



Student Name: _____

Date: _____

- 1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about a child named Charlie. I want to you read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"
- 2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.
- 3 Start the timer. (1minute)
- 4 While the student is reading, mark errors with a slash (/) over the word
- 5 At 1 minute, mark the last word read with a bracket ({})
- 6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Charlie woke up feeling uneasy. His family had just moved because his father	13
had gotten a different job and Charlie was about to start at a new school.	28
He would have to find his way around an unfamiliar school and even worse, find	43
new friends to hang out with. He was very nervous. When it was time to leave,	59
he sighed, put on his baseball cap with his favourite team's logo and said goodbye	74
to his mom. He hopped on his bike and the closer he got to the school, the more	92
nervous he became. The day flew by in a blur. He was nearly late for school,	108
got lost on his way to the office and hadn't talked to anyone except the teacher	124
all day. When the bell rang at the end of school, Charlie was so happy he was	141
able to go home. He was exhausted. As he was walking out the door, he tripped	157
on his shoelace and stumbled. He accidentally bumped into the person in front of	171
him who turned around with an angry expression on his face. "Hey! Watch where	185
you're going!" the boy said. "Sorry," mumbled Charlie. Just then, the boy pointed to	199
Charlie's hat. "Hey, that's my favourite team too!" he said. He then introduced	212
himself. They talked for a few minutes about the team, who their favourite players	226
were and other sports that they both liked to watch. Then the boy invited Charlie to	242
hang out with him and his friends at recess the following day. Charlie couldn't wait	257
for tomorrow. He felt much better knowing that he now had a new friend.	270

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



On Monday, Maddison's teacher, Mrs. Stewart, informed the grade four students that they would be creating their own board games about topics they'd learn about in science. The class was assigned groups. The first group had to make a game about rock cycles. The second group had to make a game about organ systems. When Mrs. Stewart called her name to join the rock cycles group, Maddison let out a loud cheer. Learning about rocks and gems intrigued her.

Each group received articles, websites, and non-fiction books to research. They were required to include eight question squares to test the knowledge of those playing the game. Maddison found her first question quickly. She posed the question "What kind of rock is formed by lava?" one of her all-time favourites, and a question she knew her friends would love. Maddison continued filling out her board game, making sure to include a few *skip a turn* and *move back three spaces* squares. Once both groups were finished, they got to exchange games and provide feedback to their classmates on what they enjoyed about the game. Maddison couldn't wait to bring her board game about rock cycles home to share with her family.



Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about a child named Maddison. I want you to read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1 minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (])

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

On Monday, Maddison's teacher, Mrs. Stewart, informed the grade four students	11
that they would be creating their own board games about topics they'd	23
learned about in science. The class was assigned groups. The first group had to	37
make a game about rock cycles. The second group had to make a game	51
about organ systems. When Mrs. Stewart called her name to join the rock cycles	65
group, Maddison let out a loud cheer. Learning about rocks and gems intrigued	78
her. Each group received articles, websites, and non-fiction books to research.	89
They were required to include eight question squares to test the knowledge of	102
those playing the game. Maddison found her first question quickly. She posed	114
the question "What kind of rock is formed by lava?" one of her all-time	128
favourites, and a question she knew her friends would love. Maddison continued	140
filling out her board game, making sure to include a few <i>skip a turn</i> and <i>move</i>	156
<i>back three spaces</i> squares. Once both groups were finished, they got to	168
exchange games and provide feedback to their classmates on what they	179
enjoyed about the game. Maddison couldn't wait to bring her board game	191
about rock cycles home to share with her family.	200

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



It was another stormy day, the fourth day in a row! Gavin was tired of playing inside. His class had inside rainy days at school all week. Today was Saturday. He did not want to spend another day playing inside. Gavin's father saw how bored he was. Usually on the weekends they went to the local park or played football at a nearby field. His father had lost his job a few months before, so they rarely went to places that cost money. But today it was too rainy to play outside.

Gavin's mom and dad did not like to see him so upset. His dad pulled a jar down from the shelf and said it was their Rainy-Day Jar. Gavin was shocked to see so many dollar bills in the jar as their family had been very tight for money. His mom told him that they had been saving slowly for a rainy-day activity and that he could choose how they spent the money. Gavin was so excited! He suggested that they go to the bowling lanes as he had never been to one before. His parents agreed and said they could even go out for dessert after too!



Student Name: _____

Date: _____

- 1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
“This is a story about a child named Gavin. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”
- 2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.
- 3 Start the timer. (1 minute)
- 4 While the student is reading, mark errors with a slash (/) over the word
- 5 At 1 minute, mark the last word read with a bracket (])
- 6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

It was another stormy day, the fourth day in a row! Gavin	12
was tired of playing inside. His class had inside rainy days at	24
school all week. Today was Saturday. He did not want to	35
spend another day playing inside. Gavin's father saw how	44
bored he was. Usually on the weekends they went to the	55
local park or played football at a nearby field. His father	66
had lost his job a few months before, so they rarely went to	79
places that cost money. But today it was too rainy	89
to play outside. Gavin's mom and dad did not like to see	101
him so upset. His dad pulled a jar down from the shelf and	114
said it was their Rainy-Day Jar. Gavin was shocked to see so	126
many dollar bills in the jar as their family had been very tight	139
for money. His mom told him that they had been saving	150
slowly for a rainy-day activity and that he could choose how	161
they spent the money. Gavin was so excited!	169
He suggested that they go to the bowling lanes as he had	181
never been to one before. His parents agreed and said they	192
could even go out for dessert after too!	200

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



It doesn't matter what season it is: winter, spring, summer, or fall, it rains in Nanaimo. The sky clouds over and beautiful rain drops fall from the sky. The sidewalks, roads, and paths all fill with water, and puddles are everywhere. One morning, Elise looks out the window and sighs, another rainy day. Walking to school, she hurries knowing she would get wet. She wore her warmest clothes, but they did not help very much. By the time she got to school she was drenched. All her wet clothes made her whole body feel like it was freezing. Her body was so busy shivering and trying to warm up, Elise couldn't concentrate on what her teacher was saying. One day, Elise's teacher noticed how cold and wet she was arriving at school. When she asked Elise why she was having trouble paying attention, she learned that Elise was just too cold and wet. The teacher wanted to help. The school had a collection of waterproof coats, rainboots and umbrellas that had been donated from different community organizations. There was a big rainbow umbrella that was perfect. The teacher knew Elise would be excited when she opened it. The next day, it was raining again. This time as she looked out the window, Elise smiled. She couldn't wait for her rainy walk to school.



Teacher Copy

Form 5-1

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about a child named Elise. I want to you read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

It doesn't matter what season it is: winter, spring, summer, or fall, it rains in	15
Nanaimo. The sky clouds over and beautiful rain drops fall from the sky. The	29
sidewalks, roads, and paths all fill with water, and puddles are everywhere.	41
One morning Elise looks out the window and sighs, another rainy day.	53
Walking to school, she hurries knowing she would get wet. She wore her	66
warmest clothes, but they did not help very much. By the time she got to	81
school she was drenched. All her wet clothes made her whole body feel like	95
it was freezing. Her body was so busy shivering and trying to warm up, Elise	110
couldn't concentrate on what her teacher was saying. One day, Elise's	121
teacher noticed how cold and wet she was arriving at school. When she	134
asked Elise why she was having trouble paying attention, she learned that	146
Elise was just too cold and wet. The teacher wanted to help. The school had	161
a collection of waterproof coats, rainboots, and umbrellas that had been	172
donated from different community organizations. There was a big rainbow	182
umbrella that was perfect. The teacher knew Elise would be excited when	194
she opened it. The next day, it was raining again. This time as she looked out	210
the window, Elise smiled. She couldn't wait for her rainy walk to school.	223

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 5-2

Landon and Tyler were cousins. Their parents always wanted them to do the same activities and join the same sports teams. It always seemed like they were competing against each other, but Tyler was never the winner. He watched Landon throw a ball against the garage door which he caught every time. Tyler wished that he could maneuver the lacrosse stick like his cousin. While Landon was a natural athlete, Tyler had tried to join the school's lacrosse team but had gotten cut because he wasn't able to throw the lacrosse ball far enough across the court.

Tyler was feeling sulky and went into the house to start on his chemistry homework. He quickly finished all of his questions without any trouble. Schoolwork had always come easily for him and, in fact, was often asked to help other students with their work.

After finishing his homework, he walked next door to Landon's house to play on his new gaming console. As he walked up to the front door, he could hear Landon and his aunt talking through an open window. Landon's mum was getting angry with him for spending too much time playing lacrosse and not enough time doing his schoolwork.

Landon apologized to his mom and said how he wished he was as smart as Tyler. Tyler was shocked. Landon was jealous of him? That was strange: he had always been jealous of Landon but now he finds out that Landon is jealous of him! As he thought about the situation, he realized that they each had their own talents. Maybe they should try to help each other instead of being jealous.



Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about Landon and Tyler. I want to you read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1 minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (])

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Landon and Tyler were cousins. Their parents always wanted them to do the same	14
activities and join the same sports teams. It always seemed like they were competing	28
against each other, but Tyler was never the winner. He watched Landon throw a ball	43
against the garage door which he caught every time. Tyler wished that he could	57
maneuver the lacrosse stick like his cousin. While Landon was a natural athlete, Tyler had	72
tried to join the school's lacrosse team but had gotten cut because he wasn't able to	88
throw the lacrosse ball far enough across the court. Tyler was feeling sulky and went into	104
the house to start on his chemistry homework. He quickly finished all of his questions	119
without any trouble. Schoolwork had always come easily for him and, in fact, was often	134
asked to help other students with their work. After finishing his homework, he walked next	149
door to Landon's house to play on his new gaming console. As he walked up to the front	167
door, he could hear Landon and his aunt talking through an open window. Landon's	181
mom was getting angry with him for spending too much time playing lacrosse and not	196
enough time doing his schoolwork. Landon apologized to his mom and said how he	210
wished he was as smart as Tyler. Tyler was shocked! Landon was jealous of him? That was	227
strange; he had always been jealous of Landon but now he finds out that Landon is	243
jealous of him. As he thought about the situation, he realized that they each had their	259
own talents. Maybe they should try to help each other instead of being jealous.	273

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 5-3

Grace and Georgie did everything together- their names even started with the same letter. They lived on the same street, went to the same school, and every Tuesday night they went to the same parkour class. Every day after school, the girls would go to Grace's house first. Her Dad always had the best snacks waiting for them, fresh from the oven. Sometimes the girls even got to help decorate cookies or make ice cream floats. After filling their bellies, the girls would race over to Georgie's house. She had the most enormous sandbox in her backyard. The girls spent hours building and creating massive projects.

One weekend, Grace's Dad informed her that she would be starting lacrosse lessons at the park. As her team started practice, Grace kept looking over her shoulder- where was Georgie? At pick up, Grace's Dad explained to her that Georgie had not signed up to play lacrosse and that this was an activity she would have to do alone. Heartbroken, she waited for her friend to come and play and it wasn't until Monday morning that they saw each other again. While they still loved being together, Grace and Georgie realized they had to do some things alone.



Teacher Copy

Form 5-3

Student Name: _____

Date: _____

- 1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about Grace and Georgie. I want to you read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"
- 2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.
- 3 Start the timer. (1 minute)
- 4 While the student is reading, mark errors with a slash (/) over the word
- 5 At 1 minute, mark the last word read with a bracket (])
- 6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Grace and Georgie did everything together- their names even started	10
with the same letter. They lived on the same street, went to the same	24
school, and every Tuesday night they went to the same parkour class.	36
Every day after school, the girls would go to Grace's house first. Her	49
Dad always had the best snacks waiting for them, fresh from the oven.	62
Sometimes the girls even got to help decorate cookies or make ice	74
cream floats. After filling their bellies, the girls would race over to	86
Georgie's house. She had the most enormous sandbox in her	96
backyard. The girls spent hours building and creating massive projects.	106
One weekend, Grace's Dad informed her that she would be starting	117
lacrosse lessons at the park. As her team started practice, Grace kept	129
looking over her shoulder- where was Georgie? At pick up, Grace's	140
Dad explained to her that Georgie had not signed up to play lacrosse	153
and that this was an activity she would have to do alone. Heartbroken,	166
she waited for her friend to come and play, and it wasn't until Monday	180
morning that they saw each other again. While they still loved being	192
together, Grace and Georgie realized they had to do some things	203
alone.	204

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 6-1

On a sunny afternoon, Fatimah walked to school with her mother, Yasmin. Fatimah's younger brother, Mustafa, was starting school in September and her mother needed to go to the school to register him for kindergarten. Yasmin spoke only Arabic, so Fatimah came with her to help translate. Fatimah spoke both English and Arabic but didn't like to speak Arabic around her friends. Her family told her to be proud that she was bilingual, but it made her feel different from her friends, so she spoke only English at school.

When they arrived at the school, Fatimah saw her friend Sarah standing in the office with her family. She realized that she would have to speak Arabic in front of her friend and she felt so nervous that she had butterflies in her stomach. She gave Sarah a shy smile as she walked towards the front counter. Fatimah asked the secretary for the registration forms and walked back towards her mother. She started translating the forms into Arabic for her mom and read them very quietly so that Sarah couldn't hear her. She looked over at Sarah, and her eyes were wide with shock.

"Oh great," thought Fatimah. "She probably is wondering what I am doing." She finished helping her mother with the paperwork and handed it back to the secretary. As she left the office, she waved nervously at Sarah. Then Sarah came running over and said "That was amazing, Fatimah! I didn't know you spoke Arabic!" She asked Fatimah if she could teach her some words in Arabic sometime. Fatimah was very surprised and smiled and nodded at Sarah. "Of course, I can," she said, proud that she was bilingual.



Teacher Copy

Form 6-1

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: **"This is a story about Fatima, Yasmin, Mustafa and Sarah. I want to you read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"**

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (])

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

On a sunny afternoon, Fatimah walked to school with her mother, Yasmin.	12
Fatimah's younger brother, Mustafa, was starting school in September and her mother	24
needed to go to the school to register him for kindergarten. Yasmin spoke only	38
Arabic, so Fatimah came with her to help translate. Fatimah spoke both English and	52
Arabic but didn't like to speak Arabic around her friends. Her family told her to be	68
proud that she was bilingual, but it made her feel different from her friends, so she	84
spoke only English at school. When they arrived at the school, Fatimah saw her friend	99
Sarah standing in the office with her family. She realized that she would have to	114
speak Arabic in front of her friend and she felt so nervous that she had butterflies in	131
her stomach. She gave Sarah a shy smile as she walked towards the front counter.	146
Fatimah asked the secretary for the registration forms and walked back towards her	159
mother. She started translating the forms into Arabic for her mom and read them very	174
quietly so that Sarah couldn't hear her. She looked over at Sarah, and here eyes were	190
wide with shock. "Oh great", thought Fatimah, "She probably is wondering what I am	204
doing." She finished helping her mother with the paperwork and handed it back to	218
the secretary. As she left the office, she waved nervously at Sarah. Then Sarah came	233
running over and said "That was amazing, Fatimah! I didn't know you spoke Arabic!"	247
She asked Fatimah if she could teach her some words in Arabic sometime. Fatimah	261
was very surprised and smiled and nodded at Sarah. "Of course, I can," she said,	276
proud that she was bilingual.	281

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 6-2

Riley wanted a summer job because her family didn't have a lot of extra money. She was hoping to save money for a new gaming console. The problem was that she was twelve, which was too young to get a typical job, so Riley decided to start a business. She put up advertisements in her neighbourhood, offering to do odd jobs such as yard work and tutoring elementary students.

Soon, Riley realized there was more demand than hours in a day. She was surprised that there was such a need in her neighbourhood. Before school, she was helping with chores outside. In the afternoons, she was helping children with their homework. The word got out that Riley was doing a great job and her parents were very proud. Riley was saving a lot of money, but she was too busy working and didn't have enough time to spend any of it. Riley was also starting to miss her friends, but didn't want to give up the steady work.

Riley noticed that her friends were playing video games, spending money at Woodgrove and buying fast food. One weekend, after doing yard work for three families, Riley offered some of the jobs to her friends. This way, they could all work together, all make money and still have leisure time to spend some of it. The neighbourhood looked amazing, the children at the elementary school were getting better at their schoolwork and Riley still had time to hang out with her friends.



Teacher Copy

Student Name: _____

Form 6-2

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: **“This is a story about a child named Riley. I want to you read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”**

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Riley wanted a summer job because her family didn’t have a lot of extra	14
money. She was hoping to save money for a new gaming console. The	27
problem was that she was twelve, which was too young to get a typical	41
job, so Riley decided to start a business. She put up advertisements in her	55
neighbourhood, offering to do odd jobs such as yard work and tutoring	67
elementary students. Soon, Riley realized there was more demand than hours in a	80
day. She was surprised that there was such a need in her neighbourhood. Before	94
school, she was helping with chores outside. In the afternoons, she was helping	107
children with their homework. The word got out that Riley was doing a great job	122
and her parents were very proud. Riley was saving a lot of money, but she was too	139
busy working and didn’t have enough time to spend any of it. Riley was also	154
starting to miss her friends, but didn’t want to give up the steady work. Riley	169
noticed that her friends were playing video games, spending money at	180
Woodgrove and buying fast food. One weekend, after doing yard work for three	193
families, Riley offered some of the jobs to her friends. This way, they could all work	209
together, all make money and still have leisure time to spend some of it. The	224
neighbourhood looked amazing, the children at the Elementary school were	234
getting better at their schoolwork and Riley still had time to hang out with her	249
friends.	250

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 6-3

Jamie was in grade six when his parents finally agreed that he could stay home without an adult. Jamie had been looking forward to this day for a while and was confident that he could take care of himself. Jamie was thrilled when his parents said they were going out for dinner and a movie to celebrate their anniversary. Now, he could finally watch the movies on Netflix that his parents wouldn't let him watch.

That evening, Jamie's parents left for their date around seven. Soon, it would be getting dark, and Jamie was getting excited. He could have junk food and pop for dinner, play video games all night and then watch a horror movie. Jamie knew they were just being cautious, not letting him watch the movie, but he wasn't worried about being scared because he was a lot braver than his parents thought. Jamie ate a whole bag of chips and half a liter of ice cream, while his frozen pizza cooked in the oven.

Once it was dark outside, Jamie put the movie on, and it was pretty creepy. About halfway through, it got really spooky. The movie got scarier and soon his eyes were filled with tears and his body was trembling. He instantly turned off the movie, but he still couldn't stop replaying the scenes in his head. Jamie couldn't move and when his parents finally returned, they found him in the same spot on the couch.



Teacher Copy

Form 6-3

Student Name: _____

Date: _____

- 1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
"This is a story about a child named Jamie. I want to you read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"
- 2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.
- 3 Start the timer. (1minute)
- 4 While the student is reading, mark errors with a slash (/) over the word
- 5 At 1 minute, mark the last word read with a bracket (|)
- 6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Jamie was in grade six when his parents finally agreed that he could stay	14
home without an adult. Jamie had been looking forward to this day for a while	29
and was confident that he could take care of himself. Jamie was thrilled when	43
his parents said they were going out for dinner and a movie to celebrate their	58
anniversary. Now, he could finally watch the movies on Netflix that his parents	71
wouldn't let him watch. That evening, Jamie's parents left for their date around	84
seven. Soon, it would be getting dark, and Jamie was getting excited. He could	98
have junk food and pop for dinner, play video games all night and then watch	113
a horror movie. Jamie knew they were just being cautious, not letting him	126
watch the movie, but he wasn't worried about being scared because he was a	140
lot braver than his parents thought. Jamie ate a whole bag of chips and half a	156
liter of ice cream, while his frozen pizza cooked in the oven. Once it was dark	172
outside, Jamie put the movie on, and it was pretty creepy. About halfway	185
through, it got really spooky. The movie got scarier and soon his eyes were filled	200
with tears and his body was trembling. He instantly turned off the movie, but he	215
still couldn't stop replaying the scenes in his head. Jamie couldn't move and	228
when his parents finally returned, they found him in the same spot on the	242
couch.	243

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 7-1

Spencer loved sea creatures. His favourite activity in the whole world was going to the aquarium. He planned on being a marine biologist one day, learning about the lives of everything under the water. Spencer devoured all the books at his school library, wanting to learn everything he could about these special creatures. During a weekend visit to the aquarium, Spencer overheard an employee talking about a contest with the grand prize of going behind the scenes and into the enclosures at the aquarium. People young and old were being asked to capture a shot of their favorite sea creature. Spencer was eager to begin. He'd seen so many photographs in the books he'd read, it wouldn't be too hard to take pictures himself.

With his cell phone fully charged, he set off to the beach to explore the tidal pools. He decided to photograph a starfish, his all time favourite. Spencer wanted the composition of the photograph to be perfect. He wanted to capture the habitat in just the right light to highlight the beauty of the starfish. Finally, at sunset, he got the perfect shot. He wished on the first star of the night that he would win. After waiting for what seemed like an eternity, Spencer received an email from the aquarium- he'd WON! That night he celebrated with a special dinner prepared by his family. He couldn't wait for the day to arrive when he could experience life behind the scenes at the aquarium surrounded by his favorite creatures.



Teacher Copy

Form 7-1

Student Name: _____

Date: _____

- 1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: **"This is a story about a child named Spencer. I want you to read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"**
- 2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.
- 3 Start the timer. (1minute)
- 4 While the student is reading, mark errors with a slash (/) over the word
- 5 At 1 minute, mark the last word read with a bracket (|)
- 6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Spencer loved sea creatures. His favourite activity in the whole world was	12
going to the aquarium. He planned on being a marine biologist one day,	25
learning about the lives of everything under the water. Spencer devoured all	37
the books at his school library, wanting to learn everything he could about	50
these special creatures. During a weekend visit to the aquarium, Spencer	61
overheard an employee talking about a contest with the grand prize of going	74
behind the scenes and into the enclosures at the aquarium. People young	86
and old were being asked to capture a shot of their favourite sea creature.	100
Spencer was eager to begin. He'd seen so many photographs in the	112
books he'd read, it wouldn't be too hard to take pictures himself.	124
With his cell phone fully charged, he set off to the beach to explore the	139
tidal pools. He decided to photograph a star fish, his all time favorite. Spencer	153
wanted the composition of the photograph to be perfect. He wanted to	165
capture the habitat in just the right light to highlight the beauty of the starfish.	180
Finally at sunset, he got the perfect shot. He wished on the first star of the night	197
that he would win. After waiting for what seemed like an eternity, Spencer	210
received an email from the aquarium- he'd WON! That night he celebrated	222
with a special dinner prepared by his family. He couldn't wait for the day to	237
arrive when he could experience life behind the scenes at the	248
aquarium surrounded by his favourite creatures.	254

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Jayda dreamed of being a famous astronaut. Every night as she lay in bed, she could look out the window of her room and see the night sky. She envisioned jumping from star to star, floating in the darkness without gravity. Along with attending space camp every summer, Jayda knew she had to excel in her schoolwork. She was determined to make her dream come true.

At school, Jayda paid special attention during science class. She knew if she could learn everything about the atmosphere, she could be the first woman to land on the moon. Planets, constellations, life forms, weather; she absorbed it all. When it came time to borrow books from the library, she always rushed to get the next book in her favorite graphic novel series: Space Cat and the Atmospheric Ambush. In the illustrations, Jayda witnessed epic battles between alien life forces and famous astronauts. She couldn't wait to see if such an adventure would happen for her.

During ADST, Jayda prototyped her own space bot using the Mars Rover as her inspiration. Using cardboard, recycled wheels, and duct tape she built her own robot. It almost looked real! Jayda thought it might be nice to have some company on her space adventures. Working towards her goal, Jayda felt proud that her creativity and love of learning would help in her ultimate final mission.



Teacher Copy

Student Name: _____

Form 7-2

Date: _____

1-Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
“This is a story about a child named Jayda. I want you to read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!”

2-While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Jayda dreamed of being a famous astronaut. Every night as she lay in bed she could	16
look out the window of her room and see the night sky. She envisioned jumping from	32
star to star, floating in the darkness without gravity. Along with attending space camp	46
every summer, Jayda knew she had to excel in her schoolwork. She was determined	60
to make her dream come true. At school, Jayda paid special attention during science	74
class. She knew if she could learn everything about the atmosphere, she could be the	89
first woman to land on the moon. Planets, constellations, life forms, weather; she	102
absorbed it all. When it came time to borrow books from the library, she always rushed	118
to get the next book in her favourite graphic novel series: <i>Space Cat and the</i>	133
<i>Atmospheric Ambush</i> . In the illustrations, Jayda witnessed epic battles between	143
alien life forces and famous astronauts. She couldn't wait to see if such	156
an adventure would happen for her. During ADST, Jayda prototyped	166
her own space bot using the Mars Rover as her inspiration. Using cardboard,	179
recycled wheels, and duct tape she built her own robot. It almost looked real! Jayda	194
thought it might be nice to have some company on her space adventures. Working	208
towards her goal, Jayda felt proud that her creativity and love of learning would help	223
in her ultimate final mission.	228

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 7-3

Carter's parents were so embarrassing! Every time they were in public together, his mom talked really loudly and his dad would make fun of him in front of strangers. Carter knew they were only trying to be funny, but he didn't like the unwanted attention. One night they all went to his favorite restaurant, Bowser Pizza. The restaurant was famous for their delicious Manhattan-style pizza. The restaurant was busy and Carter was praying his parents would be on their best behaviour.

The family was sitting at a table in the middle of the restaurant, which was packed full of people on a Friday night. Carter spotted Ruby, a girl from school, at a nearby table. He smiled and waved quickly, hoping his parents didn't notice that he was waving to his crush. After ordering, Carter excused himself to use the washroom. Upon his return, his parents were suspiciously grinning. Carter was worried they were going to do something embarrassing.

The pizza arrived and was absolutely delicious. Once the plates were cleared, a few restaurant workers came in their direction and started singing, "Happy Birthday." Carter was so embarrassed when he realized that the entire restaurant was singing to him and the whole restaurant, including Ruby, was laughing uncontrollably.

Carter was mortified as he walked by Ruby's table on his way out of the restaurant. He couldn't believe his parents embarrassed him, and it wasn't even his real birthday!



Teacher Copy

Form 7-3

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: "This is a story about a child named Carter. I want to you read this story to me. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin!"	
2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.	
3 Start the timer. (1 minute)	
4 While the student is reading, mark errors with a slash (/) over the word	
5 At 1 minute, mark the last word read with a bracket ()	
6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.	
Carter's parents were so embarrassing! Every time they were in public together, his mom talked really loudly and his dad would make fun of him in front of strangers.	9 29
Carter knew they were only trying to be funny, but he didn't like the un-wanted attention. One night they all went to his favorite restaurant, Bowser Pizza.	44 56
The restaurant was famous for their delicious Manhattan-style pizza. The restaurant was busy and Carter was praying his parents would be on their best behaviours.	67 81
The family was sitting at a table in the middle of the restaurant, which was packed full of people on a Friday night. Carter spotted Ruby, a girl from school, at a nearby table. He smiled and waved quickly, hoping his parents didn't notice that he was waving to his crush. After ordering, Carter excused himself to use the washroom.	97 114 127 141
Upon his return, his parents were suspiciously grinning. Carter was worried they were going to do something embarrassing. The pizza arrived and was absolutely delicious.	154 166
Once the plates were cleared, a few restaurant workers came in their direction and started singing, "Happy Birthday." Carter was so embarrassed when he realized that the entire restaurant was singing to him and the whole restaurant, including Ruby, was laughing uncontrollably. Carter was mortified as he walked by Ruby's table on his way out of the restaurant. He couldn't believe his parents embarrassed him, and it wasn't even his real birthday!	179 191 204 216 230 238

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Data Analysis

This assessment will provide you with these three pieces of information:

<h2>Prosody</h2> <p>Expression, Volume, Phrasing and Smoothness</p>	<h2>Difficulty</h2> <p>Independent/instructional/ Frustration</p>	<h2>Rate</h2> <p>Words Correct Per Minute (WCPM)</p>
<p>Use the Fluency Rubric below to examine specific aspects of fluency: expression, volume, phrasing, and smoothness.</p>	<p>Use the following formula to determine the difficulty of the passage for the student:</p> $\frac{\text{WCPM}}{\# \text{ of words read}} = \text{Accuracy Percentage}$ <p>Next, use the Reading Levels table (pg. 65) to determine if the passage is aligned with the student's reading ability.</p>	<p>To find the rate at which a student reads, calculate the "Words Correct per minute" (WCPM):</p> $\# \text{ of words read} - \# \text{ of errors} = \text{WCPM}$ <p>Then, use the Compiled ORF Norms table (pg. 101) to see which percentile the student falls under in the Fall, Winter or Summer.</p>

Fluency Rubric

Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two-word phrases, not adhering to punctuation, stress and intonation.	Reads with multiple word phrasing, adhering to some punctuation. There is reasonable stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots".	Reads smoothly, with occasional breaks in rhythm but self-corrects with difficult words and/or sentence structures.

Independent Level	Relatively easy for the student to read (95% word accuracy).
Instructional Level	Challenging but manageable for the reader. May require some teacher support (90% word accuracy).
Frustration Level	Difficult text for the student to read (less than 90% word accuracy).

**Taken from <https://www.readingrockets.org/article/fluency-introduction>

Compiled ORF Norms (Hasbrouk and Tindall, 2017)

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	201
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91
7	90	200	208	217
	75	173	183	188
	50	146	152	157
	25	121	123	125
	10	94	94	97

*A note on percentiles: *Percentile* does not indicate the percentage of words that a student read correctly. If you were to take a group of 100 students in the same grade, a student in the 50th percentile for fluency means they performed better than 50 of their peers. A student performing at the 10th percentile performed better than 9 of their grade-level peers.

	Emerging	Developing	Proficient	Extending
Percentiles	Below the 10th percentile means the student scored at or below 90% of grade level peers.	10-40th percentile means the student scored below 40 % but above 10% of grade level peers.	> 40th percentile means the student scored above 40% of grade level peers.	> 75 th percentile

What's Next?

If a child is not reading fluently for their grade level, you may need to assess phonics and phonemic awareness skills. Students can practice fluency through activities such as repeated readings, choral reading, partner reading, text phrasing and reader's theatre.

FAQ's

- *What is fluency?*
 - Fluency is the ability to read with ease and to read accurately, quickly, and expressively.
- *Why is fluency so important?*
 - Fluency is a skill that is crucial to reading comprehension. Fluency allows the reader to focus on the content, rather than focusing on the decoding of each individual word.
- *What is the relationship between comprehension and fluency?*
 - When a child is not able to read fluently, they are often still reading at the word-level or their brain is actively trying to decode which takes away from their comprehension of the passage.
- *How are fluency skills developed?*
 - Fluency skills are developed when students can read words quickly without having to sound them out. Repeated readings of texts at their reading level or easier can help with fluency. Helping students read sentences in phrases rather than word by word can also help with fluency. Regularly measuring students' oral reading fluency is also helpful for monitoring progress and to inform instruction.



A Closer Look at:

Phonics and Non-Sense Words



A Closer Look at Phonics and Non-Sense Words

Rationale

Nonsense words are one way to assess students' decoding abilities at their grade level because they cannot read/decode a nonsense word without knowledge of phonics. Some students rely on memorizing words or guessing based on the first letter, but this is not an efficient way to learn to read. Readers must be able to apply knowledge of letter/sound relationships to decode unknown words.

Directions

Paper assessment directions: Print one copy of the "Student Copy" and a class set of the "Teacher Copy" and "Summary Sheet" to record their responses. Administer the assessment one student at a time. Place "Student Copy" in front of the student. Explain to each student that these are nonsense words- they have no real meaning. The student gets one point for reading the word correctly as it corresponds to the spelling pattern in that section. They should not be penalized if they read the rest of the word incorrectly. For example, if the spelling pattern is "Consonant + -le Syllables" and the word is 'tomble' but the student decodes it as 'tamble', it should be marked correct. Please see "Teacher Copy" for more detailed directions.

Data Analysis

Total the of sounds pronounced correctly in each column. Analyze the mispronounced graphemes which may give you information about the student's decoding strengths and weaknesses.

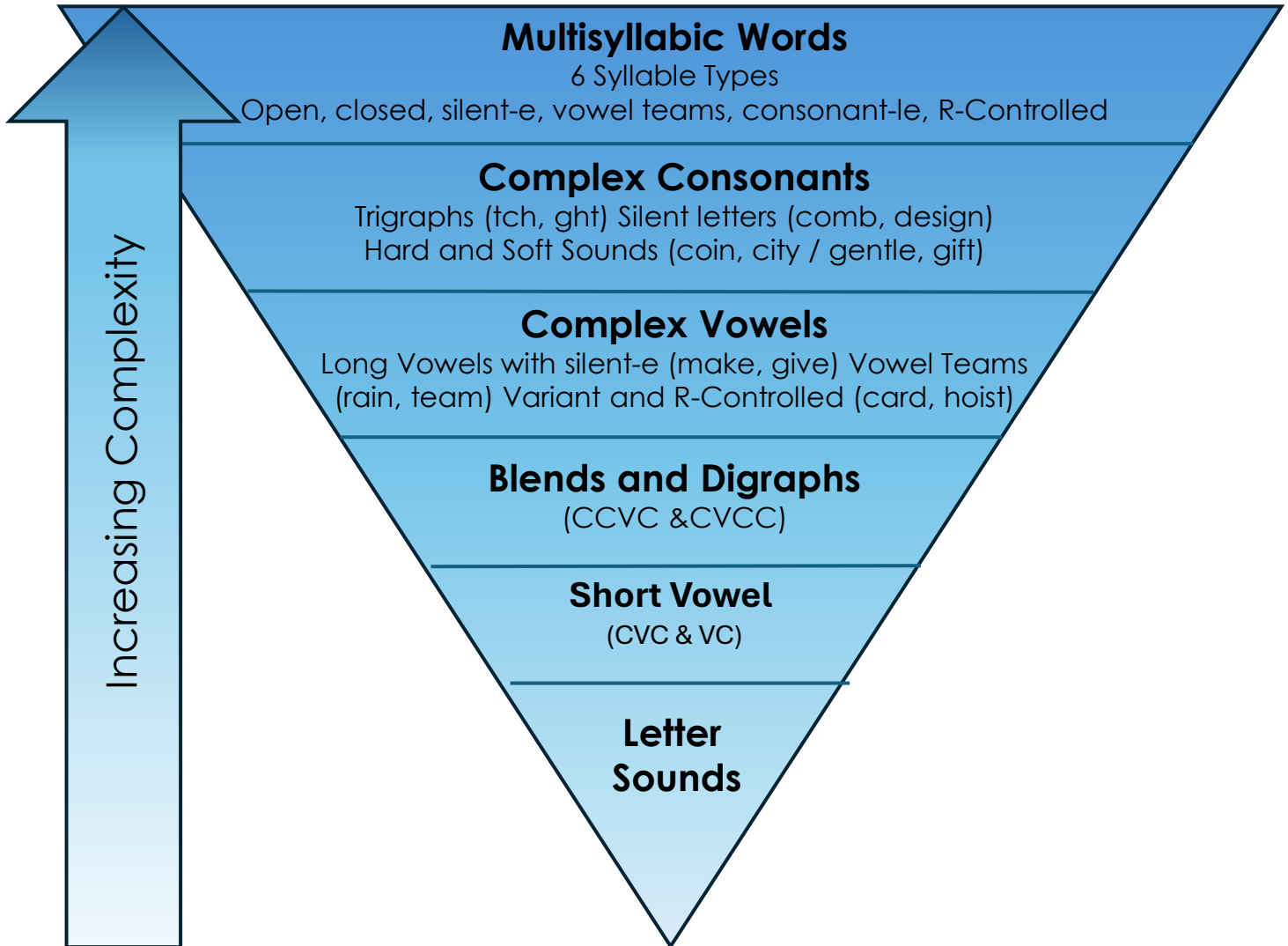
What's Next?

Focus future instruction on those sound-spelling relationship categories (short vowels, long vowels, etc.) in which the student made three or more errors. Looking at the classroom data, you may find that many students in your class require teaching of a certain skill; a whole-class focus would be helpful here. If there are only a few students that struggled with a skill, then targeted, small group instruction would be beneficial. The phonics continuum as described here is commonly used in many, but not all, phonics resources. It is not the only way to organize a scope and sequence. If your preferred curriculum uses a different sequence or does not use the six syllable types, you can still use the data to inform your planning for instruction.

FAQ's

- *Is there a scope-and-sequence I should be following when teaching sound spellings?*
 - A scope-and-sequence can be helpful when teaching sound spellings as there is a developmental progression that starts with more simple sounds such as consonants and short vowels to more complex sound-spelling patterns such as vowel blends and trigraphs. You can use the Advanced Phonics Continuum as a guide for developing your yearly phonics scope-and-sequence.

Advanced Phonics Continuum





Nonsense Words Phonics Screener for Intermediate Grades

Teacher Copy Student: _____ Date: _____

Directions: Circle incorrect words read by student. Write student response in box. The student gets one point for reading the word correctly as it corresponds to the spelling pattern in that section. They *should not* be penalized if they read the rest of the word incorrectly. For example, if the spelling pattern is “Consonant + -le Syllables” and the word is ‘tumble’ but the student decodes it as ‘tamble’, it should be marked correct.

1a. Close Syllable, Short Vowel- cvc

bem	fap	gub	sot	lim	/5
-----	-----	-----	-----	-----	----

1b. Consonant Combinations – ccvc, cvcc, ccvcc

thut	trum	glick	belm	brop	/10
sath	streen	blesh	chod	clemp	

2. Open Syllable: cv,ccv

lobem	fy	bemwo	mo	shulip	/5
-------	----	-------	----	--------	----

3. Vowel – Consonant –E Syllable – cvc-e

fute	tede	drime	plove	pake	/5
------	------	-------	-------	------	----

4. Vowel +R Syllable

turp	mir	chor	herp	har	/5
------	-----	------	------	-----	----

5. Vowel Team Syllable

zoin	drail	spound	prew	glay	/10
woon	neek	fie	dight	slue	

6. Consonant +le Syllable

starble	fizzle	robcle	somple	nogle	/5
---------	--------	--------	--------	-------	----

7. Soft c, g; s /z/; tch, dge

gen	ciff	ratch	podge	mancy	/5
-----	------	-------	-------	-------	----

8. Multisyllable Words and common endings (tion, ment, ism, ity, ery)

trumption	parment	tilotism	phenity	zinkery	/5
-----------	---------	----------	---------	---------	----



Summary Sheet

Student: _____ Date: _____

Six Syllable types	Pretest	Post-Test	Comments
1. a. Closed Syllable Single Consonant Short Vowel: cvc	/5	/5	
b. Closed Syllable Consonant Combinations Short vowel; digraphs, blends: cvcc, ccvc, ccvcc	/10	/10	
2. Open Syllable One vowel at the end of the syllable; vowel "says its name"	/5	/5	
3. Vowel-Consonant-<u>E</u> Syllable One vowel, followed by one consonant, followed by <u>e</u> . Vowel says long sound; <u>e</u> is silent: cvce	/5	/5	
4. Vowel + R Syllable One vowel, followed by r. The r controls the vowel. Together they form one sound.	/10	/10	
5. Vowel Team Syllable More than one letter spells the vowel sound.	/10	/10	
6. Consonant + <u>le</u> Syllable One consonant followed by <u>le</u> ; makes its own syllable at the end of a word.	/5	/5	
Other Skills			
7. Soft <u>c</u>, <u>g</u>; <u>s</u> /z/; <u>tch</u>; <u>dge</u>	/5	/5	
8. Multisyllable Words and common endings -ion, -ment -ism, -ity, -ery,	/5	/5	
TOTAL	/50	/50	



Nonsense Words Phonics Screener for Intermediate

Grades

Student Copy

1a.

bem	fap	gub	sot	lim
-----	-----	-----	-----	-----

1b.

thut	trum	glick	belm	brop
sath	streen	blesh	chod	clemp

2.

lobem	fy	bemwo	mo	shulip
-------	----	-------	----	--------

3.

fute	tede	drime	plove	pake
------	------	-------	-------	------

4.

fute	tede	drime	plove	pake
------	------	-------	-------	------

5.

zoin	dail	spound	prew	glay
woon	neek	fie	dight	slue

6.

starble	tizzle	robcle	somple	nogle
---------	--------	--------	--------	-------

7.

gen	ciff	ratch	podge	mancy
-----	------	-------	-------	-------

8.

tumption	parment	tilotism	phenity	zinkery
----------	---------	----------	---------	---------

Appendix 1

Optional Reading Comprehension



Appendix 1

Optional Reading Comprehension:

The comprehension assessment corresponds to the maze. The comprehension questions can be administered on the same day; however, your students may benefit from spreading the total assessment through a few days.

Hand out to each student a paper copy of the “**Student Copy- Completed Maze**” and the photocopied, double-sided “**Comprehension Questions**” page. Explain to the students that this is the same passage that they read previously but with the correct words inserted. Students will read the passage silently and then answer the multiple-choice comprehension questions and be invited to write or draw any connections that they made to the passage.

Fostering student connections to text, including text-to-self, text-to-text, and text-to-world connections, is crucial for meaningful learning. Drawing or writing in response to reading passages enables personal expression, critical thinking, and creativity. Teachers can provide opportunities for students to practice and deepen their connection-making skills through various activities. These may include reflective writing exercises, small group discussions, literature circles, or projects that encourage students to explore real-world connections related to the text.

Use the **Answer Key** to mark the multiple-choice section. **Questions 1-3 are literal** and **questions 4-6 are inferential**. Refer to the Making Connections Rubric to assess students ability to make connections while reading.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general or vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex and insightful</i> text-to-self, text-to-text or text-to-world connections.

Optional: Listening Comprehension for emerging and developing readings

These assessments could also be used for students who are not reading at grade level to check if they are able to comprehend a story when it is read out loud to them. Students would need an adult to read them the story (**Student Copy-Completed Maze**) and assist students with recording their answers on the “**Student Copy**” **Comprehension** page.



Multiple Choice Answer Key

<p>3-1 The Sun and the Moon</p> <ol style="list-style-type: none">1. a2. c3. a4. b5. b6. c	<p>3-2 Stevie Smith Bike Park</p> <ol style="list-style-type: none">1. b2. a3. c4. a5. c6. b
<p>4-1 A Boy Called Bat</p> <ol style="list-style-type: none">1. b2. d3. c4. a5. c6. a	<p>4-2 Buttertubs</p> <ol style="list-style-type: none">1. a2. c3. c4. d5. a6. b
<p>5-1 Elvis, Me, and the Lemonade Stand</p> <ol style="list-style-type: none">1. b2. c3. d4. c5. a6. d	<p>5-2 Petroglyphs</p> <ol style="list-style-type: none">1. a2. c3. b4. d5. c6. d
<p>6-1 Lucy and Lola</p> <ol style="list-style-type: none">1. c2. b3. c4. d5. a6. c	<p>6-2 Tetuxuwtun/ Mt. Benson</p> <ol style="list-style-type: none">1. c2. b3. c4. d5. a6. d
<p>7-1 Barren Grounds</p> <ol style="list-style-type: none">1. c2. c3. d4. a5. b6. b	<p>7-2 Ammonite Falls</p> <ol style="list-style-type: none">1. a2. b3. d4. a5. c6. b



The Sun and the Moon

Celestine Aleck

Long ago, the sun and moon fell in **love**. The moon loved the sun so **much** she followed him everywhere! The sun and the moon had children and the children **lived** on the earth. The children **saw** how much their parents loved each **other**. The children wanted to find true **love**, too. They asked their parents for **help**. The sun and the moon said they would help. They would find a way to **bring** new beings to earth to be partners for their children. The sun and moon prayed to the Creator and asked for more beings on the **earth**. Time passed...

The Creator came to them and said, "Well, if I do that, I will have to make the earth **bigger** to fit everyone on it. You will have to move **apart** from each other to make room. This is the only way you will both be **able** to still watch over all your **children**". The sun and moon talked. They **made** a choice. They would part from each other for the love of **their** children.

The Creator said, "Are you sure? You will need to say goodbye to each other. As soon as you do, I will make the earth bigger." The sun and the moon said their goodbyes to each other. They were both very sad. The Creator began to make the earth. The moon took it very hard. It was more than her heart that had been broken. She cried and cried. She began to fall apart into little pieces.



Name: _____

Date: _____

Student Copy

Form 3-1

The Sun and the Moon- Comprehension

Multiple Choice:

- 1. Who were in love with each other?**
 - a. The Sun and the Moon
 - b. The Moon and the Stars
 - c. The Ocean and the Land

- 2. What did the children want?**
 - a. To live forever
 - b. Their own children
 - c. To find true love

- 3. Who did the Sun and the Moon pray to?**
 - a. The Creator
 - b. The Universe
 - c. The Children

- 4. Why did the Sun and the Moon decide to move apart from each other?**
 - a. They had been together too long
 - b. They would do anything for their children
 - c. Gravity was pulling them apart

- 5. What does this story teach us?**
 - a. That the sun and the moon were once together
 - b. That parents would do anything for their children to make them happy
 - c. That the sun and the moon loved each other very much

- 6. Why did the sun and the moon ask the Creator for more beings on Earth?**
 - a. They wanted to have more friends to play with.
 - b. They wanted to make the Earth a more vibrant place.
 - c. They wanted to find partners for their children.



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general or vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex and insightful</i> text-to-self, text-to-text or text-to-world connections.



Stevie Smith Bike Park

Stevie Smith Bike Park is a great place to ride **bikes** in Nanaimo. The park is named after a **famous** bike rider who used to live there.

Stevie Smith was an amazing **bike** rider. He won lots of **competitions** and became famous all around the world. Stevie **grew up** in Nanaimo, and he **loved** riding his bike in the woods and **mountains** around the city.

The bike **park** is a great place for **kids** to ride bikes and have fun. There are lots of different trails and **ramps** for all **levels** of riders. Even if you are just learning to ride, there is an **easy** track for you to **practice** on.

When you go to the bike park, you should always wear a **helmet** to keep your **head** safe. You should also make sure that your **bike** is in **good** shape before you ride it.

Stevie Smith Bike Park is a really **fun** place to go with your **friends** and family. You can ride bikes, hang out, and maybe even become a **great** bike rider like Stevie Smith!



Name: _____

Date: _____

Student Copy

Form 3-2

Stevie Smith Bike Park- Comprehension

Multiple Choice:

1. Who is Stevie Smith Bike Park named after?

- a. A famous actor
- b. A famous bike rider
- c. The mayor of Nanaimo

2. What is the advice given for riders at the bike park?

- a. Always wear a helmet
- b. Ride at high speeds
- c. Perform daring stunts

3. What will you find for riders at Stevie Smith Bike Park?

- a. School and basketball court
- b. Roller coaster and Ferris wheel
- c. Different tracks and ramps

4. Why did Stevie Smith become famous?

- a. He won lots of competitions
- b. He invented a new type of bike
- c. He wrote a popular book about biking

5. What is the purpose of the easy track at the bike park?

- a. To challenge pro riders
- b. To give a smooth surface for skateboarding
- c. To teach beginners how to ride bikes

6. Why is Stevie Smith Bike Park described as a "fun" place to go with friends and family?

- a. There are lots of trees
- b. It offers exciting and challenging trails and ramps.
- c. Summertime is very warm and sunny.



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of ___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general or vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex and insightful</i> text-to-self, text-to-text or text-to-world connections.



Student Copy- Completed Maze

Form 4-1

A Boy Called Bat

Elana K Arnold

After finishing his **snack**, Bat went to his room. Bat's room was his favourite **place** in the whole world. In his room Bat **felt** completely comfortable. Here, he knew **where** everything was. If something was in the **wrong** place, it was his own **fault**, because no one messed with his **room** but him.

In the rest of their **small** house, Bat's mom and sister **could** put anything that needed to **go** to Bat's room in one of **three** baskets: his clean laundry basket, his **book** basket, and his miscellaneous stuff basket.

"Miscellaneous" was a great **word**, and one of Bat's favourites. It meant all the extra stuff, so the miscellaneous stuff **basket** could have almost anything (except clean **laundry** and books) in it.

When the baskets were **full**, Mom placed them in the **hallway** outside Bat's door. He took them into his **room** and unloaded them himself.

Once, Mom had tried to reorganize his dresser drawers because she thought he could "use some help." After, he was so upset, he couldn't even speak, she said, "I'm sorry, Bat, but your drawers were just a mess. Your hats mixed in with pants and sweaters. I don't know how you find anything."

But the drawers weren't a mess. Not at all. If mom had looked more closely, she would have seen that his knit caps were in with his long pants and his sweaters, because he always wore those things together on cold days.



Name: _____

Date: _____

Student Copy

Form 4-1

A Boy Called Bat- Comprehension

Multiple Choice:

1. Bat's favourite room is:

- a. The kitchen
- b. His bedroom
- c. The family room
- d. The bathroom

2. Why was it Bat's own fault if something in his room was out of place?

- a. Bat was very messy and lost stuff.
- b. Bat never moved anything in the kitchen.
- c. Bat felt that everything was his own fault.
- d. No one messed with his room but him.

3. Bat's mom and sister would put his things into:

- a. Bags
- b. Boxes
- c. Baskets
- d. Tubs

4. How do you think Bat's mom would feel if he reorganized her drawers?

- a. Confused
- b. Silly
- c. Tired
- d. Scared

5. Based on what you read, what items do you think would go together in Bat's drawer?

- a. Sweaters, t-shirts, and long-sleeves
- b. Bathing suit, mittens, and socks
- c. Shorts, sandals, and sunglasses
- d. Baseball hats, toques, and helmets

6. Why does Bat feel completely comfortable in his room?

- a. He can find everything easily.
- b. His room is decorated with his favorite things.
- c. He has a big collection of books in his room.
- d. He has snacks available in his room.



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general</i> or <i>vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex</i> and <i>insightful</i> text-to-self, text-to-text or text-to-world connections.



Buttertubs Marsh

Buttertubs Marsh is an amazing place in Nanaimo where people can see many different animals and plants. It's a large wetland area that **covers** over 100 acres. The marsh was named after butter tubs that were used in the past to collect **milk** from cows that **ate** grass in the area. The land turned into a marsh over time because **water** collected there.

Now there are many different animals that call the **marsh** their home. People can walk on a special **path** that goes around the marsh to see the animals up close. Some of the animals that visitors can **see** include ducks, geese, herons, eagles, beavers, and otters. **Beavers** are interesting because they **build** dams, which are walls made from sticks and **mud** that hold back **water**. This creates a pond that the beavers can **swim** in. Beavers are very good **swimmers** and can hold their breath for a long time.

The marsh is important because it helps clean water and is home to many kinds of **plants**. Wetlands like Buttertubs Marsh work as natural filters for water. They help make it **clean** by removing things that can **harm** animals and plants.

When people visit Buttertubs Marsh, it is important to be **kind** to the animals and not harm them. People should **stay** on the path and avoid bothering the animals. Buttertubs Marsh is a wonderful place to **visit** to watch animals and enjoy **nature**.



Name: _____

Date: _____

Student Copy

Form 4-2

Buttertubs- Comprehension

Multiple Choice:

- 1. What is the main attraction at Buttertubs Marsh?**
 - a. Different animals and plants
 - b. Historical artifacts
 - c. Picnic areas and playgrounds
 - d. Water slides and amusement rides

- 2. How did the marsh get its name?**
 - a. It was named after a famous explorer
 - b. It was named after the plants found in the area
 - c. It was named after butter tubs used for milk collection
 - d. It was named after a local indigenous tribe

- 3. What is the role of wetlands like Buttertubs Marsh?**
 - a. To provide a place for people to live
 - b. To create a swimming area for visitors
 - c. To act as natural filters for water
 - d. To promote water sports activities

- 4. Why are beavers mentioned in relation to Buttertubs Marsh?**
 - a. They are cute
 - b. They help clean the water in the marsh
 - c. They can hold their breath underwater
 - d. They are responsible for the formation of dams in the marsh

- 5. Why is it important for visitors to stay on the designated path at Buttertubs Marsh?**
 - a. To prevent damage to the delicate plants
 - b. To avoid getting dirty
 - c. Because the paths are really nice
 - d. To ensure a safe and enjoyable experience for other visitors

- 6. Based on the passage, what can you infer about the accessibility of Buttertubs Marsh to visitors?**
 - a. You have to ask to enter the marsh.
 - b. It has paths that allow visitors to explore the marsh.
 - c. It has good paths that allow visitors to explore the marsh.
 - d. You can only get to it during certain seasons of the year.



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general</i> or <i>vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex</i> and <i>insightful</i> text-to-self, text-to-text or text-to-world connections.



Elvis, Me, and the Lemonade Stand

Leslie Gentile

So, Day One of the **lemonade** stand, and there I was, miserable, bored, sitting in the hot **sun** at my stand, watching the ice **melt** in the jug of lemonade on the rickety, makeshift table in **front** of me.

No one will stop. No one ever drives down this **road**, I told myself.

Just then, to **prove** me wrong, that Volkswagen Sun Bug **turned** at the four-way stop and headed **toward** me. That stretch of road ran **flat** and straight, so I watched the Sun Bug's progress as it made its **way** down toward Eagle Shores.

Now I'll never hear the end of it from Andy El, I thought. I tried to **tell** her that it wouldn't work out, because one thing I **knew** about life for sure - nothing ever worked out for me. But she'd cheerfully insisted and had finally worn me down.

"You need something to do this summer. It'll be fun, you'll see," she'd said as she kept setting things up. "You can earn some **money** for yourself. Save up for something special, maybe."

And here I was, with my first customer **driving** up in a Volkswagen Beetle.

The car **stopped**, the driver's door opened, and out he stepped. It was the King. Elvis Presley. With aviator sunglasses, black hair, big **sideburns**, and all.

He **stretched** as though he'd been stuck behind the wheel of that Bug for **hours**, then looked down at me and smiled.

"How much?" he **asked** in a quiet drawl.

I just **sat** there and stared stupidly at him. He took off his sunglasses and smiled at me with the bluest **eyes** I have ever seen.

"How much? For a **glass** of lemonade?" he asked again. Polite, like all the magazines said he was.



Name: _____

Date: _____

Student Copy

Form 5-1

Elvis, Me and the Lemonade Stand- Comprehension

Multiple Choice:

- 1. What kind of car was driving towards Truly?**
 - a. A Porche
 - b. A Volkswagen
 - c. A Mazda
 - d. A Ferrari

- 2. Who was the first costumer to visit the lemonade stand?**
 - a. Truly
 - b. Andy El
 - c. Elvis
 - d. Truly's teacher

- 3. What colour were Elvis' eyes?**
 - a. brown
 - b. hazel
 - c. green
 - d. blue

- 4. Based on what you read, how would you describe Andy El?**
 - a. Excited and playful
 - b. Old and grumpy
 - c. Positive and encouraging
 - d. Angry and Sleepy

- 5. How has Truly's perspective changed in this passage?**
 - a. Her perspective changed from being discouraged to hopeful
 - b. Her perspective changed from bored to angry
 - c. Her perspective changed from angry to happy
 - d. Truly's perspective has not changed

- 6. What do you know about Elvis' based on his interaction with Truly?**
 - a. He was arrogant and demanding
 - b. He was impatient
 - c. He was shy
 - d. He was friendly



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general</i> or <i>vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex</i> and <i>insightful</i> text-to-self, text-to-text or text-to-world connections.



Petroglyph Park

Petroglyphs are pictures that were **carved** into rocks a long time ago by Indigenous people. In Nanaimo, British Columbia, there is a **special** place called Petroglyph Park where you can see many petroglyphs.

The **petroglyphs** in Nanaimo were made by the Snuneymuxw First Nation. They tell stories and **show** important things from their culture such as animals, people, and spiritual beliefs. They were **made** by chipping away at the **rock** using a harder rock, a technique that is **called** "pecking". It is very hard **work**, and it takes a lot of **time**, but the result is beautiful.

Petroglyph Park is a great place to **learn** about the Snuneymuxw First Nation history. It's very important to **remember** that Petroglyphs are very delicate, and we must take care of them so they can be seen by future generations. It's **against** the law to touch or damage Petroglyphs.

When you visit Petroglyph Park, remember to be **respectful**. This means not touching or **climbing** on the rocks and staying on the **paths** that are marked. By **following** these rules, we can help to **protect** the Petroglyphs and keep them **safe** for future generations.

Petroglyph Park is a fun and interesting place to visit in **Nanaimo**. It's a great opportunity to learn about Indigenous culture and history and see some of the **oldest** art in the region.



Name: _____

Date: _____

Student Copy

Form 5-2

Petroglyphs- Comprehension

Multiple Choice:

1. What are petroglyphs?

- a. Pictures carved into rocks by Indigenous people
- b. Fossils found in Nanaimo, British Columbia
- c. Traditional artifacts made by European settlers
- d. Ancient manuscripts written on animal skins

2. Who made the petroglyphs in Nanaimo?

- a. European Settlers
- b. Unknown
- c. Ancestors of the Snuneymuxw First Nation
- d. Local Artists

3. What technique was used to create the petroglyphs?

- a. Painting with natural pigments
- b. Chipping away at the rock with a harder rock
- c. Carving with metal tools
- d. Molding clay into shapes

4. Why is it important to be respectful and not touch or climb on the rocks in Petroglyph Park?

- a. To prevent accidents and injuries to visitors
- b. To avoid damaging the paths marked in the park
- c. To maintain the cleanliness of the park environment
- d. To preserve the delicate nature of the petroglyphs

5. What can you understand about the process of creating petroglyphs?

- a. It was a fast and simple task for the Indigenous people
- b. It needed complex tools and advanced technology
- c. It was hard work that took a lot of time and effort
- d. People don't know how they were created

6. What might be the reason for Petroglyph Park being considered a "fun and interesting" place to visit?

- a. It offers interactive rides and guided tours.
- b. It provides opportunities for hands-on rock carving experiences.
- c. It hosts cultural festivals and performances related to Indigenous traditions.
- d. It showcases a wide variety of petroglyph designs that help us learn more about the history of the area.



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of ___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general or vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex and insightful</i> text-to-self, text-to-text or text-to-world connections.



Lucy and Lola

Monique Gray Smith

Mom, Lucy and Lola had come to visit a couple of times since Kookum had moved to Gabriola a year ago, but the girls had never **stayed** alone with her there. Sure, they had stayed with her when she lived in Vancouver, but this was **different**. Kookum knew that spending the **summer** with her was a big deal for the girls. Not only would they be **away** from their mom all summer, but they'd also be away from their **friends**, their neighbourhood, and everything they knew. She wanted them to know that she **understood** how big this was, and that she was very, very **excited** to have them with her for the summer.

Kookum had spent hours turning her sewing room into their bedroom. She had decorated each **side** of the room, trying to make the sides **unique** to each girl. Lucy's side had a **bookshelf** full of fashion **magazines** that Kookum had **found** at garage sales, and a desk with craft supplies. The **bedding** was turquoise with white flowers, and on the pillow was a leatherbound **journal** and a special pen.

On a **special** trip to Nanaimo, Kookum found skateboarding posters to put up on Lola's side of the room. Instead of a desk for Lola, Kookum had found a large beanbag **chair** that she propped up in the **corner**. Lying in the chair were a **couple** of books and a new **skateboarding** helmet.

Between the twins' beds was a **nightstand** with two lights, a clock, and the **new** flashlights Kookum had bought for them. Gabriola **had** no streetlights, at least not **where** she lived. So, depending on the **fullness** of the moon, the night could be **dark**. Real dark. She hoped the flashlights would help them feel safe.



Name: _____

Date: _____

Student Copy

Form 6-1

Lucy and Lola- Comprehension

Monique Gray Smith

Multiple Choice:

1. Where does Kookum live?

- a. Victoria
- b. Nanaimo
- c. Gabriola
- d. United States of America

2. What room was changed into Lucy and Lola's bedroom?

- a. Kookum's bedroom
- b. The sewing room
- c. The garden shed
- d. The kitchen

3. What was in Lola's room instead of a desk?

- a. piano
- b. skateboard
- c. beanbag chair
- d. a cardboard box

4. How do you think Lucy and Lola felt about coming to stay with Kookum?

- a. confident
- b. angry
- c. bored
- d. nervous

5. Why do you think Kookum went to so much trouble to make Lola and Lucy's room special?

- a. She was excited for them to come and wanted to show them she loved them
- b. She needed to remodel the room anyway and this was a good reason
- c. She knew the girls loved singing and dancing
- d. She thought she owed them

6. What did Kookum do to ensure the girls felt safe at night on Gabriola?

- a. Installed bright streetlights outside the house
- b. Placed a clock and nightstand between their beds
- c. Bought new flashlights for them
- d. Hired a security guard for the summer



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general or vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex and insightful</i> text-to-self, text-to-text or text-to-world connections.



Tetuxuwtun/ Mt. Benson

Mt. Benson is a **mountain** located in Nanaimo, British Columbia, and it is a **popular** destination for hikers and outdoor enthusiasts. However, the mountain is more than just a **scenic** place; it is also a **sacred** site for the Snuneymuxw First Nation, who have stewarded the land for **thousands** of years. The traditional **name** of the mountain is Tetuxuwtun and was traditionally used for spiritual and cultural practices, such as **ceremonies**, hunting, and gathering. The Snuneymuxw people have a rich history and culture that is deeply connected to the **land**. Therefore, it is important to respect the traditional territory and cultural significance of Tetuxuwtun when **hiking** on the mountain.

When embarking on a hike, you should follow some basic **hiking** tips. First, it is important to check the weather and trail **conditions** before heading out. The **mountain** can be treacherous in bad weather, with high **winds** and slippery conditions. Hikers should also **pack** plenty of water, food, and warm clothing, as the temperature can **drop** quickly at higher elevations.

In addition, visitors should respect the wildlife on the mountain. Mt. Benson is home to many **species** of wildlife, including black bears, cougars, and deer. If you encounter wildlife, keep a safe **distance** and do not **approach** them. Finally, hikers should leave no trace and avoid **disturbing** any cultural or historical sites. Pack out all your garbage and respect the environment by avoiding damage to plants and wildlife.

By following these safety tips and showing respect for the **traditional** territory and cultural significance of Tetuxuwtun, hikers can enjoy the beauty of the mountain while honoring the deep history and traditions of the Snuneymuxw First Nation.



Name: _____

Date: _____

Student Copy

Form 6-2

Tetuxuwtun/ Mt. Benson- Comprehension

Multiple Choice:

1. What is the traditional name of Mt. Benson?

- a. Snuneymuxw
- b. Nanaimo Mountain
- c. Tetuxuwtun
- d. Steward Mountain

2. Why is Mt. Benson important to the Snuneymuxw First Nation?

- a. It is a popular hiking destination
- b. It traditionally was used for spiritual and cultural practices
- c. It offers scenic views of Nanaimo
- d. It is a historical landmark in British Columbia

3. What should hikers do to respect the cultural significance of Tetuxuwtun?

- a. Avoid damaging plants and wildlife
- b. Follow safety tips and check weather conditions
- c. Pack out all garbage, leave no trace, and don't disturb any cultural sites.
- d. Do not talk while hiking

4. Why is it important to check the weather and trail conditions before hiking Mt. Benson?

- a. To meet other hikers on the trail
- b. To protect wildlife habitats on the mountain
- c. To learn about the historical significance of the mountain
- d. To ensure safety and avoid dangerous conditions

5. How should hikers react if they encounter wildlife on Mt. Benson?

- a. Keep a safe distance and avoid approaching them
- b. Try to take a selfie with the wildlife
- c. Feed them with food from your backpack
- d. Approach them slowly for a closer look

6. Why is it important for hikers to respect the traditional territory and cultural significance of Tetuxuwtun?

- a. It has no impact on the hiking experience on the trail.
- b. To allow hikers to take shortcuts on the trail.
- c. To preserve the natural beauty of Mt. Benson for future generations.
- d. To gain a deeper understanding and appreciation of the rich history and traditions of the Snuneymuxw First Nation.



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of ___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general or vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex</i> and <i>insightful</i> text-to-self, text-to-text or text-to-world connections.



The Barren Grounds

David A. Robertson

As they got **closer** to the school, they were joined by a throng of students funneling into the wide concrete walk that led to the front **doors**. Morgan made herself thinner, **avoiding** the physical and eye contact. A gust of **wind** shouldered its way through the mass of **middle** schoolers, and when it collided with Morgan and Eli, Eli's drawing pad **went** flying through the air. It danced in the **wind** until it landed on the **street**, where it was promptly run **over** by the 68 Grosvenor bus.

"No!" Eli **cried**. Without looking, he turned to run **after** it. Morgan grabbed his backpack and **pulled** him out of the way of an **oncoming** car. His drawing pad was **run** over again in the process and the **pages** went flying.

"Are you trying to get **killed** or something?" Morgan said. "**Let** me go!" Morgan looked both ways, **saw** that traffic was **clear**, and **followed** him onto the street. They gathered the **pages** together and piled them into a **messy**, muddied stack of art. Eli slumped on the **curb**, and Morgan flipped through some of the pages.

With the exception of that drawing of hers, his **illustrations** were all of villages within beautiful landscapes, with animals walking on two **legs** through forests or along canyons or over **mountains**. Some were of lands in the middle of the summer, some were colored with the warmth of autumn, others were made to face the harsh bite of **winter**. They looked like places straight from the **fantasy** novels Morgan loved.



Name: _____

Date: _____

Student Copy

Form 7-1

The Barren Grounds- Comprehension

David A. Robertson

Multiple Choice:

- 1. What were the students walking by?**
 - a. The parking lot
 - b. The hospital
 - c. The school
 - d. The restaurant

- 2. What was the weather like in this scene?**
 - a. It was a warm autumn day
 - b. A harsh and biting winter
 - c. There were gusts of wind and it had recently rained
 - d. It was hot and sunny

- 3. What were the illustrations in Eli's drawing pad mostly about?**
 - a. Urban landscapes and cityscapes
 - b. Animals in natural habitats
 - c. Scenes from popular movies or TV shows
 - d. Fantasy villages in various seasons

- 4. If it wasn't for Morgan, what might have happened to Eli?**
 - a. He could have been hit by a car
 - b. He might have gone hungry
 - c. He may have lost his drawing pad in the sewer
 - d. He may have gotten on the Grosvenor bus by accident

- 5. Why do you think the drawing pad was so important to Eli?**
 - a. They were all drawn by his grandfather
 - b. He had worked very hard to create the book of drawings
 - c. There was a map to a forbidden city
 - d. He wrote down his secrets in it

- 6. Based on his drawing, what word best describes Eli?**
 - a. Depressed
 - b. Creative
 - c. Vigorous
 - d. Unimaginative



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of ___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general</i> or <i>vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex</i> and <i>insightful</i> text-to-self, text-to-text or text-to-world connections.



Ammonite Falls

Ammonite Falls is a captivating natural **wonder** located in the wilderness of Vancouver Island, Canada. This stunning waterfall gets its name from the ancient **fossils** known as ammonites, which can be found in the surrounding rocks.

Situated near the city of Nanaimo, Ammonite Falls is nestled within a **lush** forest. To reach the falls, you **embark** on an exciting hike through tall trees and moss-covered trails. The path presents a **moderate** challenge, but the reward at the end is well worth the **effort**.

As you **approach** the falls, the sound of rushing water grows louder, heightening your **anticipation**. Suddenly, through the dense **vegetation**, you catch a glimpse of the cascading **waterfall**. The sight is truly breathtaking as the water tumbles down rocky **ledges**, creating a mesmerizing display of power and beauty.

Ammonite Falls is not only a stunning waterfall but also a **geological** marvel. The rocks surrounding the falls tell a story that spans millions of years. They are composed of layers of sedimentary rock, formed by the **accumulation** of sand, silt, and clay over time. These layers provide a glimpse into the past, revealing the ancient environments and the changes that have occurred over the ages.

Within these sedimentary **layers**, you can find the fascinating ammonite fossils. Ammonites were marine creatures that lived during the time of the dinosaurs. They had spiral-shaped **shells** and belonged to a group of animals called cephalopods, which include modern-day squids and **octopuses**. The presence of these ammonite fossils in the rocks indicates that this area was once covered by a shallow **sea** millions of years ago.

Exploring the area around Ammonite Falls offers opportunities to **appreciate** the geological history of the region. By **observing** the different layers of rock, you can imagine the ancient **landscapes** that existed long before human beings roamed the Earth. It's a chance to connect with the immense timescales and processes that have shaped our planet.



Name: _____

Date: _____

Student Copy

Form 7-2

Ammonite Falls- Comprehension

- 1. What gives Ammonite Falls its name?**
 - a. Ancient fossils known as ammonites
 - b. The unique shape of the waterfall
 - c. The abundance of moss in the surrounding area
 - d. The presence of tall trees near the falls

- 2. How would you describe the hike to Ammonite Falls?**
 - a. Easy walk along a paved path
 - b. Moderate challenge through moss-covered trails
 - c. Difficult climb with steep inclines
 - d. Flat terrain with no significant obstacles

- 3. What type of creatures were ammonites?**
 - a. Terrestrial mammals with fur
 - b. Flying insects with colorful wings
 - c. Arboreal reptiles with long tails
 - d. Marine creatures with spiral-shaped shells

- 4. How do the rocks surrounding Ammonite Falls provide insight into the past?**
 - a. They reveal the geological processes that formed over millions of years
 - b. They contain layers of igneous rock formed over millions of years
 - c. They indicate the presence of ancient civilizations in the area
 - d. They demonstrate the impact of human activities on the environment

- 5. What is the significance of finding ammonite fossils in the rocks near the falls?**
 - a. It indicates the presence of modern-day squids and octopuses in the area
 - b. It suggests that the waterfall was formed by the erosion of ammonite shells
 - c. It provides evidence of a prehistoric shallow sea in the region
 - d. It confirms the existence of dinosaurs in the Vancouver Island wilderness

- 6. Based on the passage, what can be inferred about the popularity of Ammonite Falls among geology enthusiasts?**
 - a. It is a lesser-known destination for geology enthusiasts.
 - b. It is a popular spot for geology enthusiasts to study rock formations.
 - c. It is sometimes visited by amateur geology enthusiasts rather than experts.
 - d. It lacks geological importance, making it unappealing to geology enthusiasts



When we read, we can make connections to our own lives, other books we have read, or the world around us. We think “That reminds me of ___”. Describe or draw a picture of a connection you have to this passage.

Making Connections Rubric			
Emerging	Developing	Proficient	Extending
The student does not make any connections to the text passage.	The student makes <i>general</i> or <i>vague</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>meaningful</i> text-to-self, text-to-text or text-to-world connections.	The student makes <i>complex</i> and <i>insightful</i> text-to-self, text-to-text or text-to-world connections.

Appendix 2

Oral Reading Fluency Passages for Emerging and Developing Readers



Student Copy

Form 1-1

Ben and Nat are happy.

They are getting a dog.

They will play ball in the yard.

They will run in the park.

The dog can swim in the pond.

Ben and Nat will take care of the new dog.

Nat wants to name the dog Max.

Ben wants to name the dog Jett.

What name do you like?



Teacher Copy

Form 1-1

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“This is a story about Ben and his sister Nat. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Discreetly start the timer. (1 minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (])

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Ben and Nat are happy.	5
They are getting a dog.	10
They will play ball in the yard.	17
They will run in the park.	23
The dog can swim in the pond.	30
Ben and Nat will take care of the new dog.	40
Nat wants to name the dog Max.	47
Ben wants to name the dog Jett.	54
What name do you like?	59

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 1-2

Emma moved to a new house. Her new house has a big yard. There are trees and plants. There are lots of animals in the yard. Emma saw a deer. She also saw a bird eating a worm. She loved it! Emma wants to plant a garden. She goes to the store. She buys seeds to plant. She also buys dirt and a rake.

Emma plants the seeds and waters them every day. She waits and waits. After many days, Emma sees a bean plant and tells her mom. Her mom is very happy for her. Soon they will eat the beans that Emma grew.



Teacher Copy

Form 1-2

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“This is a story about Emma. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1 minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Emma moved to a new house. Her new house has a big	12
yard. There are trees and plants. There are lots of animals in	24
the yard. Emma saw a deer. She also saw a bird eating a	37
worm. She loved it! Emma wants to plant a garden. She	48
goes to the store. She buys seeds to plant. She also buys	60
dirt and a rake.	64
Emma plants the seeds and waters them every day. She	74
waits and waits. After many days, Emma sees a bean plant	85
and tells her mom. Her mom is very happy for her. Soon they	98
will eat the beans that Emma grew.	105

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 1-3

Zak was sick. His head, his nose, and his skin hurt. He put his head on his desk to rest. Zak did not want to be at school.

Zak told his teacher that he felt bad. She sent him to call home. Zak had a nap. When he woke up his dad was there. He was happy to see his dad. When Zak got home, he went to bed. He had a long sleep. When he woke up it was dark outside. His dad gave him some juice and soup. Zak ate his food and went back to sleep. After two days, Zak felt good. He went back to school and his friends were happy to see him.



Teacher Copy

Form 1-3

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“This is a story about Zak. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Zak was sick. His head, his nose, and his skin hurt. He put his 14

head on his desk to rest. Zak did not want to be at school. 28

Zak told his teacher that he felt bad. She sent him to call 41

home. Zak had a nap. When he woke up his dad was there. 54

He was happy to see his dad. When Zak got home, he went 67

to bed. He had a long sleep. When he woke up it was dark 81

outside. His dad gave him some juice and soup. Zak ate his 93

food and went back to sleep. After two days, Zak felt good. 105

He went back to school and his friends were happy to see 117

him. 118

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 2-1

Owen needs money for winter break. He wants the money to buy apps and to go to the movies with his friends. Owen asks his parents if they can give him money if he does some chores. They said they will pay him ten dollars a week.

Owen's aunt is having a yard sale next week. He will put up a hot chocolate stand. Since it is going to be cold, he thinks that people will want to have a warm drink. His aunt thinks it is a great idea. She offers to buy Owen milk and chocolate mix. It is perfect! Owen thinks that he will have all the money he needs for a great winter break. He is so happy!



Teacher Copy

Form 2-1

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“This is a story about Owen. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Owen needs money for winter break. He wants the money	10
to buy apps and to go to the movies with his friends. Owen	23
asks his parents if they can give him money if he does some	36
chores. They said they will pay him ten dollars a week.	47
Owen's aunt is having a yard sale next week. He	57
will put up a hot chocolate stand. Since it is going to be	70
cold, he thinks that people will want to have a warm drink.	82
His aunt thinks it is a great idea. She offers to buy Owen milk	96
and chocolate mix. It is perfect! Owen thinks that he will	107
have all the money he needs for a great winter break.	118
He is so happy!	122

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 2-2

Lily got a new skateboard for her birthday. It is green and purple with a matching helmet. Lily loves her new skateboard and helmet. She is going to ride it every day. Lily cannot go on a skateboard alone. She has to go with

her babysitter. Lily has a little brother named Jack.

Lily always asks Jack if he wants to come. Almost every time, Jack says yes and gets very excited when it is time to go.

Sometimes when they go on rides, they pass by the gas station. On hot days they stop and get a Slurpee. They sit outside the store on the bench. They drink their Slurpees fast before they melt. Lily loves to ride her skateboard to the school. It is one block from her house. She and Jack stop and play tag for a while. Jack likes to go on the swings.

When the sun starts to go down, it is time for Lily and Jack to go home.



Teacher Copy

Form 2-2

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: **“This is a story about Lily and Jack. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”**

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1 minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Lily got a new skateboard for her birthday. It is green and	12
purple with a matching helmet. Lily loves her new	21
skateboard and helmet. She is going to ride it every day. Lily	33
cannot go on a skateboard alone. She has to go with	44
her babysitter. Lily has a little brother named Jack.	53
Lily always asks Jack if he wants to come. Almost every time,	65
Jack says yes and gets very excited when it is time to go.	78
Sometimes when they go on rides, they pass by the gas	89
station. On hot days they stop and get a Slurpee. They sit	101
outside the store on the bench. They drink their Slurpees fast	112
before they melt. Lily loves to ride her skateboard to the	123
school. It is one block from her house. She and Jack stop	135
and play tag for a while. Jack likes to go on the swings.	148
When the sun starts to go down, it is time for Lily and Jack to	163
go home.	165

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 2-3

This is Nate's first year of playing a team sport at school. He is on a basketball team. Nate's uncle played basketball in high school when he was younger. Nate wants to be just like his uncle. Every day after school, Nate practices shooting hoops. He also practices dribbling. He is getting better every day. At first, he only made a few baskets, now he makes almost every shot he takes. Sometimes Nate's uncle helps him with his skills. Nate works hard on what his uncle shows him. He can now steal the ball from his uncle. Sometimes, Nate and his uncle play one-on-one.

Nate likes the practices with his coach and teammates. Most of his friends are on his team. Nate makes sure that he always passes the ball, that way everyone gets a chance to shoot. Nate loves being on the same team as his friends. At recess, they all play basketball. His team is going to be playing against a very good team soon. He hopes that they can beat the other team. But Nate knows that having fun is the real goal.



Teacher Copy

Form 2-3

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: **"This is a story about Nate. I'm going to give you a bit of time to read as much as you can and then I'll ask you to stop. When I say "begin", start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions?"**

Begin!"

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (])

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

This is Nate's first year of playing a team sport at school. He	13
is on a basketball team. Nate's uncle played basketball in	23
high school when he was younger. Nate wants to be just like	35
his uncle. Every day after school, Nate practices shooting	44
hoops. He also practices dribbling. He is getting better every	54
day. At first, he only made a few baskets, now he makes	66
almost every shot he takes. Sometimes Nate's uncle helps	75
him with his skills. Nate works hard on what his uncle shows	87
him. He can now steal the ball from his uncle. Sometimes,	98
Nate and his uncle play one-on-one.	106
Nate likes the practices with his coach and teammates.	115
Most of his friends are on his team. Nate makes sure that he	128
always passes the ball, that way everyone gets a chance to	139
shoot. Nate loves being on the same team as his friends. At	151
recess, they all play basketball. His team is going to be playing	163
against a very good team soon. He hopes that they can beat	175
the other team. But Nate knows that having fun is the real goal.	188

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 3-1

Jeremy's parents bought a new truck when he was around five years old. The truck was dark red with bright yellow headlights. It had enormous tires. It was huge! Jeremy needed to jump as high as possible to get into the front seat. If the door opened before his parents turned off the engine, it would make a funny beeping sound. The truck also made noises if his parents forgot to turn off the lights before getting out. Jeremy wondered why the truck did this, so he asked his mother. She explained that the battery would drain if the lights were left on when the engine wasn't running. This could be a problem because you wouldn't be able to drive or get help from people if you were too far away. Jeremy loved riding in his family's truck because he felt like he was able to see everything from the front seat. He was higher than most of the other cars on the road!



Teacher Copy

Form 3-1

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: **“This is a story about Jeremy. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”**

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1 minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (])

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Jeremy’s parents bought a new truck when he was around	10
five years old. The truck was dark red with bright yellow	21
headlights. It had enormous tires. It was huge! Jeremy	30
needed to jump as high as possible to get into the front seat.	43
If the door opened before his parents turned off the engine,	54
it would make a funny beeping sound. The truck also made	65
noises if his parents forgot to turn off the lights before getting	77
out. Jeremy wondered why the truck did this, so he asked his	89
mother. She explained that the battery would drain if the	99
lights were left on when the engine wasn’t running. This	109
could be a problem because you wouldn’t be able to drive	120
or get help from people if you were too far away. Jeremy	132
loved riding in his family’s truck because he felt like he was	144
able to see everything from the front seat. He was higher	155
than most of the other cars on the road!	164

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 3-2

Griffin really enjoys playing sports. His favourite thing to do is ride his bicycle. Griffin could not wait to get a bicycle of his own and ride it. About a year ago, Griffin's dad lost his job. Money has been tight since then and Griffin has not been able to afford a bicycle. He was worried about asking for money, but Griffin is patient and has decided he will wait to ask for a bike. His friend, Carson, got a bike last month. It is black with shiny handlebars. Carson let Griffin try it out. Griffin had a difficult time riding it, but knew that if he practiced, he would learn. He would be able to make sharp turns and fly down hills in no time. He imagined himself pushing the pedals hard and fast up the hills and the rewarding feeling of coasting downhill with ease and speed.



Teacher Copy

Student Name: _____

Form 3-2

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:
“This is a story about a child named Griffin. I want you to read this story to me. I’m going to give you a bit of time to read and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (])

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Griffin really enjoys playing sports. His favourite thing to do is	11
ride his bicycle. Griffin could not wait to get a bicycle of his	24
own and ride it. About a year ago, Griffin's dad lost his job.	37
Money has been tight since then and Griffin has not been able	49
to afford a bicycle. He was worried about asking for money, but	61
Griffin is patient and has decided he will wait to ask for a bike. His	76
friend, Carson, got a bike last month. It is black with shiny	88
handlebars. Carson let Griffin try it out. Griffin had a difficult time riding	101
it, but knew that if he practiced, he would learn. He would	113
be able to make sharp turns and fly down hills in no time. He	127
imagined himself pushing the pedals hard and fast up the hills and the	140
rewarding feeling of coasting downhill with ease and speed.	149

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____



Student Copy

Form 3-3

Today was Jasmine's birthday. She was eight years old. She was very excited to open her birthday presents from her family. She has wanted a pet for a long time, so this year, she hoped to get a kitten for her birthday. Jasmine's parents, brother, and sister each had a present to give her. First, she opened the present from her mom. Inside the fancy bag, was a pretty doll with brown hair. Next, Jasmine's brother gave her new markers.

Jasmine unwrapped the red sweater from her sister. Red was Jasmine's favourite colour. Lastly, a plain cardboard box with a lid was handed over to Jasmine by her dad. It didn't look like a present because it wasn't wrapped!

Jasmine carefully examined the box before opening it. She could see tiny holes had been poked through the sides of the cardboard. She heard some rustling from inside the box. Jasmine wondered...could it be a kitten?



Teacher Copy

Form 3-3

Student Name: _____

Date: _____

1 Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: **“This is a story about a child named Jasmine. I want you to read this story to me. I’m going to give you a bit of time to read as much as you can and then I’ll ask you to stop. When I say “begin”, start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin!”**

2 While this is a timed assessment, it is important that the student is unaware they are being timed. This will ensure they read at a natural rate.

3 Start the timer. (1 minute)

4 While the student is reading, mark errors with a slash (/) over the word

5 At 1 minute, mark the last word read with a bracket (|)

6 Congratulate and thank students with descriptive, strength-based feedback, not with a numerical value.

Today was Jasmine’s birthday. She was eight years old. She	10
was very excited to open her birthday presents from her	20
family. She has wanted a pet for a long time, so this year,	33
she hoped to get a kitten for her birthday. Jasmine’s parents	44
brother, and sister each had a present to give her. First, she	56
opened the present from her mom. Inside the fancy bag,	66
was a pretty doll with brown hair. Next, Jasmine’s brother	76
gave her new markers. Jasmine unwrapped the red sweater	85
from her sister. Red was Jasmine’s favourite colour. Lastly, a	95
plain cardboard box with a lid was handed over to Jasmine	106
by her dad. It didn’t look like a present because it wasn’t	118
wrapped! Jasmine carefully examined the box before	125
opening it. She could see tiny holes had been poked	135
through the sides of the cardboard. She heard some	144
rustling from inside the box. Jasmine wondered... could it be	154
a kitten?	156

TOTAL WORDS READ: _____ - # of errors _____ = WCPM _____

