

FALL 2008

# ***Student Score Sheets for the LRPAK***

***(Leveled Reading Passages  
Assessment Kit)***

## ***1st-2nd Grade Packet***

**Santa Monica-Malibu Unified  
School District  
Fall 2008**

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Print Score Sheets for individual stories, based on what level your students reached on the Word Lists (see Steps to Administer the LRPAK for more details). Score sheets are either 2 or 3 pages per story.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

# 1 Can Ox Sit? (Level AB): Score Sheet

Say: I'm going to ask you to read a story called "Can Ox Sit?" about an ox and some other animals. Do you know what an ox is? (If not, explain by using the picture on the cover.) Read the story and look at the pictures to find out what these animals do.

Hen sat here.

Fox sat here.

Cat and Pig sat.

Can Bug sit?

Bug can sit here.

Ox can not sit.

Ox can tug the big box!

Go, Ox, go!

\_\_\_\_\_  
(Begin oral reading time.)

\_\_\_\_\_  
(End oral reading time.)

**Oral Reading Rate**

Seconds: \_\_\_\_\_

**Fluency**

(Refer to Rubric for scoring fluency.)

Score: \_\_\_\_\_

**Oral Reading Accuracy**

Number of words = 30

Each error = 3.3

# OF ERRORS	% SCORE
1	97
2	93
3	90
4	87
5	84
6	80
7	78
8	74
9	70
10	67
STUDENT SCORE _____%	

# 1 Can Ox Sit? (Level AB): Score Sheet *(continued)*

## Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

**Say:** Now, start at the beginning, and you tell me that story. Tell it in your own words.

### Sample Score 4 Retelling

Hen is sitting in a box. Fox sits in the box. Then Cat and Pig sit in it. Bug wants to sit too, so she sits on Hen's nose. Ox wants to sit, but he won't fit. Ox pulls the box.

### Teacher's Notes on Student's Retelling

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## Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

### QUESTION SCORES:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

SCORE: \_\_\_\_\_

## Comprehension Questions

- 1** What do all the animals in the story want to do? They want to sit in the box.
- 2** What does Hen do? She sits in the box.
- 3** What do Cat and Pig do? They sit in the box.
- 4** Why can't Ox sit in the box? Ox is too big to fit in the box.
- ★ Would you want to sit in the box with the other animals? Why or why not? Responses will vary.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

### 3 Duck Tricks Fox (Level CD): Score Sheet

Say: I'm going to ask you to read a story called "Duck Tricks Fox." It's about what happens when a duck and a fox meet one day. Read the story and look at the pictures to find out what happens to them.

Fox met Duck on a walk.

"What are you doing today, Duck?" asked Fox.

"I am going for a swim," said Duck.

"First, let's have a snack," said Fox. And he  
licked his lips.

"First, let's swim," said Duck.

"I can not swim," said Fox.

"I can," said Duck and swam away.

\_\_\_\_\_  
(End oral reading time.)

\_\_\_\_\_  
(Begin oral reading time.)

**Oral Reading Rate**

Seconds: \_\_\_\_\_

**Fluency**

(Refer to Rubric for  
scoring fluency.)

Score: \_\_\_\_\_

#### Oral Reading Accuracy

Number of words = 52

Each error = 2

# OF ERRORS	% SCORE
1	98
2	96
3	94
4	92
5	90
6	88
7	86
8	84
9	82
10	80
STUDENT SCORE _____ %	

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

### 3 Duck Tricks Fox (Level CD): Score Sheet *(continued)*

#### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

Say: Now, start at the beginning, and you tell me that story.

#### Sample Retelling

Duck meets Fox on the way to go swimming. Fox says they should have a snack first. Duck says they should swim first. When they get to the water, Fox says he can't swim. Duck jumps in the water and swims away from Fox so Fox can't eat Duck.

#### Teacher's Notes on Student's Retelling

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#### Comprehension Questions

- 1 Where is Duck going when he meets Fox? Duck is going for a swim.
  - 2 What do you think Fox wants to have for his snack? Fox wants to eat Duck for his snack.
  - 3 How does Duck get away from Fox? Duck jumps in the water because he knows that Fox can't swim after him.
  - 4 Do you think Duck is smart? Why or why not? Responses will vary. Sample answer: Yes, Duck is smart. He knew that Fox wanted to eat him, so he tricked him by jumping in the water and swimming away before Fox knew what was up.
- ★ What do you think Fox does after Duck swims away? Responses will vary.

#### Comprehension Questions

2 = full credit answer

1 = part credit answer

0 = incorrect/unanswered

#### QUESTION SCORES:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

SCORE: \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 5 What Can We Do Today? (Level EFG): Score Sheet

Say: I'm going to ask you to read a story called "What Can We Do Today?" It's about a girl named Kate and what she and her mother do on a rainy day. Read the story and look at the pictures to find out what they do.

Kate looked at the rain.

"What can we do today, Mom?" asked Kate. "What can we do on this cold, wet day?"

"Let's make the sun shine," said Mom. "First, we'll need some paper."

"How are we going to make the sun shine with paper?" asked Kate.

"I'll show you how," said Mom. "We'll cut out lots of shapes. Then we can stick them on paper."

"I can twist some paper to look like flower buds," said Kate. "I'll stick them on my picture."

"What did you make?" Mom asked Kate.

"I made some flowers and trees," said Kate.

"And look, Mom! I made the sun shine!"

\_\_\_\_\_  
(End oral reading time.)

\_\_\_\_\_  
(Begin oral reading time.)

**Oral Reading Rate**

Seconds: \_\_\_\_\_

**Fluency**

(Refer to Rubric for scoring fluency.)

Score: \_\_\_\_\_

**Oral Reading Accuracy**

Number of words = 106  
Each error = .94

# OF ERRORS	% SCORE
1	99
2	98
3	97
4	96
5	95
6	94
7	93
8	92
9	92
10	91
STUDENT SCORE _____ %	

## 5 What Can We Do Today? (Level EFG): Score Sheet *(continued)*

### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

Say: Now, start at the beginning, and you tell me the story. Tell it in your own words.

### Sample Score 4 Retelling

It's a cold rainy day, and Kate asks her mother what they can do. Kate's mother says they should make the sun shine. She gets out paper, and they cut out shapes and paste them on paper to make pictures. Kate makes a picture with flowers and trees and the sun. She tells her mother, "Look, I made the sun shine."

### Teacher's Notes on Student's Retelling

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### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

SCORE: \_\_\_\_\_

### Comprehension Questions

- 1 Why is Kate looking for something to do indoors? It's a cold, rainy day, and she can't play outside.
  - 2 What does Mom say they can do? She says they can make the sun shine.
  - 3 What do Mom and Kate do with the paper? They cut out shapes and stick them on paper.
  - 4 What does Kate mean when she says, "I made the sun shine!" She made a picture showing the sun shining.
- ★ What do you think Mom and Kate might do next?  
Responses will vary.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 7 Be Neat When You Eat (Level HI): Score Sheet

Say: I'm going to ask you to read a story called "Be Neat When You Eat." It's about a girl and her father. Read the story and look at the pictures to find out what happens when they have dinner.

Tonight I made a mess at dinner.

Dad said, "Try to be neat when you eat. You don't want to be a messy eater when you grow up."

"Why not?" I asked him.

"Just think about it," Dad said.

So I did think about it. What would it be like to be a messy eater? Would I have fun?

I could pile all my spilled food into a huge hill. My friends and I could go sledding on it.

But then it would start to spoil and smell bad. My friends would go home. No one would play with me.

I didn't like thinking about that at all!

Just then, I could hear my dad. "How is your thinking going?" he asked.

"I don't think I want to be a messy eater after all," I said.

"I didn't think so," said Dad. "Let's have some cake."

"That's a good idea," I said. And I ate the cake very neatly.

(Begin oral reading time.)

### Oral Reading Rate

Seconds: \_\_\_\_\_

### Fluency

(Refer to Rubric for scoring fluency.)

Score: \_\_\_\_\_

### Oral Reading Accuracy

Number of words = 149  
Each error = .70

# OF ERRORS	% SCORE
1	99
2	99
3	98
4	97
5	97
6	96
7	95
8	94
9	94
10	93
STUDENT SCORE _____ %	

(End oral reading time.)

# 7 Be Neat When You Eat (Level II): Score Sheet *(continued)*

**Retelling**  
*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

Say: Now, start at the beginning, and you tell me the story. Tell it in your own words.

### Sample Score 4 Retelling

A girl makes a mess at dinner. Her father tells her she shouldn't be so messy because she doesn't want to be a messy eater when she grows up. She thinks about what that would be like. At first it seems like fun. She and her friends could go sledding on a big hill of food. But then she thinks how the food would start to smell, and her friends wouldn't want to play with her. She realizes it wouldn't be fun at all. She decides she's going to be neat when she eats from then on.

### Teacher's Notes on Student's Retelling:

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### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

SCORE: \_\_\_\_\_

### Comprehension Questions

- 1 How does the girl's father feel about the way she eats? He's not happy. He doesn't want her to be a messy eater.
  - 2 What's the first thing the girl pictures when she imagines what it's like to be a messy eater? She pictures a big pile of food that she and her friends could go sledding on.
  - 3 What makes her think being a messy eater might not be much fun? She pictures the food starting to smell and her friends not wanting to play with her anymore.
  - 4 Why does she eat the cake very neatly at the end of the story? She's learned her lesson. She doesn't want to be a messy eater anymore.
- ★ Do you think the girl will be a neat eater from now on? Why or why not? Responses will vary.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 9 Molly's Big Day (Level J): Score Sheet

Say: I'm going to ask you to read a story called "Molly's Big Day," about a girl's special day. Read the story to find out why the day is special.

Today was Molly's big day. She was sharing something special at Show and Tell.

At breakfast she couldn't sit still. She couldn't wait to get to school!

"Eat your breakfast," said Mom. "You want to be ready for Show and Tell."

After breakfast, Molly walked to school. She went to her classroom and sat down at her table. She looked at the clock. Only one hour left until Show and Tell!

"Molly, what are you bringing to Show and Tell?" asked Danny.

"You didn't have anything with you this morning," added Jenny.

"You'll see," said Molly.

At nine o'clock Mrs. Jennings said, "Molly, are you ready for Show and Tell?"

Molly squirmed in her seat and frowned. Just then the door opened. In walked Molly's grandfather.

"I sure am," grinned Molly. She took her grandfather's hand. Together they walked to the front of the room.

(Begin oral reading time.)

**9** Molly's Big Day (Level J): Score Sheet *(continued)*

"I want you to meet my grandpa," said Molly.  
 "My grandpa is very special to me and my family. He is a wood carver and makes all kinds of things."

"Good morning, everyone," said Grandpa. "My name is Mr. Jones. I'd like to show you some of the things I make from wood."

He opened a case and showed them puppets, whistles, trains, and small animals that he'd made. Then he showed them his tools and how he carved. Grandpa had made something for everyone in the class.

When he was done, everyone said, "Thank you, Mr. Jones. That was the best Show and Tell ever!"

\_\_\_\_\_  
 (End oral reading time.)

**Oral Reading Rate**  
 Seconds: \_\_\_\_\_

**Fluency**  
*(Refer to Rubric for scoring fluency.)*  
 Score: \_\_\_\_\_

<b>Oral Reading Accuracy</b>	
Number of words = 250	
Each error = .40	
# OF ERRORS	% SCORE
1	99
2	99
3	99
4	98
5	98
6	98
7	97
8	97
9	96
10	96
<b>STUDENT SCORE</b>	_____ %

## 9 Molly's Big Day (Level J): Score Sheet *(continued)*

Say: Now, start at the beginning, and you tell me that story. Tell it in your own words.

### Sample Score 4 Retelling

Molly has something special for Show and Tell. At school, her friends ask what she's brought. At nine o'clock, it's Molly's turn. Her grandfather, Mr. Jones, walks in. He is Molly's surprise for Show and Tell. He carves animals out of wood. Mr. Jones made something for everyone. The class tells Mr. Jones that it was the best Show and Tell ever.

### Teacher's Notes on Student's Retelling

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### Comprehension Questions

- 1** What do Danny and Jenny ask Molly after she gets to school?  
They ask Molly what she brought for Show and Tell because she doesn't have anything with her.
  - 2** Why does Molly squirm and frown when the teacher asks if she is ready for Show and Tell? Sample answer: Molly's special surprise hasn't arrived yet.
  - 3** Who arrives for Molly's Show and Tell surprise? Molly's grandfather, Mr. Jones, walks in.
  - 4** What else does Mr. Jones show the children? He shows the children his wooden toys, his tools, and how he carves.
  - 5** Molly's grandfather has carved something for everyone. How do you think he knew how many things to carve? Sample answer: Molly must have told him how many children were in the class.
- ★ Would you have liked to have been at Molly's Show and Tell? Why? Sample answer: Yes, because I would have learned how a wood carver makes things. Also, I would have gotten one of Mr. Jones's carvings.

### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

- 1** \_\_\_\_\_  
**2** \_\_\_\_\_  
**3** \_\_\_\_\_  
**4** \_\_\_\_\_  
**5** \_\_\_\_\_

SCORE: \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 11 Who Wants to Hike? (Level KL): Score Sheet

Say: I'm going to ask you to read a story called "Who Wants to Hike?" It's about a boy and his uncle. Read the story to find out what happens.

Uncle Allen came by Matt's house one morning.

"Let's go for a hike, Matt," said Uncle Allen.

"It's raining, Uncle Allen," said Matt.

"No, it's not," said Uncle Allen. "Look. The sun is coming out."

"I don't have hiking boots," said Matt.

"You don't need hiking boots," said Uncle Allen.

"Those sneakers will be fine."

"I'll miss my favorite cartoon on TV," said Matt.

"You can see that cartoon any old time," said Uncle Allen.

"Mom probably won't let me go," said Matt.

Matt's mom came out of the kitchen. "Oh yes I will," she said. "Go get some fresh air with Uncle Allen. It'll be good for you."

So Matt and Uncle Allen drove to Williams Park. They hiked on the Rocky Point Trail. About a mile in, they saw a chipmunk scamper across their path. They heard a whooshing noise in the meadow. Two big birds burst out of the tall grass and headed for the woods.

(Begin oral reading time.)

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

## 11 Who Wants to Hike? (Level KL): Score Sheet *(continued)*

At the pond, Uncle Allen and Matt saw a beaver with a stick in its mouth. It was swimming toward a dam made of branches, twigs, and mud. Five turtles were sunning themselves on the bank. Some ducks were quacking at the beavers.

When Uncle Allen and Matt got back to the house, Matt ran inside. He told his mom about all the things they had seen. Then Matt said, "I'm really glad I talked Uncle Allen into going for that hike."

"Oh you are, are you?" said Uncle Allen, as he winked at Matt's mother. "Maybe next time you won't have to work so hard to get me to go."

They all laughed. Even Matt.

### Oral Reading Rate

Seconds: \_\_\_\_\_

### Fluency

*(Refer to Rubric for scoring fluency.)*

Score: \_\_\_\_\_

\_\_\_\_\_  
(End oral reading time.)

### Oral Reading Accuracy

Number of words = 271  
Each error = .37

# OF ERRORS	% SCORE
1	99
2	99
3	99
4	99
5	98
6	98
7	97
8	97
9	97
10	96
STUDENT SCORE _____	_____ %

# 11 Who Wants to Hike? (Level KL): Score Sheet *(continued)*

Say: Now, start at the beginning, and you tell me that story. Tell it in your own words.

### Sample Score 4 Retelling

Uncle Allen invites Matt to go hiking. Matt would rather watch TV, so he keeps coming up with excuses why he can't go. Finally Matt's mother says he should go get some fresh air. Uncle Allen and Matt hike along a trail in a park, where they see all kinds of animals. Matt has such a good time that when they get back, he acts as if the hike was his idea all along.

### Teacher's Notes on Student's Retelling:

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### Comprehension Questions

- 1** Does Matt want to go hiking when Uncle Allen first asks him? How do you know? Matt doesn't want to go hiking. He keeps giving excuses for why he can't go.
  - 2** Why does Matt's mom want Matt to go hiking? She thinks the fresh air will be good for him.
  - 3** What different kinds of animals do Matt and Uncle Allen see on their hike? They see a chipmunk, birds, a beaver, turtles, and ducks.
  - 4** What do you think the beaver plans to do with the stick it is carrying across the pond? Sample answer: It is going to add the stick to the dam it is building.
  - 5** Why do Matt, his mother, and Uncle Allen laugh when Uncle Allen says, "Maybe next time you won't have to work so hard to get me to go?" They laugh because Uncle Allen was really the one who had to work hard to get Matt to go.
- ★ Do you think Matt will go hiking with Uncle Allen again? Why or why not? Sample answer: I think Matt will go hiking with Uncle Allen again. He had a great time on this hike, so he would probably like to do it again.

### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_

SCORE: \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 13 Matty to the Rescue (Level MN): Score Sheet

Say: I'm going to ask you to read a story called "Matty to the Rescue," about a girl named Matty and her friend Ryan. Read the story to find out what happens to them.

Matty was having a quiet day. It was so quiet she could almost hear the grass grow. Suddenly, she heard a cry for help.

"Help, help! Miss Kitty is stuck in a tree," said her friend Ryan.

Matty ran next door. Sure enough, Miss Kitty was at the top of a tree. She didn't look as if she was in a rush to come down.

"Don't worry, Ryan," said Matty. "Miss Kitty will come down when she's good and ready."

"I need to get her down before Mrs. White comes back from her vacation," said Ryan. "I said I would take good care of her cat."

"Cats always come down when they're hungry," said Matty.

"But Matty, Mrs. White's coming back this afternoon! And Miss Kitty just ate. She won't be hungry for hours," wailed Ryan.

"Don't worry. I'll think of something," promised Matty.

They tried getting Miss Kitty down with cat treats.

"Here, kitty kitty," they pleaded. Nothing worked.

\_\_\_\_\_  
(Begin oral reading time.)



\_\_\_\_\_  
(End oral reading time.)

# 13 Matty to the Rescue (Level MN): Score Sheet *(continued)*

(Begin silent reading time.)

**Oral Reading Rate**

(to STOP)

Seconds: \_\_\_\_\_

**Silent Reading Rate**

Seconds: \_\_\_\_\_

**Fluency**

(Refer to Rubric for scoring fluency.)

Score: \_\_\_\_\_

**Oral Reading Accuracy**

Number of words = 160

Each error = .62

# OF ERRORS	% SCORE
1	99
2	99
3	98
4	98
5	97
6	96
7	96
8	95
9	94
10	94
STUDENT SCORE _____	%

“Wait here, Ryan,” Matty said. “I’ll be right back.”

Matty raced home and ran into the kitchen. There she found what she was looking for. She knew exactly what would make a cat come down from a tree.

Matty hurried back to Ryan. She placed a bag on the ground below the tree, where Miss Kitty could see it.

Miss Kitty stared at the bag, suddenly interested. All at once she sprang down from the tree and ran inside the open bag.

“Thanks, Matty,” sighed Ryan. “How did you know what to do?”

“I knew that cats are curious,” Matty replied. “I had a feeling Miss Kitty wouldn’t be able to resist climbing inside that bag.”

“You’re the smartest person I know,” said Ryan. “I’m glad you’re my friend.”

“I just know my cats,” said Matty.

\_\_\_\_\_  
(End silent reading time.)

# 13 Matty to the Rescue (Level MN): Score Sheet *(continued)*

**Say:** Now, start at the beginning, and you tell me that story. Tell it in your own words.

**Sample Score 4 Retelling:**

Matty is having a quiet day until she hears her friend Ryan call for help. Ryan has been taking care of Mrs. White's cat, Miss Kitty, and now Miss Kitty is stuck up in a tree. Ryan has tried all kinds of things to get the cat down, but none of them have worked. Matty runs home and gets a bag. She goes back and sets the bag under the tree. Miss Kitty comes down from the tree and climbs in the bag. Matty explains that she knows that cats are very curious, and she knew Miss Kitty couldn't resist looking to see if there was something in the bag.

**Teacher's Notes on Student's Retelling**

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**Comprehension Questions**

- 1** What is the problem at the beginning of the story? The cat Matty's friend Ryan is taking care of has run up a tree, and they can't get her down.
- 2** Who is Miss Kitty's owner? Mrs. White is the cat's owner.
- 3** Why is Ryan so worried about the cat? Sample answer: He doesn't want Mrs. White to come back and find her cat stuck in a tree.
- 4** Why won't Miss Kitty come down when Matty and Ryan offer her treats to eat? She isn't hungry because she just ate.
- 5** Why does Miss Kitty run inside the bag? Cats are curious. Miss Kitty wants to find out if there is something in the bag.
- ★** Matty uses a paper bag to rescue Miss Kitty. Can you think of something else she might have done to get the cat down? What is it? Answers will vary. Students might mention things like calling an animal rescue group or the fire department for help.

**Retelling**  
*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

**Comprehension Questions**  
2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

**QUESTION SCORES:**  
**1** \_\_\_\_\_  
**2** \_\_\_\_\_  
**3** \_\_\_\_\_  
**4** \_\_\_\_\_  
**5** \_\_\_\_\_

**SCORE:** \_\_\_\_\_

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Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 15 The Clubhouse Mystery (Level OP): Score Sheet

**Say:** I'm going to ask you to read a story called "The Clubhouse Mystery." It's about a girl named Maria and her friends, who belong to a mystery club. Do you know what a mystery club might do? (Be sure the student understands the meaning of **mystery** and **clubhouse**.) Read the story to find out what happens.

Maria was on her way to a Mystery Club meeting. The members of the club were going to listen to a tape of the story "Who's That Tapping?"

Maria's sister Sandy said, "I want to come too."

"No," said Maria. "This meeting's for members only."

Sandy looked sad.

"Okay, you can come and be the guard. But you'll have to sit outside the clubhouse and draw. Don't disturb us," cautioned Maria.

Sandy nodded.

When Leo, Abby, and Rudy showed up, Maria started the tape. Creepy music was followed by a long scary howl. Then a whispering voice asked, "Have you ever been in bed at night and heard a tap, tap, tap on your door? You get up, but no one's there? Welcome to 'Who's That Tapping?' You'll soon find out who—or what—is behind the tapping at Bellgrave House."

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(Begin oral reading time.)



STOP

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(End oral reading time.)

# 15 The Clubhouse Mystery (Level OP): Score Sheet *(continued)*

(Begin silent reading time.)

### Oral Reading Rate

(to STOP)

Seconds: \_\_\_\_\_

### Silent Reading Rate

Seconds: \_\_\_\_\_

### Fluency

(Refer to Rubric for scoring fluency.)

Score: \_\_\_\_\_

### Oral Reading Accuracy

Number of words = 143

Each error = .70

# OF ERRORS	% SCORE
1	99
2	99
3	98
4	97
5	97
6	96
7	95
8	94
9	94
10	93
STUDENT SCORE _____%	

Suddenly, Leo stopped the tape. "Did anyone hear that?"

I thought I heard someone tapping."

"Don't be silly," said Abby. Then they all heard it: *tap, tap, tap.*

"It's probably Sandy. I shouldn't have let her tag along," said Maria and flung open the door. "Did you just tap on the door?"

Sandy looked up from her drawing. "No," she answered.

"Well, keep an eye out for someone who's tapping," said Maria. "After all, you're the guard."

Maria started the tape again.

They listened as the voice continued, "It was midnight, and everyone was asleep. Suddenly, a slow, steady *tap, tap, tap* was heard in Bellgrave House."

Just then a loud *tap, tap, tap* was heard in the clubhouse.

"Let's get out of here," said Rudy, and they dashed outside.

Maria grabbed Sandy's hand. "Come on," she yelled.

"Wait!" cried Sandy. "I want to finish drawing the bird on the roof!"

Maria looked up and saw a woodpecker busily tapping.

"Wait! Everybody come back!" yelled Maria. "I just solved the mystery of 'Who's That Tapping?'"

It was too late. The Mystery Club Meeting was over.

(End silent reading time.)

# 15 The Clubhouse Mystery (Level OP): Score Sheet *(continued)*

**Say:** Now, start at the beginning, and you tell me that story. Tell it in your own words.

### Sample Score 4 Retelling

Maria and the Mystery Club are meeting to listen to a tape of the story "Who's That Tapping?" Maria's little sister, Sandy, wants to join them, but she's not a member of the club, so she has to sit outside. While Maria and her friends are listening to the tape, they hear a tapping noise coming from somewhere. The club members get scared by the sound and start to run away. Sandy doesn't want to go because she's drawing the woodpecker that's tapping on the clubhouse roof. Maria figures out the mystery: The woodpecker was the one making the mysterious tapping noise.

### Teacher's Notes on Student's Retelling:

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### Comprehension Questions

- 1** Where is Maria going at the beginning of the story? What does she plan to do when she gets there? Maria is on her way to a Mystery Club meeting to listen to a tape of the story "Who's That's Tapping?"
  - 2** The tape begins with creepy music and a long scary howl. Why do you think the tape starts this way? Sample answer: The tape starts this way in order to create a spooky, scary mood for listeners.
  - 3** Why does Leo stop the tape? He hears tapping, and he wants to see if it's on the tape or a real sound.
  - 4** Why do the children run out of the clubhouse? They are frightened by the tapping they hear.
  - 5** What does Sandy draw while she is sitting outside the clubhouse? She draws a picture of the woodpecker that is tapping on the clubhouse roof.
- ★ At the end of the story, Maria says she has solved the mystery of "Who's That Tapping?" Do you think she has solved it? Why or why not? Answers will vary.

### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_

SCORE: \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 17 That Extraordinary Lift (Level QRS): Score Sheet

**Say:** I'm going to ask you to read a story called "That Extraordinary Lift." It's about a boy and a pair of shoes. What does **extraordinary** mean? (Be sure the student understands.)

Read the story to find out what happens.

Alex couldn't wait to try on these sneakers. Soon he'd be able to slam-dunk just like the pros. He imagined himself zipping down the court, artfully dodging the defense. Then he would grab the ball, take three giant steps, sail into the air high above the basket, and stuff it in.

"Can I help you?" said a voice.

"I'm just trying these on," said Alex and slid his feet into the sneakers. As soon as they were on, Alex felt something soft and squishy surround his toes.

"Hey, what's with these sneakers?" he exclaimed.

"You must be noticing the special cushioning. It surrounds your foot with a sea of air," said the salesman.

"I don't know," said Alex doubtfully. "It feels kind of mushy."

"It's what gives athletes that extra lift to help them sail through the air," explained the salesman.

"Well, I guess I'll take them," said Alex hesitantly.

"Do you want me to wrap them for you?" asked the salesman.

"No, that's okay. I'll wear them," replied Alex, putting his money on the counter.

"Just go easy the first few days," said the salesman, "as you get used to their extraordinary lift."

\_\_\_\_\_  
(Begin oral reading time.)

STOP

\_\_\_\_\_  
(End oral reading time.)

# 17 That Extraordinary Lift (Level QRS): Score Sheet *(continued)*

(Begin silent reading time.)

### Oral Reading Rate

(to STOP)

Seconds: \_\_\_\_\_

### Silent Reading Rate

Seconds: \_\_\_\_\_

### Fluency

(Refer to Rubric for scoring fluency.)

Score: \_\_\_\_\_

Oral Reading Accuracy	
Number of words = 194	
Each error = .52	
# OF ERRORS	% SCORE
1	99
2	99
3	98
4	98
5	97
6	97
7	96
8	96
9	95
10	95
STUDENT SCORE _____ %	

“Hey, these are really something!” thought Alex as he felt an unfamiliar springiness to his step. “Wait until the guys on the team see my moves in these.”

After paying and leaving the store, Alex saw his bus. “Whoa, I’d better run for it,” he thought and sprinted into action.

One, two, three giant steps and Alex sailed up into the air. He reached the bus just as the doors closed. Then he kept going, up, up, up, over the bus and above the treetops. “Uh-oh,” thought Alex, remembering the salesman’s last words: “Just go easy the first few days as you get used to their extraordinary lift.”

Alex looked down and noticed that the bus looked like a toy. Pedestrians were the size of raisins. “How much longer will I keep going up?” he wondered.

Suddenly he began to swoop downward. Kawoosshhh! He was back on the ground. Carefully Alex took one small step, then another.

As he reached the path to his stoop, his mother called from the window of their apartment, “Hurry, Alex, dinner!”

Alex got ready to race to the door and then stopped. “No running. I’ve got to go easy for a few days. I’ll just have to wait for the right moment to show everyone just how extraordinary that lift can be.”

Slowly he walked to his front door, opened it, and went in for dinner.

(End silent reading time.)

## 17 That Extraordinary Lift (Level QRS): Score Sheet *(continued)*

**Say:** Now, start at the beginning, and you tell me that story. Tell it in your own words.

### Sample Score 4 Retelling

Alex buys a new pair of sneakers that have an extra lift that helps athletes sail through the air. As Alex leaves the store, the clerk tells him to take it easy until he gets used to the shoes' "extraordinary lift." As Alex runs for the bus, he suddenly finds himself flying in the air, high above the bus and the people below. He finally comes back down and walks carefully back home. As he goes in the front door, he remembers not to run. After all, he wants to wait for just the right moment to show people that extraordinary lift.

### Teacher's Notes on Student's Retelling:

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### Comprehension Questions

- 1** What is Alex doing at the beginning of the story? He's in a shoe store, having a daydream about the sneakers he wants to buy.
  - 2** What does the salesclerk warn Alex about? The salesclerk tells Alex to go easy the first few days until he gets used to the shoes' "extraordinary lift."
  - 3** What happens when Alex runs for his bus? He sails into the air, high above the bus and the people on the ground.
  - 4** Do you think Alex is happy with his new sneakers? How do you know? Responses will vary. Sample answer: I think Alex likes his new sneakers because he thinks they're cool and will impress his friends.
  - 5** What did the salesclerk mean by "extraordinary lift"? He meant that the shoes were not ordinary shoes, that they could lift Alex high up into the air.
- ★ What do you think Alex's friends will think of his sneakers when they see how extraordinary they are? Responses will vary.

### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**5** \_\_\_\_\_

SCORE: \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 19 Too Much Excitement (Level TUV): Score Sheet

Say: I'm going to ask you to read a story called "Too Much Excitement." It's about a girl named Krystal. Read the story to find out what happens to her.

Krystal sat on the couch, running her fingers through the tassels on one of the pillows. She listened for the hundredth time to the same man on the radio, yelling excitedly about some miracle shoes guaranteed to help you win every race. Birds chirped noisily outside. "How can they make such a fuss when it's so hot?" she asked herself. She looked out the window at the dusty driveway and gray road that stretched beyond it to the horizon. "How much longer is it going to be before Aunt Jeanie gets back?" she wondered. Finally, the radio started playing music again. Krystal sighed and picked up her book.

She had been looking forward to spending an exciting summer with her favorite aunt. Aunt Jeanie lived in a great little house outside Bloomington. She had three dogs, two cats, two horses, and even some chickens. Krystal couldn't wait to hang out with Jeanie and explore the countryside.

So far, however, it had been an endless stretch of hot, sticky days. She loved the sound of Aunt Jeanie's cool laughter as the two of them talked, ate, or played games, but it had been too hot for excitement.

Krystal caught her mind wandering from the words on the page and looked out the window again. Something was wrong. The sky had grown dark and eerie. "Why aren't the birds singing?" Krystal wondered.

Suddenly the radio crackled and announced, "This is an emergency broadcast." Krystal froze as she listened to the steely voice warn, "A tornado has been spotted one mile east of Coldwater. All those in the area, take cover immediately."

"Where should I go?" Krystal asked herself, her eyes looking frantically around the room. "Why isn't Aunt Jeanie back?"

\_\_\_\_\_  
(Begin oral reading time.)

\_\_\_\_\_  
(End oral reading time.)



# 19 Too Much Excitement (Level TUV): Score Sheet *(continued)*

(Begin Silent reading time.)

### Oral Reading Rate

(to STOP)

Seconds: \_\_\_\_\_

### Silent Reading Rate

Seconds: \_\_\_\_\_

### Fluency

(Refer to Rubric for scoring fluency.)

Score: \_\_\_\_\_

### Oral Reading Accuracy

Number of words = 285

Each error = .35

# OF ERRORS	% SCORE
1	99
2	99
3	99
4	99
5	98
6	98
7	98
8	97
9	97
10	97
<b>STUDENT SCORE _____%</b>	

Tearing herself from the couch, Krystal ran into the front yard and peered along the road for any sign of her aunt. "That's her car! It's got to be her car!" insisted Krystal as she saw a cloud of dust rising at the horizon.

Then fear gripped her as she watched the dust cloud grow. "That's no car," she told herself. "That's a twister. And it's heading this way!"

Her heart pounding, Krystal raced back into the house. "Calm down and think," she told herself. "What did Aunt Jeanie tell me to do if there's ever a tornado?" The cellar! She had to go down to the cellar.

Mechanically, Krystal moved her legs and marched down the cellar stairs. Suddenly, the lights went out. Krystal stumbled, grazing her left leg and arm against the rough stones of the cellar walls. The warm blood trickled down her leg, but Krystal didn't have time to think about it.

At the bottom of the stairs, Krystal groped her way along the cool, solid stone until she reached the far wall of the cellar. There she slid to the floor, her back to the wall. In less than a minute, she felt the wailing wind begin to shake the house. She covered her ears tightly to keep out the constant thudding and thumping.

She heard a door slam and glass shatter, and then, unexpectedly, her name being called faintly.

Krystal lifted her head and shrieked, "Aunt Jeanie! Aunt Jeanie! I'm here! I'm down in the cellar!" Light broke the darkness in the cellar as Aunt Jeanie opened the door and shined a flashlight down the stairs. Krystal leaped to her feet, ran up the stairs, and flew into Aunt Jeanie's arms.

"Everything's all right, honey. The twister's twisted itself out of sight," soothed Aunt Jeanie. "Luckily, there doesn't seem to be too much damage."

"Oh, Aunt Jeanie! Let's just have a quiet summer," exclaimed Krystal. "I don't like this kind of excitement!"

(End Silent reading time.)

# 19 Too Much Excitement (Level TUV): Score Sheet *(continued)*

**Say:** Now, start at the beginning, and you tell me that story. Tell it in your own words.

### Sample Score 4 Retelling:

Krystal is visiting her Aunt Jeanie on her farm. Krystal likes Aunt Jeanie, but she's bored because nothing exciting ever happens there. One day, while Aunt Jeanie is away, Krystal hears on the radio that a tornado is heading her way. Krystal is scared, but she remembers what Aunt Jeanie told her to do if there ever was a tornado. She heads down to the cellar, and she sits listening to the wailing wind and the sound of things thudding and bumping up above. At last she hears Aunt Jeanie calling her name, and she realizes that the storm is over. Jeanie decides that a nice quiet summer doesn't sound so bad after all; she's already had too much excitement.

### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

### Teacher's Notes on Student's Retelling

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### Comprehension Questions

- 1** Where is Krystal spending her summer? She's staying on her Aunt Jeanie's farm.
  - 2** What does the radio announcement say? A tornado is on its way. Everyone in the area should take cover.
  - 3** What does Krystal do when she sees the tornado heading her way? **Why?** She runs to the cellar, where she sits on the floor and leans against the stone wall. Her aunt has told her the cellar is the safest place for her to be if a twister hits the house.
  - 4** Who is calling Krystal's name and why? Aunt Jeanie is calling for Krystal. She's worried about her and wants to know if Krystal's safe.
  - 5** Why does Krystal say, "Let's just have a quiet summer"? She'd rather not have to live through the excitement of another tornado.
- ★ Do you think Jeanie would want to come back next summer to stay with her aunt? **Why or why not?** Responses will vary.

### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_

SCORE: \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_

## 21 Accident at Foaming Gorge (Level WXYZ): Score Sheet

Say: I'm going to ask you to read a story called "Accident at Foaming Gorge." It's about a girl named Nicole and some of her friends and family, who take a hike in a narrow canyon. Read the story to find out what happens.

Nicole woke up on a dark and quiet Saturday morning at 4:00. The birds hadn't even begun their noisy morning routine when Nicole swung her feet out of bed. She'd have to get moving because Dad had insisted they leave no later than 4:15. Nicole's friends Bruce and Cindy were due to arrive soon.

She pictured the sunrise hike they would be taking at Foaming Gorge. She smiled briefly, until she remembered that her little brother, Andrew, was coming along. He was always butting in on her conversations. Nicole had tried to convince Dad to keep Andrew from coming on this hike, but it hadn't worked. Nicole told herself that she would just have to pretend Andrew wasn't there.

Bruce and Cindy arrived, and Dad got Nicole, her friends, and Andrew into the van and drove to Foaming Gorge. The group started up the trail, Nicole and her friends leading the way.

Maybe it was the early morning hour, but Nicole hadn't remembered this hike being so tough the other times she'd done it. While part of her was busy chatting, another part of her was worrying about Andrew. If she was having a hard time climbing over all these rocks, how was he going to make it?

Somehow the group got to the top of the gorge in record time. They sat down and grabbed their water bottles. When their breathing had returned to a normal rate, they looked out over the vast expanse below. A glance at the sky confirmed that this was the right place to be. The glowing tip of the sun was just rising above the horizon, turning the clouds a deep rose color.

(Begin oral reading time.)

**21** Accident at Foaming Gorge (Level WXYZ): Score Sheet *(continued)*

Dad took some photographs of the group against the backdrop of the painted sky. They took their time with their breakfast of muffins and juice. Finally, they got ready to head back down the mountain.

\_\_\_\_\_  
(End oral reading time.)



\_\_\_\_\_  
(Begin silent reading time.)

This time, Dad and Andrew started out ahead of the others. Nicole and her friends were having too much fun playing their version of hide-and-seek to keep up with her father and brother. Suddenly, the three friends heard a sharp cry and then moaning. They rushed ahead to find Andrew on the ground, tears streaming down his face, as he clutched at his ankle. Dad was taking a shirt out of his pack and tearing it into strips.

**Oral Reading Rate**

*(to STOP)*

Seconds: \_\_\_\_\_

Nicole's mind flew back to the first-aid course she had taken that summer. She knew that Dad intended to bandage Andrew's ankle with the strips of cloth. What else had the instructor told the class? She remembered that a swollen ankle should be kept raised, so she asked Bruce to help her drag a fallen log over to Andrew. Then she told Andrew to prop his foot up on the log.

**Silent Reading Rate**

Seconds: \_\_\_\_\_

Dad explained that they were only a mile from the car, and he would go call for help. He was counting on Nicole and her friends to stay with Andrew and keep him as comfortable as they could. While Dad hurried down the trail, Nicole, Bruce, and Cindy told jokes to keep Andrew's mind off the pain.

**Fluency**

*(Refer to Rubric for scoring fluency.)*

Score: \_\_\_\_\_

It seemed like days, but it wasn't even an hour before Dad was back with two rescue workers who carried a stretcher. Soon Andrew was in the emergency room, getting his ankle x-rayed and wrapped in a cast.

**Oral Reading Accuracy**

Number of words = 314  
Each error = .32

# OF ERRORS	% SCORE
1	99
2	99
3	99
4	99
5	98
6	98
7	98
8	97
9	97
10	97
STUDENT SCORE _____	%

Dad thanked Nicole and her friends for taking care of Andrew, who was now trying to get used to getting around on crutches.

"Hey, Nicole!" Andrew called. "Watch this!"

"I think I've done enough watching for now," Nicole replied, smiling at her little brother. "Let's head home."

\_\_\_\_\_  
(End silent reading time.)

## 21 Accident at Foaming Gorge (Level WXYZ): Score Sheet *(continued)*

**Say:** Now, start at the beginning, and you tell me that story. Tell it in your own words.

### Sample Score 4 Retelling

Nicole and her friends are going hiking with Nicole's father. Unfortunately, Nicole's little brother, Andrew, is going on the hike too. Andrew always butts in on her conversations. The group left so early in the morning it was still dark. The climb was hard, but finally they made it to the top, where they watched the sun rise over the vast expanse below. On the way down, Andrew falls and hurts his ankle. Nicole and her friends wait with Andrew, while her father gets help. The rescue workers arrive and take Andrew to the hospital. Once Andrew has his ankle x-rayed, he gets a cast and a pair of crutches, and they all head home.

### Teacher's Notes on Student's Retelling

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### Comprehension Questions

- 1** Why does Nicole have to get up so early? She's going on a hike to see the sunrise, and her father has told her that they have to leave by 4:15 in the morning.
  - 2** Why does Nicole wish Andrew weren't coming along? Nicole wishes he weren't coming because he's a pest. He's always butting in on her conversations.
  - 3** What does the group do when they get to the top of the mountain? They have breakfast and watch the sunrise. Nicole's father takes photos of the group.
  - 4** What is the accident referred to in the title of the story? Andrew hurts his ankle.
  - 5** What do Nicole and her friends do while they wait for her father to come back with help? They try to make Andrew as comfortable as possible. They tell jokes to keep his mind off his pain.
- ★ Do you think that Andrew will be more careful from now on? Why or why not? Responses will vary.

### Retelling

*(Refer to Rubric for scoring retelling.)*

Score: \_\_\_\_\_

### Comprehension Questions

2 = full credit answer  
1 = part credit answer  
0 = incorrect/unanswered

#### QUESTION SCORES:

- 1** \_\_\_\_\_
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_

SCORE: \_\_\_\_\_