

Comprehension Conversation Teacher Guide: *What Kind of Prompt is it?*



MEMO

From: Erin Kolish, ELA Consultant, Prairie Valley School Division
Subject: Comprehension Conversation Teacher Guide: *What Kind of Prompt is it?*
Date: November 29, 2013

Hello teachers,

This document was created this past summer as part of a project that an old colleague and I were involved in.

The rich conversations that were had as we analyzed the BAS prompts were invaluable to our understanding of the Benchmark Assessment System. These conversations also supported us in effectively using the system to target instruction of students.

This resource is not meant to detract from the rich conversations that happen between teachers; rather it is a support document for teachers to refer to if and when they are struggling to identify the specific areas the prompts within the Benchmark Assessment System are targeting.

The coding for these prompts aligns with the Strategic Actions that Fountas and Pinnell consider necessary for strong reading behaviour.

As you use this resource, please remember that it is the result of the partnership between two literacy specialists, and you may not agree with the way the prompts were coded. There was no final verdict on whether the coding, as the partnership decided it, was correct. Please continue to use your own judgement in conjunction with this resource to effectively target your students' needs.

Thank you,



Erin Kolish

Strategic Action	Coding
Summarize	S
Search/Use Info	SI
Make Connections	MC
Infer	I
Predict	P
Synthesize	Sy
Critique	C
Analyze	A

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are lots of different things the girls like to do together. (Gives 2–3 examples such as run, dance, swing, climb, slide, ride, paint, and read.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some things the girls like to do together.</p> <p>Can you tell more things they like to do together?</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The girls like to do things with each other.</p> <p>The girls like to read more than they like to do other things.</p> <p>The author made the the word <i>love</i> darker to show they liked reading best.</p> <p>The author said <i>love</i> instead of <i>like</i> to show they liked reading best.</p> <p><i>Note any additional understandings:</i></p>	<p>How can you tell these girls are best friends?</p> <p>Of all the things the girls do together, what's their favorite thing to do? Why?</p> <p>The author told about all the things the girls liked to do. Look at the last page. Why did the author make the word <i>love</i> very dark?</p>	<p>0 1 2 3</p> <p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about what the two girls like to do together. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The boy can do lots of things at the park. (Gives 2–3 examples such as ride, kick, catch, jump, swing, slide, run, and hide.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what things the boy can do at the park. S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>It's fun to (gives opinion or examples from own life) at the park.</p> <p>Some other things they could do at the park are (gives examples).</p> <p>Some people like to go to the park because they can (be outside and play, have picnics, etc).</p> <p>The boy really likes to go to the park with his dad because (gives any reasonable explanation).</p> <p>The boy and his dad are smiling.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some fun things to do at the park? MC</p> <p>Can you think of some other things that the boy and his dad could do at the park? P</p> <p>Why do people like to go to the park? Sy</p> <p>Why do you think the boy likes to go to the park? I</p> <p>Look at pages 14 and 15. How does the picture help you know the boy and his dad like to go to the park? A</p>	<p>0 1 2 3</p>

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Subtotal Score: _____ /6

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0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about what the boy can do at the park. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The girl is telling about her little dog and the things he can do.</p> <p>The little dog likes to do lots of things with her. (Gives 2–3 examples such as sleep, eat, run, play, ride, jump, and read.)</p> <p><i>Note any additional understandings:</i></p>	<p>What did the girl tell about in the book? S</p> <p>Tell some of the things this little dog likes to do with the girl. S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The little dog likes to do lots of things and probably likes to do other things too (gives examples).</p> <p>The girl is really proud of (or loves) her dog.</p> <p>This dog is like my dog (or makes any personal connection).</p> <p>The pictures show that they like each other because (any reasons based on any picture; for example, on page 16 she is smiling and petting the dog and the dog is licking her).</p> <p><i>Note any additional understandings:</i></p>	<p>What other things do you think the little dog likes to do with the girl? MC</p> <p>How do you think the girl feels about her little dog? I</p> <p>Did this book remind you of anything? MC</p> <p>Look at page 16. How does the picture show you that the little girl and the dog like each other? A</p>	<p>0 1 2 3</p>

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Subtotal Score: /6

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Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
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3	Reflects excellent understanding of the text.

Write about three things the little dog likes to do. You can draw a picture to go with your writing.

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Part Two: Comprehension Conversation

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Teacher: Talk about what you learned in this book.

0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The girl likes to play with lots of different things. (Gives 3–4 examples such as truck, car, ball, doll, train, plane, boat, and dog.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some of the things the girl likes to play with. S</p> <p>What else can you say about what the girl likes to do? S</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Some of the things the girl likes to play with are toys, but a dog is not a toy.</p> <p>I like (or have) some of the same things the girl likes to play with.</p> <p>The girl is having fun in this story.</p> <p>The last thing she plays with is the dog because everything else is a toy, but the dog is alive and can play with her.</p> <p><i>Note any additional understandings:</i></p>	<p>What do you notice about the things the girl likes to play with? I</p> <p>Does this book make you think of things you like to play with? MC</p> <p>How do you think the girl was feeling in this story? I</p> <p>The girl played with the dog last. How is the dog different from all the other things? C</p>	0 1 2 3

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4	Limited Comprehension
0–3	Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about three things the girl likes to play with. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Socks the cat was sleeping in many different places in the house.</p> <p>A girl was trying to wake Socks up but she would not wake up.</p> <p>The girl got Socks to wake up with some food.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what Socks was doing in this story. S</p> <p>What happened when the girl told Socks to wake up? S</p> <p>What happened at the end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Socks was a sleepy (or lazy) cat.</p> <p>Socks woke up because she wanted to eat the food.</p> <p>The picture showed that Socks was lazy because she was sleeping.</p> <p>The picture on the last page showed Socks saying "Purr" because she liked the food and was lazy and sleepy.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what Socks is like. I</p> <p>Why did Socks wake up? Sy</p> <p>How does the author show what Socks was like? A</p> <p>How does the last page show that Socks was happy? A</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6-7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0-3 Unsatisfactory Comprehension</p>

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading Scoring Key</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write about three places that Socks liked to sleep. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The boy got everything his mom told him to get. (Gives 2–3 examples such as milk, apples, bananas, oranges, carrots, tomatoes, and bread.)</p> <p>At the end, the mom got the cookies when the boy told her to.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell some of the things the mom told the boy to get. S</p> <p>What happened at the end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The boy liked to help his mom shop.</p> <p>The mom got the cookies because the boy had been a good helper.</p> <p>The boy thought it was funny (or was happy) that his mom got the cookies.</p> <p>The last page showed Mom getting the cookies because it was what the boy wanted.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think the boy was getting everything his mom told him to get? MC</p> <p>Why do you think his mom got the cookies? I</p> <p>How do you think the boy felt when his mom got the cookies? Sy</p> <p>Look at the last page. How do you know that Mom thought the boy had done a good job? C</p>	<p>0 1 2 3</p>

6–7	Excellent Comprehension
5	Satisfactory Comprehension
4	Limited Comprehension
0–3	Unsatisfactory Comprehension

Subtotal Score: _____ /6

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Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about how the boy and his mom helped each other when they were shopping. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>All the animals went in the little house.</p> <p>The skunk went in the house and all the other animals came out (ran away).</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what happened first in this story. S</p> <p>Then what happened? S</p> <p>What happened at the end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The animals did not want to be in the house with the skunk because he might smell it up.</p> <p>The skunk felt good when he saw how big the house seemed when he was there by himself.</p> <p>The little house was big to the skunk because he was there all by himself (and/or he was little).</p> <p>The picture showed the skunk was happy (or had lots of room).</p> <p><i>Note any additional understandings:</i></p>	<p>Why did the animals run away? I</p> <p>How do you think the skunk felt at the end of the story? Why? I</p> <p>Why did the skunk call it a "nice big house" when all the other animals said it was a "nice little house"? Sy</p> <p>Look at the last page. How do you know that the skunk really liked the little house? C</p>	<p>0 1 2 3</p>

Guide to Total Score
6-7 Excellent Comprehension
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4 Limited Comprehension
0-3 Unsatisfactory Comprehension

Subtotal Score: _____/6

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Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about what happened to the animals in the nice little house. You can draw a picture to go with your writing.

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Part Two: Comprehension Conversation

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Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Carl likes everything he does at school with his teacher. (Gives 2–3 examples, such as read books, write stories, listen to stories, paint pictures, and play ball.)</p> <p>Mr. Brown helps Carl and the other children do things at school.</p> <p><i>Note any additional understandings:</i></p>	<p>Carl and the other children like a lot of things they do with their teacher at school, don't they? What were some of those things? S</p> <p>What does Mr. Brown do in this story? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Carl likes school because he likes to (gives 1–2 examples, such as read books, write stories, listen to stories, paint pictures, play ball).</p> <p>I think Carl's favorite thing at school is (gives an example) because (any plausible reason).</p> <p>Mr. Brown is a good teacher because (any plausible reason).</p> <p>They do some things like we do at school, such as (gives 1–2 examples).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think Carl likes school? I</p> <p>What does Carl like most about school? Why do you think he likes that? I</p> <p>What do you think about Mr. Brown? Was he a good teacher? Why? C</p> <p>Did this story remind you of your teacher or class? Why? Sy</p>	<p>0 1 2 3</p>

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Subtotal Score: _____/6

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Total Score: _____/7

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Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
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- 3 Reflects **excellent** understanding of the text.

Write about three things Mr. Brown helps the children do at school. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

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Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
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3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Kate had a loose tooth and she was doing everything she could to make it come out. (Gives 2–3 examples, such as wiggled it, played with it, brushed it.)</p> <p>In the end, she ate an apple and the tooth came out in her soup!</p> <p><i>Note any additional understandings:</i></p>	<p>What was Kate’s problem in the story? S</p> <p>What did Kate try to do to solve the problem? What else did she do? S</p> <p>Talk about how the story ended. S</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Kate really wanted her tooth to come out because (gives a plausible reason).</p> <p>She felt great when her tooth finally came out.</p> <p>Kate’s mom wasn’t worried because she knew the tooth would come out.</p> <p>The most important part of the story was when she took a bite of apple (or when the tooth fell out).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think Kate really wanted her tooth to come out? MC</p> <p>Talk about how Kate felt about her tooth at the beginning of the story and at the end of the story. I</p> <p>What do you think Kate’s mom was thinking? I</p> <p>What was the most important part of this story? Why? C</p>	0 1 2 3

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Writing About Reading Scoring Key
0 Reflects no understanding of the text.
1 Reflects very limited understanding of the text.
2 Reflects partial understanding of the text.
3 Reflects excellent understanding of the text.

Write about the three things Kate did to get her tooth to come out. You can draw a picture to go with your writing.

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Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
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3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>You can see lots of animals at the zoo. (Gives 2–3 examples such as chimps, elephants, giraffes, penguins, polar bears, lions, and brown bears.)</p> <p>Accept a variety of facts about the book such as: lions resting for a long time; chimps liking to climb trees; baby elephants walking on the day they are born; giraffes eating leaves; penguins swimming; polar bears having thick, white fur; baby bears staying with their mother.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some of the animals you can see at the zoo? S</p> <p>What did you learn about the animals at the zoo? What else did you learn? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The zoo is a fun place to go because you can see animals and learn about them.</p> <p>This book helps you know what a zoo is like so you may want to go there (or other plausible reason).</p> <p>The author shows photographs and tells information about the animals.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do people like to go to the zoo? I</p> <p>Why do you think this author wanted to tell you about animals you can see at the zoo? C</p> <p>How does the author help you learn about animals at the zoo? A</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about three things you learned about the animals at the zoo.
 You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Anna had to get glasses to see better but she did not want to wear them.</p> <p>Recounts the major events of the story, such as: Anna didn't want to get new glasses; she tried on many different glasses and chose red ones; she got some new glasses but she didn't want to wear them; she put them on when she saw that her teacher's glasses were the same as hers.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Anna's problem in this story? S</p> <p>What happened in this story? S</p> <p>Then what happened? S</p> <p>What happened at the end of the story? S</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Anna didn't want to wear glasses to school because (any plausible explanation).</p> <p>Anna felt good when she saw her teacher had glasses just like hers.</p> <p>Anna felt good because she would not look so different from everyone else.</p> <p>The pictures showed the teacher with her glasses, so I knew Anna would put hers on.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Anna felt at the beginning of the story. I</p> <p>How did Anna feel about wearing glasses when she got to school? Why? I</p> <p>Talk about how Anna felt at the end of the story. Why? I</p> <p>Look at the picture on page 14. How can you predict that Anna will put on her glasses? A</p>	0 1 2 3

Guide to Total Score
6-7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0-3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about how Anna felt about her new glasses. You can draw a picture to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the events in order such as: Mother Bird makes a nest with sticks and grass; she lays eggs; she sits on the eggs; baby birds hatch; she feeds bugs to the baby birds; baby birds hop; baby birds fly.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened first in the book? S</p> <p>What happened next? S</p> <p>What happened at the end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The eggs have to stay warm so that the little birds inside can (stay alive, grow).</p> <p>Mother Bird needs to do these things because baby birds are helpless and must be taken care of.</p> <p>Baby birds have to peck themselves out of the eggs when they are big enough; they can't fly right after they hatch. They have to learn.</p> <p>In this book, the author always asks a question and then gives an answer. Some of the questions you have to think about.</p> <p><i>Note any additional understandings:</i></p>	<p>Why does Mother Bird have to sit on the nest? Sy</p> <p>Why does Mother Bird have to do things for the baby birds? I</p> <p>What are some of the things the baby birds have to do for themselves? Sy</p> <p>Look at page 14. What question is the author asking? Does the author answer the question? (No, but it is implied.) What do you think is the answer? C</p>	<p>0 1 2 3</p>

Guide to Total Score
6-7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0-3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about how Mother Bird took care of her eggs and her baby birds. You can draw a picture to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Nick got ready for bed. He went to bed but he couldn't go to sleep.</p> <p>He told his mom to do different things to help him. (Gives 2-3 examples, such as read a story; turn on the nightlight; give a kiss; open the door.)</p> <p>His dog (Wags) came in and then he went to sleep.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this story? S</p> <p>What did Nick ask his mom to do to help him sleep? What else did she do? S</p> <p>How did the story end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Nick didn't know why he couldn't sleep. (Or, he really did know.)</p> <p>Nick missed Wags and that's why he couldn't go to sleep.</p> <p>Wags might have been taking a walk with Dad (or any plausible reason).</p> <p>The most important part of the story was when you see Wags' tail in the picture.</p> <p>Nick loves Wags and that's why he missed him and couldn't sleep.</p> <p><i>Note any additional understandings:</i></p>	<p>Do you think Nick really knew why he couldn't sleep? What makes you think that? I</p> <p>What was the real reason that Nick couldn't go to sleep? I</p> <p>I wonder why Wags was so late going to bed? What do you think? MC</p> <p>Show me the most important part of the story. Sy</p> <p>How do you think Nick feels about Wags? Sy</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6-7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0-3 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Write about Nick and what helped him go to sleep. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are all kinds of bubbles. (Names 2–3 examples, such as soap bubbles, milk bubbles, or bubble gum.)</p> <p>Recounts 3–4 facts about bubbles from the book such as: can be made with soap and water; can have colors in them; are filled with air; can be made by blowing air; can be big or little; will pop if you blow in too much air.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some kinds of bubbles? S</p> <p>What did you learn about bubbles? S</p> <p>What else did you learn about bubbles and how they are made? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Bubbles get bigger when they have more air inside them.</p> <p>Bubbles are like balloons because they have air inside them.</p> <p>Bubbles can pop if they get too much air inside them.</p> <p>The book was funny when the boy blew the bubble and it popped on his face.</p> <p><i>Note any additional understandings:</i></p>	<p>How do bubbles get bigger? I</p> <p>How are bubbles like balloons? I</p> <p>Why do bubbles pop? I</p> <p>What was the funny part of the book? A</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about three interesting things you learned about bubbles. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are different kinds of trucks and they do different things. (Names 2–3 trucks such as fire truck, trash truck, mail truck, snowplow, food truck, ice cream truck.)</p> <p>Trucks do many different jobs. (Gives 1–3 examples such as: a fire truck has a long hose and puts out fires; a trash truck crushes trash; a mail truck picks up and carries mail; a snowplow carries snow away; some trucks carry food; an ice cream truck sells ice cream and plays a song; a toy truck is for play.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about trucks from reading this book. S</p> <p>Tell me more about different kinds of trucks and the jobs they do. S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>People need trucks because (gives a plausible reason).</p> <p>The toy truck is different from all the other trucks because (gives 2–3 reasons such as it is little; it is used for play; it doesn't do jobs for people).</p> <p>In this book, the author shows trucks that do work and trucks you play with.</p> <p><i>Note any additional understandings:</i></p>	<p>Why are trucks important to us? Sy</p> <p>How is the truck on the last page different from all the other trucks? Sy</p> <p>Look at the truck on page 16. How is it different from the other trucks in the book? C</p>	<p>0 1 2 3</p>

Guide to Total Score
6–7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0–3 Unsatisfactory Comprehension

Subtotal Score: /6

Add 1 for any additional understandings: /1

Total Score: /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about three things you learned about trucks and the important jobs they do. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Jim was going to his first sleepover party and he didn't know whether to take his toy.</p> <p>Recounts most of the important events of the story in order, such as Jim went to a sleepover party; he didn't know whether to take Mugsy; all the other boys brought their toys; Jim missed Mugsy; Jim found Mugsy in his bag.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story? S</p> <p>What happened in the story? S</p> <p>Then what happened? S</p> <p>What was the surprise at the end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Jim was worried about being away from home for the first time.</p> <p>Jim was worried that the other kids would make fun of him for bringing Mugsy.</p> <p>Mom put Mugsy in Jim's bag.</p> <p>Jim was glad to see Mugsy.</p> <p>The picture shows Mom putting Mugsy in Jim's backpack.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Jim felt about going to the sleepover party. MC</p> <p>Why was Jim worried about taking Mugsy to the party? MC</p> <p>How did Mugsy get in Jim's bag? Why do you think his mom did that? I</p> <p>How did Jim feel at the end of the story? I</p> <p>Show me the page where the picture helped you know how Mugsy got to the party. A</p>	<p>0 1 2 3</p>

Guide to Total Score
6-7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0-3 Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Write about how Jim felt about the sleepover party at the beginning of the story and how he felt at the end. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Names several facts about koalas such as: live in tall gum trees; have sharp claws; have thick fur and white chests; have fluffy ears; eat leaves; sleep in the day; don't drink water; have babies called joeys that don't have any hair.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what you learned about koalas. What else did you learn? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Koalas are like kangaroos (or any plausible comparison). Koalas' bodies help them climb tall trees. A baby koala could not live by itself; it has to be in the mother's pouch because it is so young (or little). Trees are important to koalas because they are safe there and they eat the leaves. The author doesn't want people to cut down the trees because it would be bad for koalas.</p> <p><i>Note any additional understandings:</i></p>	<p>Do koalas remind you of any other animals? MC What helps the koalas climb tall trees? Sy Why does the joey stay in the mother's pouch? Sy Why are trees important to koalas? Sy Look at page 15. Why do you think the author is telling us about cutting down the trees? C</p>	<p>0 1 2 3</p>

Guide to Total Score
6-7 Excellent Comprehension
5 Satisfactory Comprehension
4 Limited Comprehension
0-3 Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about three interesting things you learned about koalas. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Spencer went to a farm to get a cat but he could not find one. Finally, he did find a cat.</p> <p>Recounts some essential information from the text, such as: the boy went to the farm to choose a cat; something was wrong with all the cats he saw; finally, a little cat chose him.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story? S</p> <p>How was Spencer's problem solved? Tell what the boy did to find the best cat for him. S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Spencer really wanted a cat because (gives a plausible reason).</p> <p>Spencer was disappointed (or sad) when none of the cats at the farm were the right cat.</p> <p>The little cat wanted a home and the cat really chose the boy.</p> <p>Spencer was glad the cat chose him.</p> <p>You can tell Spencer really wanted a cat because it showed <i>really</i> in dark letters and he was thinking about a cat (or other feature of the text that the child has noticed).</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why you think Spencer wanted a cat (or what kind of cat the boy really wanted). MC</p> <p>Tell how Spencer felt when he couldn't find a cat (or how he felt at the end). I</p> <p>Why do you think the little cat was the best cat for Spencer? Sy</p> <p>How did Spencer feel at the end? I</p> <p>Look at page 3. How did the author and illustrator show you how much Spencer wanted a cat? A</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>6-7 Excellent Comprehension</p> <p>5 Satisfactory Comprehension</p> <p>4 Limited Comprehension</p> <p>0-3 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0 Reflects **no** understanding of the text.
- 1 Reflects **very limited** understanding of the text.
- 2 Reflects **partial** understanding of the text.
- 3 Reflects **excellent** understanding of the text.

Write about Spencer and how he found the best cat. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are two kinds of dogs that help people. Some dogs help people feel better and some dogs work. (May or may not use the terms <i>therapy</i> and <i>service</i>.)</p> <p>Dogs help people in many different ways. (Gives 2–3 examples such as: dogs cheer people up; they help their owners; they make sure the owner is safe; they get things for their owners.)</p> <p><i>Note any additional understandings:</i></p>	<p>What were the two kinds of dogs that you read about? S</p> <p>What did you learn about therapy dogs? S</p> <p>What did you learn about service dogs? S</p> <p>What else did you learn about the two kinds of dogs? S</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Dogs must be smart because they can learn to help people in different ways (or people train them).</p> <p>Dogs are good pets and they can also do a lot more things to help people.</p> <p>In this picture, the woman is blind and the dog is helping her get on a train.</p> <p>The heading helped me know what kind of dog I would be reading about.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think dogs can be so helpful? Sy</p> <p>Why do you think dogs are so important to people? Sy</p> <p>Look at the photograph on page 13. What information does it give you? A</p> <p>Look at page 4. How does the heading "Therapy Dogs" (point to it) help you? A</p>	0 1 2 3

Guide to Total Score	
6–7	Excellent Comprehension
5	Satisfactory Comprehension
4	Limited Comprehension
0–3	Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about three ways dogs help people. You can draw a picture to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the important events such as: the new neighbors invited everyone to see their horses; everyone was asking what kind of horses the neighbors had; the horses turned out to be a merry-go-round (or carousel).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the mystery in the story? S</p> <p>What did the new neighbors do to get everyone interested in their horses? S</p> <p>What happened when people got the note? S</p> <p>What happened at the end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The new neighbors wanted to surprise everyone so they kept the horses a secret.</p> <p>Everyone was wondering about the horses and imagining the kinds of horses they were.</p> <p>Clues before the last page are: "loud hammering noises," "music playing," "two horses going up and two going down," "four horses going around and around."</p> <p>All through the book there were clues to help you predict that it was a merry-go-round. (Points out several in the text, i.e., barn not big enough, hammering noise.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why did the new neighbors keep the horses a secret? I</p> <p>What were the people in the neighborhood thinking about the horses? sy</p> <p>There were a few clues that might have helped you guess what kind of horses were in the barn. Can you think of any? A</p> <p>Can you show me some of the pages where the author gave you clues that it might be a merry-go-round in the barn? A</p>	<p>0 1 2 3</p>

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Guide to Total Score	
6-7	Excellent Comprehension
5	Satisfactory Comprehension
4	Limited Comprehension
0-3	Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about the horses and how the new neighbors made them a surprise for everyone. You can draw a picture to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Edwin got a terrible haircut and had to wear a wig hat (or wig) all of the time.</p> <p>Recounts most of the important events such as: Edwin needed a haircut so his mom and dad gave him one; his hair looked awful; he had to wear a wig hat everywhere; his hair grew out again but he wouldn't let his mom cut it; he said that next time he would pick the barber to give him his haircut.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story? S</p> <p>How did Edwin and his parents solve the problem? S</p> <p>What happened at the end? S</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>Edwin hated his haircut. It was so bad that he was embarrassed to go to school.</p> <p>Edwin didn't care if other kids teased him about his wig hat. He just went on and did everything he always did.</p> <p>Edwin stuck up for himself in the end when he said he would pick the barber next time.</p> <p>The beginning and ending of the story were alike because he needed a haircut, but in the end Edwin changed his mind about who should cut his hair.</p> <p>Some ways the author made this story funny were (any specific pages where the words or illustrations show humor).</p> <p><i>Note any additional understandings:</i></p>	<p>How do you think Edwin felt when he first looked at himself with his new haircut? I</p> <p>What kind of kid was Edwin? What was he like? What makes you think that? I</p> <p>Edwin acted differently at the end of the story than he did at the beginning. What did he do that was different? Sy</p> <p>How were the beginning and ending parts of this story alike? How were they different? A</p> <p>This author and illustrator wanted to make <i>Edwin's Haircut</i> a very funny book. Can you show me some parts that are funny? A</p>	<p>0 1 2 3</p>

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6-7	Excellent Comprehension
5	Satisfactory Comprehension
4	Limited Comprehension
0-3	Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>People and animals have senses.</p> <p>Some animals use their senses in different ways than people.</p> <p>Reports 2-3 details about how animals use their senses such as: a starfish uses its arms to see; a cat uses its whiskers to feel; a butterfly uses its feet to taste; a snake uses its tongue to smell; a cricket uses its front legs to hear; some animals have super senses that are stronger than people's.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you learn about animals and their senses? S</p> <p>How are animals' senses the same as people's senses? S</p> <p>How do some animals use their senses? How else? Tell about some examples from this book. S</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Reports one cause/effect relationship such as, dogs are good at tracking people because they can smell a million times better than people.</p> <p>Animals can do things people cannot do because of their senses. (Gives an example such as: birds can see from high in the sky; bloodhounds can track a person's smell; bats can listen to know where they are in the dark.)</p> <p>The heading "Super Senses" means that all these animals have a super sense of some kind that is stronger than ours.</p> <p>The child shows pages in the book (i.e., people use skin to touch and cats use whiskers, people use tongues to taste and butterflies use their feet).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do animals need these special senses? Sy</p> <p>Can animals' senses help them do things people cannot do? How? What is an example? Sy</p> <p>Look at the heading "Super Senses" on page 14 (point to it). What does this heading tell you about the information in this section? C</p> <p>This author compares people's senses and animals' senses. Can you show me a page where the author tells about people senses and animal senses? A</p>	0 1 2 3

Guide to Total Score	
6-7	Excellent Comprehension
5	Satisfactory Comprehension
4	Limited Comprehension
0-3	Unsatisfactory Comprehension

Subtotal Score: _____ /6

Add 1 for any additional understandings: _____ /1

Total Score: _____ /7

Recording Form

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are many different kinds of whales.</p> <p>Lists 4–5 facts about whales, such as: whales are the biggest animals; there are different kinds and sizes of whales; whales live in the water; whales breathe air; a baby whale is called a calf; whales make different sounds to communicate with each other; you can see whales at a sea park or in the sea.</p> <p>Describes a graphic and interprets it.</p> <p><i>Note any additional understandings:</i></p>	<p>What were some of the important facts about whales that were in this book? S</p> <p>What are other facts that you learned? S</p> <p><i>Text Feature Probe</i></p> <p>Look at the photograph and drawing on pages 2 and 3. What did you learn from these pages? SI</p>	0 1 2 3
<p>Beyond the Text</p> <p>Whales are like people and land animals because they breathe air.</p> <p>Whales make sounds to communicate with each other.</p> <p>I learned that (2–3 kinds of information new to the reader).</p> <p><i>Note any additional understandings:</i></p>	<p>How are whales like people and how are they different? sy</p> <p>Why do whales make sounds? sy</p> <p>What did you learn that was new information to you? sy</p>	0 1 2 3
<p>About the Text</p> <p>The author tells information in the pictures, in the paragraphs (or book), and in the charts.</p> <p>The writing in this book is interesting because (gives any plausible reason).</p> <p>The author showed pictures of horses, elephants, and whales to compare the size. And, the author said the whale is the biggest animal in the world.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think the author included photographs and drawings in the book? Can you give me an example? A</p> <p>What did the author do to make whales interesting to read about? C</p> <p>Some whales are really big. What did the author of this book do to help us know just how big they are? A</p>	0 1 2 3

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Guide to Total Score
9–10 Excellent Comprehension
7–8 Satisfactory Comprehension
5–6 Limited Comprehension
0–4 Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts the most important story events, such as: April was reading to her dog; she wanted her favorite author to write a story about Golden Boy; she wrote a letter to Julia Reed (or the author) and got one back; April started to write her own story.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this story? Then what happened? S</p> <p>What happened at the end? S</p>	0 1 2 3
<p>Beyond the Text</p> <p>April likes to read and write. She likes authors and stories.</p> <p>She likes her dog.</p> <p>She loved her dog, Golden Boy, so she wanted a book written about him.</p> <p>April learned that when you write about a dog, you have to know the dog. She learned that she could write the book about her dog and be a good author.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about April. What does she like to do? I</p> <p>Why did April want her favorite author to write a story about Golden Boy? I</p> <p>April learned a lesson about being an author. What do you think she learned? Sy</p>	0 1 2 3
<p>About the Text</p> <p>In this book there are letters from people, a story, and a page from a book.</p> <p>April wrote a good letter to the author (and tells why the letter was good.)</p> <p>The letter she got from Julia Reed is probably what an author would really say.</p> <p><i>Note any additional understandings:</i></p>	<p>This book had different kinds of writing in it, didn't it? What were the different kinds of writing? A</p> <p>Did you think April wrote a good letter to Julia Reed? Why (not)? C</p> <p>Do you think what happened in <i>Dog Stories</i> could really happen? Why (not)? C</p>	0 1 2 3

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Guide to Total Score
9–10 Excellent Comprehension
7–8 Satisfactory Comprehension
5–6 Limited Comprehension
0–4 Unsatisfactory Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Recording Forms

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 facts from the text, such as: Baby monkeys hold onto their mothers’ bodies; other monkeys help to take care of the babies; the mother monkey climbs high in trees but the baby hangs on; the baby monkey gets bigger.</p> <p>The map shows a green area, which is the rain forest where monkeys live.</p> <p><i>Note any additional understandings:</i></p>	<p>Explain what you learned about baby monkeys from this book.</p> <p>How do monkeys help each other? S</p> <p><i>Text Feature Probe:</i> What information did you learn from the map and label on page 1? SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Monkeys in the troop help each other and take care of each other.</p> <p>The baby monkey’s tail is important because he holds on to his mother with it even when he gets older.</p> <p>When the baby monkey grows, he does more things for himself and doesn’t have to hang on to his mother.</p> <p><i>Note any additional understandings:</i></p>	<p>Why is the troop important? Sy</p> <p>The tail is very important to the baby monkey. Explain why you think it is important. Sy</p> <p>How does the baby monkey change as he grows? Sy</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The book is divided into sections and each one tells something about the baby monkey's life (birth, first weeks, four months).</p> <p>Headings help you know what the section is about. The heading on page 2, "The First Weeks," tells you it will be about the baby monkey's first weeks.</p> <p><i>Note any additional understandings:</i></p>	<p>Show the sections of the book and tell the kind of information in each. A</p> <p><i>Text Feature Probe:</i> Look at the heading on page 2. How does the heading help you read the book? A</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write a summary of the story in your own words that tells about three parts of the baby monkey's life. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts most of the events of the story, such as: Hanna wanted to get rid of her little brother Nathan; she decided to trade him for her friend Jerry's little brother William for the day; she had a problem because William was different from Nathan (gives an example: fussy, picky eater, no fun); Hanna gave Nathan a big hug when he came back.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story? S</p> <p>How did Hanna try to solve the problem? S</p> <p>What happened after they traded brothers? S</p> <p>How did the story end? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Hanna's little brother drove her crazy because (gives a plausible reason).</p> <p>Hanna started to get annoyed with William.</p> <p>Hanna began to realize that she liked Nathan compared to William.</p> <p>Hanna was surprised to find that she missed Nathan after all.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Hanna feel about Nathan at the beginning of the story? MC</p> <p>How did Hanna feel about William? I</p> <p>How did Hanna's feelings toward Nathan change and why? sy</p> <p>What was surprising to her after they traded brothers? sy</p>	<p>0 1 2 3</p>
<p>About the Text</p> <p>Hanna started to change her mind about Nathan after being with William.</p> <p>You could tell what Nathan was like by what Hanna was saying and thinking about him and William.</p> <p>This story had a lesson (seeing someone else's brother helped her realize she really liked her own brother or that her brother wasn't so bad after all).</p> <p><i>Note any additional understandings:</i></p>	<p>When did Hanna start to change her mind about Nathan? C</p> <p>How did the author show what Nathan was like even though he wasn't in the story most of the time? A</p> <p>The author was showing how Hanna learned a lesson. What was the important lesson Hanna learned? C</p>	<p>0 1 2 3</p>

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Guide to Total Score	
9-10	Excellent Comprehension
7-8	Satisfactory Comprehension
5-6	Limited Comprehension
0-4	Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Recording Form

The Life of a Monarch Butterfly • LEVEL M • NONFICTION

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Describes important parts of the butterfly's life cycle: the butterfly lays an egg; the egg hatches; a caterpillar crawls out; the caterpillar eats and eats; the caterpillar's skin gets tight and splits five times; the caterpillar hangs upside down; the caterpillar has a chrysalis; the caterpillar changes to a butterfly; the butterfly comes out; the butterfly lays eggs.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell how an egg becomes a butterfly. What happens first? Then what happens? Then what? S</p>	0 1 2 3
<p>Beyond the Text</p> <p>The egg becomes a butterfly, then the butterfly lays an egg, then the egg becomes a butterfly again.</p> <p><i>Note any additional understandings:</i></p>	<p>How does the life cycle of a monarch butterfly keep repeating? Sy</p>	0 1 2 3
<p>About the Text</p> <p>The author described everything in the order it happens.</p> <p>The author gave information in lots of different ways, such as: headings to the sections; diagrams; photographs; captions for pictures.</p> <p><i>Note any additional understandings:</i></p>	<p>The author told the information in a special way to make it easy for you to understand how an egg turns into a butterfly. What did the author do? A</p> <p>In addition to the main part of the book, what are some of the other ways the author told information about the monarch butterfly? A</p>	0 1 2 3

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Guide to Total Score	
9-10	Excellent Comprehension
7-8	Satisfactory Comprehension
5-6	Limited Comprehension
0-4	Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 important events from the story in sequence, such as: Danny wanted a dog; his mom said he had to prove he was responsible; he found out what a dog cost; he did his chores and extra jobs to earn the money; he got a dog.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Danny’s problem in this story and what did he do to solve it? S</p> <p>What else happened? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Danny wasn’t very responsible because he didn’t clean his room. He changed by doing all his chores because he wanted a dog so much.</p> <p>He kept doing all that work because he was working to save enough money for a dog.</p> <p>His mom was impressed and proud of him because (gives a plausible reason).</p> <p><i>Note any additional understandings:</i></p>	<p>Tell how Danny changed in the story. Why did he change? Sy</p> <p>Why do you think he was able to keep on doing all that work? I</p> <p>How do you think Danny’s mom felt about him at the end? Why? I</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author showed how much Danny wanted a dog by telling you things he did or said.</p> <p>There is a joke at the end when Danny names the dog Buck and Mom says he is funny. The name Buck is funny because Danny had to earn a "buck" (money) to get a dog.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you know how Danny felt about getting a dog? Show the place in the story that helped you know that. A</p> <p>Mom said Danny is responsible and funny. Why did she say he is funny? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write about what Danny did to show he was responsible enough to get a dog. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Summarizes the story, including 3–4 important facts in sequence, such as: A hawk built a nest on a building in New York; he raised baby birds; people liked to watch them; some people didn't like so many people watching the building; they took the nest down; people made them put the nest back.</p> <p>The drawing on page 4 shows that the tall buildings are just across from the park.</p> <p><i>Note any additional understandings:</i></p>	<p>Explain what happened in this story. S</p> <p>What was the problem? S</p> <p>What else happened? S</p> <p>What happened at the end? S</p> <p><i>Text Feature Probe:</i> Tell what you learned from the drawing on page 4. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Hawks usually live in the country, but Pale Male built his nest in the city.</p> <p>Pale Male built his nest on the building because it was near the park but safe.</p> <p>People liked to watch Pale Male and his babies because they do not get to see hawks in the city (or other reason consistent with the text).</p> <p>The nest was removed because people in the building didn't like being watched all the time with binoculars.</p> <p>Some people liked Pale Male and his nest and some people did not like him.</p> <p><i>Note any additional understandings:</i></p>	<p>What was unusual about Pale Male's nest in this true story? Sy</p> <p>Why did Pale Male build his nest on the building? I</p> <p>Why did people like to watch the hawks so much? I</p> <p>Why did some people want the nest taken down? I</p> <p>What was the disagreement different people had about Pale Male? I</p>	<p>0 1 2 3</p>

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The story was divided into three parts to show three different times.</p> <p>The author told each side of the argument and gave reasons for what the people wanted.</p> <p>It sounds like the author thinks it's a good idea for Pale Male to have his nest on the building.</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the three sections and read the headings. Do you think this was a good way to organize the information? Why (not)? C</p> <p>How did the author help you understand two different points of view about the hawks? A</p> <p>What side do you think the author is on? Why? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write what you think about Pale Male. Explain why you think he should or should not be allowed to keep his nest on the building. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There was a huge snowstorm in Chicago and it was causing a lot of problems.</p> <p>Recounts important episodes in the sequence of events, such as: Snow is falling; Patrick struggles home and finds no one there; the lights go off; Patrick and his family solve a lot of problems; Dad is still not home; everyone finally gets home.</p> <p>In the end, they were okay. They were all home (or his dad was home).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the big problem at the beginning of the story? S</p> <p>What were some of the problems that Patrick had? S</p> <p>How did Patrick solve the problems? S</p> <p>How did the story end? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>This reminds me of when our lights went out (or provides a similar example).</p> <p>Patrick started to get scared when he got home and was alone.</p> <p>His dad was a really nice person because he was always helping people.</p> <p>Patrick did a good job of (gives a plausible answer). He didn't complain but just did what he needed to do.</p> <p><i>Note any additional understandings:</i></p>	<p>Have you ever had an experience like this? MC</p> <p>How did Patrick feel when he got home alone? I</p> <p>What kind of person do you think Patrick's dad was? I</p> <p>What kind of person do you think Patrick was? I</p>	<p>0 1 2 3</p>
<p>About the Text</p> <p>The author told what Patrick was thinking to show how worried he was about the dangerous snowstorm.</p> <p>The author showed what kind of person Patrick was by telling everything he did.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you know this was a kind of dangerous situation? A</p> <p>How did the author show you what kind of person Patrick was? A</p>	<p>0 1 2 3</p>

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Guide to Total Score
9-10 Excellent Comprehension
7-8 Satisfactory Comprehension
5-6 Limited Comprehension
0-4 Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 events in sequence, such as: Vanessa wanted to catch a butterfly; she was helping in the garden; she saw a beautiful butterfly; Vanessa decided not to catch the butterfly but just to watch it.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this story? S</p> <p>What else happened? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Vanessa always loved butterflies because that was the special meaning of her name.</p> <p>Vanessa changed her mind because she saw how beautiful the butterfly was.</p> <p>Vanessa felt that the butterfly should be free.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Vanessa feel about butterflies? I</p> <p>Why did she feel that way? I</p> <p>Vanessa changed during the story. Tell how she changed and why. Sy</p> <p>In the end, how do you think Vanessa felt about the butterfly? I</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>Gives an example of words the author used to describe the butterfly, such as: "graceful"; "swooped down to sip nectar"; "little beauty"; "stripes like a zebra."</p> <p>The most important part of the story was when Vanessa looked closely at the beautiful butterfly and wanted it to be free.</p> <p><i>Note any additional understandings:</i></p>	<p>Give an example of a description the author used to show what the butterfly was like. Why did the author use this description? C</p> <p>What was the most important part of the story? Why was that part important? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Explain what Vanessa meant when she thought to herself, "I don't need to be a butterfly catcher. I can be a butterfly watcher." You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 facts about guide dogs, such as: Guide dogs help blind people; they need special training; they help people go many places (gives an example); you should not pet a guide dog; guide dogs wear special harnesses.</p> <p>The glossary helps you know what some of the words in the story mean. For example, <i>independent</i> means needing no help from others.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about guide dogs from this book. S</p> <p>What else did you learn? S</p> <p>Anything else? S</p> <p><i>Text Feature Probe:</i> Look at the glossary. How does it help you? Give an example of a word from the glossary. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The most important thing about guide dogs is how they help people.</p> <p>Guide dogs do important work because they help blind people be independent.</p> <p>Dogs probably like to help their owners and the owners love their dogs.</p> <p><i>Note any additional understandings:</i></p>	<p>What is the most important thing about guide dogs? Sy</p> <p>Do you think guide dogs do important work? Why (not)? What does the author say that makes you think that? I</p> <p>How do you think guide dogs and their owners probably feel about each other? I</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author made the book interesting by (choosing an interesting subject, telling details about guide dogs).</p> <p>The sections and the headings help you know what information you will be reading about.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author make this book interesting? A</p> <p><i>Text Feature Probe:</i> Look at the sections and the headings in this book. How do they help you read it? A</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write a summary of what you learned about guide dogs from reading this book. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Caves are spaces under the ground.</p> <p>Reports 3–4 interesting facts about caves, such as: people who like to explore caves are cavers; caves have rooms; water eats away at the rock to make a cave; three people need to go together in a cave; cavers wear warm clothes, helmets with lights, and hiking boots; animals live in caves; water drips from stalactites and stalagmites.</p> <p><i>Note any additional understandings:</i></p>	<p>What is a cave? S</p> <p>What did you learn about caves? S</p> <p>What else? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Caves are very important, and we need to take care of them.</p> <p>Recounts one major idea from the text, such as: It takes a long time to make a cave; caves are home to many animals, so we need to take care of them; we can learn a lot about Earth from caves.</p> <p>I would like to explore a cave because (gives a plausible reason).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the most important idea in this book? sy</p> <p>What did you learn about why caves are important to us? sy</p> <p>I might (or might not) like to explore a cave, would you? Why (not)? MC</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author put information in the book that she thought readers would not know and would find interesting (gives examples).</p> <p>The author read a lot about caves to learn about them and so she could write accurately about them. The facts must be right in this book because (gives author's credentials, references, other).</p> <p>There are different kinds of information in different places in the book. The sections (or headings, titles, table of contents) tell you where to look.</p> <p>The author wants you to think that caves are very interesting and make you want to visit one or read more about them.</p> <p><i>Note any additional understandings:</i></p>	<p>How do you think the author decided what information to put in the book? A</p> <p>Do you think the information in this book is accurate? Why (not)? C</p> <p>How does the author help you find the different kinds of information in this book? A</p> <p>What do you think the author wants you to think about caves? What do you think she might want you to do after you read this book? C</p>	<p>0 1 2 3</p>

Guide to Total Score
9-10 Excellent Comprehension
7-8 Satisfactory Comprehension
5-6 Limited Comprehension
0-4 Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key
0 Reflects no understanding of the text.
1 Reflects very limited understanding of the text.
2 Reflects partial understanding of the text.
3 Reflects excellent understanding of the text.

Write about five interesting things you learned about caves. You can draw a picture to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 important events from the story, such as: Nora had to move to a new school; she doesn't like leaving her school; none of the kids talked to her at the new school; her mom told her to do something herself; she made one new friend.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Nora's problem in the story? S</p> <p>What happened? S</p> <p>What else happened? S</p> <p>How did Nora solve her problem? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Nora was very unhappy about moving because her friends were important to her (or other reason consistent with the text).</p> <p>She acted like the other kids when she wouldn't talk to the other new girl.</p> <p>She learned that she had to make friends if she wanted to be included.</p> <p><i>Note any additional understandings:</i></p>	<p>Why was Nora so unhappy about moving to a new place? I</p> <p>How was Nora like the kids she complained about at her new school? I</p> <p>How did Nora change in the story? What did she learn? Sy</p>	<p>0 1 2 3</p>

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The title is good because Nora was a new girl in her school. Her friend is also a new girl and the story shows how she treated her.</p> <p>The author meant that Mom was always teaching her things with short little pieces of advice.</p> <p>You knew Nora had learned a lesson when she smiled at the new girl.</p> <p><i>Note any additional understandings:</i></p>	<p>What makes the title <u>The New Girl</u> a good one for this book? Any other reason? C</p> <p>What did the author mean when she said Mom was always coming up with sayings that sounded like "bumper stickers"? A</p> <p>Find the part of the story where the author showed that Nora had learned something. A</p>	<p>0 1 2 3</p>

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Guide to Total Score	
9-10	Excellent Comprehension
7-8	Satisfactory Comprehension
5-6	Limited Comprehension
0-4	Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

Write about how Nora solved her problem and what you think she will do now in her new school. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 2–3 snake myths and the one important truth at the end, such as: Snakes don't hypnotize people; snakes' tongues can be dangerous; snakes are not slimy; snakes have bones; not all snakes are poisonous; snakes do not want to harm people.</p> <p>The photograph on page 2 shows that snakes have clear scales over their eyes.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some of the myths about snakes? S</p> <p>Can you tell some more? US</p> <p>What is true about snakes? US</p> <p><i>Text Feature Probe:</i> Tell what you learned from the photograph on page 2. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Many people are afraid of snakes because they believe all the myths about them.</p> <p>There are reasons for all of the myths, but they are not true. (Gives an example.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think people are afraid of snakes? sy</p> <p>Why do you think people believe the myths? Can you give an example from the book? sy</p>	<p>0 1 2 3</p>

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p><u>Snake Myths</u> is a good title for this book because it lets you know there are some things that are not true. Myths are stories that are not true.</p> <p>The author ends with the most important thing to know about snakes—that they don't want to hurt us and we should leave them alone.</p> <p><i>Note any additional understandings:</i></p>	<p>Why is the title, <u>Snake Myths</u>, a good one for this book? C</p> <p>What does the word "myth" mean in this book? A</p> <p>Look at the last section. What did the author want you to learn from this book? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Describe how you feel about snakes after reading this story. Support your opinion with examples from the book. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 important events from the story in sequence, such as: Nate wanted a pet but he couldn't have one because of his allergies; his mom sent him to help at the aquarium; he fed the dolphins; he got a fish for a pet.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Nate's problem? S</p> <p>What happened in the story? S</p> <p>What else happened? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Nate felt (any answer consistent with the text) because he couldn't have a pet.</p> <p>Mom knew how he felt because she tried to think of another way he could be with animals.</p> <p>Mom planned on getting him a fish and that's why she sent him to the aquarium. She knew he liked animals and she wanted him to get to like animals that didn't have fur.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Nate feel in the first part of the story? I</p> <p>Do you think Mom knew how Nate felt? What makes you think that? I</p> <p>Why do you think Mom sent Nate to the aquarium? Sy</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The title helps you understand that Nate could have plenty of pets, just not ones with fur.</p> <p>It was a nice ending for Nate to name the fish Little Splash after the dolphin in the aquarium.</p> <p><i>Note any additional understandings:</i></p>	<p>What does the title <u>Plenty of Pets</u> mean? C</p> <p>Did you like the ending? What did you like about it? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Explain how you think the visit to the aquarium helped Nate. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 important facts from the text, such as: You are born with instincts; you don't have to learn to do something that is an instinct; dogs and cats have instincts (chase moving things; pounce on things).</p> <p>The glossary tells the meaning of some of the words in the book. (Gives an example, such as: <i>Ancestors</i> means the past relatives of cats and dogs.)</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about animal instincts. S</p> <p>What are some examples of animal instincts? S</p> <p><i>Text Feature Probe:</i> Turn to the glossary in the back of the book. What kind of information does it give you? Give an example of a word from the glossary. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Instincts are important because they help animals survive.</p> <p>Different animals have different instincts because they need different things to survive.</p> <p>Animals use their instincts even if they don't need them anymore because they are born with them.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think instincts are important? I</p> <p>Why do different animals have different instincts? Sy</p> <p>Why do animals keep doing things like hunting even when they don't need to any more? Sy</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>On page 1, the author talks about how babies have instincts, like crying, that they are born with.</p> <p>The author tries to help you see that both people and animals have instincts. He wants you to understand more about how animals behave.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you understand instincts on page 1? A</p> <p>Why do you think the author wrote the book? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Choose either a dog or a cat. Make two columns. In the first column, make a list of instincts. In the second column, tell how each behavior helps the animal (even if they no longer do it). You can draw a sketch to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells several important events from the story in sequence, such as: Lenny and Beth liked to visit Aunt Maddy; they went on a hike; they said they were afraid of spiders; Aunt Maddy showed them a trap-door spider; they were not scared anymore.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in this story? S</p> <p>What happened? S</p> <p>What happened next? S</p> <p>What happened in the end? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Lenny and Beth were probably afraid of spiders because they didn't know much about them.</p> <p>They were so interested in the trap-door spider that they forgot to be scared and got over their fear of spiders.</p> <p>They changed their minds about hiking because they learned that the canyon was really interesting.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think Lenny and Beth were afraid of spiders? I</p> <p>How did they change in this book? Why did they change? Sy</p> <p>How did they feel at the end of the story? Why did they feel that way? I</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The most important part of the story was when they forgot to be scared because they got so interested in the spider.</p> <p>The author wanted to show that people can overcome their fears by learning more about what they're afraid of.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the most important part of the story and why? C</p> <p>What was the author's message? A</p>	<p>0 1 2 3</p>

Guide to Total Score
9-10 Excellent Comprehension
7-8 Satisfactory Comprehension
5-6 Limited Comprehension
0-4 Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
0 Reflects no understanding of the text.
1 Reflects very limited understanding of the text.
2 Reflects partial understanding of the text.
3 Reflects excellent understanding of the text.

Explain the ways Lenny and Beth changed in this story and what caused them to change. You can draw a sketch to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 facts about polar bears, such as: Polar bears live in the Arctic where it is very cold; their bodies help them survive the cold (fur, black skin, blubber); they stay awake all winter but their body functions slow down; they cool off by lying on the ice; they live near the water because they eat seals.</p> <p>The drawing on page 3 shows four layers of the polar bear—blubber, skin, fur, and guard hairs—and talks about black skin.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about polar bears. S</p> <p>What else did you learn? S</p> <p><i>Text Feature Probe:</i> Tell about what you learned from the drawing on page 3. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Polar bears need to live in a cold climate near water because their bodies are adapted for that environment (and/or need to hunt for seals).</p> <p>I wonder how they keep polar bears healthy in the zoo (or other good question).</p> <p><i>Note any additional understandings:</i></p>	<p>Why is it important for polar bears to live where they do? Sy</p> <p>What is a question that you still have about polar bears? MC</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author compared people and polar bears, for example, people wearing clothes and polar bears having fur and blubber.</p> <p>The author started by talking about how polar bears survive the cold and ended by saying they even get too warm and showed a funny picture of a polar bear cooling down.</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the way the author began this book. What did the author do to get you interested in the topic? A</p> <p>Look at the way the author ended the book. Do you think this is a good way to end? Why? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write what you found most interesting about polar bears and tell why. You can draw a sketch to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 important events from the story, such as: Jill was very nervous about her speech; her mom gave her the suggestion of looking at a friendly face; Jill imagined herself talking to her friend Eduardo; she got over being scared and gave a good speech.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Jill’s problem in the story? S</p> <p>How did she solve her problem? S</p> <p>What else happened in the story? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>She was having nightmares because she was so scared of standing up in front of all of those people.</p> <p>Her mom could help because she had to learn to give speeches herself.</p> <p>Jill gave a good speech because she looked at friendly faces and also got excited about her ideas.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why Jill was scared. MC</p> <p>Why was her mom able to help her? MC</p> <p>What helped Jill give a good speech? Sy</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The story started with Jill having a dream and then she woke up. It wasn't real.</p> <p>Points out language like "her cheeks got hotter and hotter," or "a fresh wave of panic" to show how scared Jill was.</p> <p>The author showed that Jill would be a good class president by giving details about her ideas for improvement.</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the beginning. What was happening in the first paragraph? A</p> <p>Show a place in the book where the author showed you how scared Jill was. How did this help you? A</p> <p>How did the author show you that Jill would be a good class president? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Describe how Jill felt and tell what advice you would give her to get through her speech. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 4–5 examples of equipment you need for fishing, such as: tackle (rod and reel); terminal tackle (hooks and sinkers to hold the bait and weight the hook); bait (to attract the fish); bobbers (to let you know the fish is nibbling); insect repellent; sun block, hat, and sunglasses; first-aid kit; snacks and water.</p> <p>Casting is tossing your fishing line into the water.</p> <p>When you catch a fish, you can keep it or “catch and release.”</p> <p>The drawing on page 2 describes the parts of the fishing rod and tells where bait is placed.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the kinds of equipment and supplies you need for a good fishing trip. S</p> <p>Talk about what casting means. S</p> <p>What are your choices once you have caught a fish? S</p> <p><i>Text Feature Probe:</i> Look at the drawing on page 2. What kind of information do you find there? SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Fishing is really complicated because of all the supplies you need and what you need to do.</p> <p>It's better to throw small fish back; you have the fun of fishing but the fish have a chance to grow bigger.</p> <p><i>Note any additional understandings:</i></p>	<p>Explain why fishing is complicated. Sy</p> <p>Tell why people might “catch and release” fish instead of keeping them. MC</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The title, <u>Fishing Smarts</u>, is a good one because you have to be smart to fish, you can't just depend on luck.</p> <p>The author tells about superstitions (having good luck or bad luck) and compares it to knowing what you are doing (casting, having know-how).</p> <p><i>Note any additional understandings:</i></p>	<p>Why is <u>Fishing Smarts</u> a good title for this book? C</p> <p>Why did the author discuss fishing superstitions like bananas being bad luck? (Can use the glossary to define <i>superstition</i> if needed.) A</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Pretend you are going fishing. Describe what you need to do to prepare for your fishing trip and what you will do once you are there. You can draw a sketch to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 facts from the book, such as: the jaguar’s coloring blends with its surroundings and makes it hard to see; the jaguar has a strong jaw and can swim; the anteater has huge claws to rip into ants’ nests; the anteater has a long snout and a long tongue to poke into holes; the red-eyed tree frog has sticky toe pads to cling to the leaves; the frog’s green color blends into the leaves; the frog’s big red eyes scare predators.</p> <p>The photograph on page 3 shows the anteater’s long tongue which is coated with sticky saliva.</p> <p><i>Note any additional understandings:</i></p>	<p>What is an example of an animal adaptation described in this book? S</p> <p>What other examples did you read about? S</p> <p><i>Text Feature Probe:</i> Look at the photograph on page 3. What information do you get from it? SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>All living things adapt to their environments.</p> <p>Animal adaptations are important because they help animals survive.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the main idea of this book? Sy</p> <p>Why are animal adaptations important? I</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author showed you the actions of the animals and made you feel like you were there. (Gives an example like: "The sky darkens, and a giant anteater marches home.")</p> <p>The author used a lot of descriptive words ("huge bulging eyes," "dozing frog," "sleek jaguar").</p> <p><i>Amazing</i> is a good word to have in the title because the author picked examples that people might not know about (or are really surprising).</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author help you imagine these animals as if you were there with them? Give an example. A</p> <p>Look back at the text and find some powerful descriptive words. Explain what they mean. A</p> <p>Why is <i>amazing</i> a good word to have in the title of this book? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write about two animals and how they adapt to their environments. You can draw a sketch to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 important events from the story in sequence; such as: Ray’s dad didn’t have a job; they lived in a van; Ray worked for extra money; he let his dad know about the job at the market; Ray’s dad got the job.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the problem in the story? S</p> <p>What did Ray do to solve the problem? S</p> <p>What else did he do? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Ray and his dad told lies because they cared about and wanted to protect each other.</p> <p>Ray was afraid his father might be angry because he lied.</p> <p>Ray’s father was proud of him because he took initiative.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell why you think Ray and his dad lied to each other. I</p> <p>The last page says that Ray “stammered.” What does that tell you about how he was feeling? MC</p> <p>How do you think Ray’s father felt about him at the end? Why? Sj</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author used a joke at the beginning and the end to show that things had changed for the better.</p> <p>At the end of the story Ray wasn't really looking for rain. The fact that there was no rain meant that they were happy.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author start and end the story? Why did she do that? A</p> <p>What does "No rain. Not even a drop." mean at the end of the story? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Explain how Ray and his dad showed their feelings for each other. Use details from the story to support your answer. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 important events from the story in sequence, such as: Ethan’s father brought home an automobile; the automobile was new at the time; people yelled, “Get a horse!”; Ethan went for a ride; Ethan wanted to go for another ride.</p> <p><i>Note any additional understandings:</i></p>	<p>Describe what happened in this story. S</p> <p>What else happened? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>People made fun of the automobile because it was new and they didn’t think it could replace the horse.</p> <p>Ethan was embarrassed because people were making fun of his father.</p> <p>Ethan’s father didn’t care what people thought because he knew the automobile would catch on; in fact, he was happy.</p> <p>Ethan was worried about Chester, but relieved when he learned nothing bad was going to happen to him.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think people made fun of automobiles? I</p> <p>How did Ethan feel when he saw his father driving the automobile? MC</p> <p>How did Ethan’s father feel about people making fun of him? MC</p> <p>What else was Ethan really worried about? sy</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The title "<u>Get a Horse!</u>" comes from what the people were telling the driver to do instead of driving an automobile.</p> <p>The time, 1904, was important in the story because people's lives were different then. (Gives an example such as how fast automobiles drive today compared to then.)</p> <p><i>Note any additional understandings:</i></p>	<p>Explain the meaning of the title of this story. A</p> <p>How did the author tell you that 1904 was different from today? Give an example from the book. Why was it important for the author to help you know that? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Explain how many people felt about the first automobiles. Tell why they might have felt that way. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells facts about wolves' howls and reasons why they howl, such as: They get ready for hunting; it helps them bond; they warn other packs; they howl when they feel lonely or are looking for a mate; they howl because they are happy; wolves don't howl to attack; most of the time wolves have a loud, deep call; wolves can be heard up to 10 miles away.</p> <p>Accurately tells two facts about wolves from the chart on page 2.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do wolves howl? S</p> <p>Why else? S</p> <p>Describe the different types of howls. S</p> <p>What else did you learn about wolves? S</p> <p><i>Text Feature Probe:</i> Use the chart on page 2 to tell two facts about wolves. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Wolves have a very complicated way of communicating with each other—like people talking (or whales, dolphins, etc.). (Accept that people don't need to be afraid of howling wolves.)</p> <p>Wolves must be very smart animals. (Accept that "wolf packs are like families.")</p> <p><i>Note any additional understandings:</i></p>	<p>What was the main idea of this book? Sy</p> <p>What does the information in this book make you think about wolves? MC</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author told what was false about wolves first, then told the true (or scientific) facts about them.</p> <p>The author provided interesting details to help you understand wolf talk.</p> <p>The author made wolves sound like people. (Gives an example such as being happy when pups are born, scaring other wolves, howling in harmony.)</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author begin the story? A</p> <p>What else did the author do to help you understand wolf talk? A</p> <p>How did the author make wolves sound like people? How else? A</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write a summary of the important information you learned about wolves and their howls. You can draw a sketch to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 events from the story in sequence, such as: Marta was walking in the canyon with her dog; it was getting hot; she went to her favorite spot and then started home; Sniffles ran away; they found a cave; they almost fell; they went home fast.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in the first chapter of this book? S</p> <p>What else happened? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Marta and Sniffles were not only scared by the bats but also because they nearly fell over the ledge.</p> <p>Marta was worried all through the morning because of what her father said.</p> <p>You could tell the cave was going to be important later in the book.</p> <p><i>Note any additional understandings:</i></p>	<p>Why did Marta and Sniffles run straight home? I</p> <p>How was Marta feeling that day and why? I</p> <p>Make a prediction about what will happen at the cave. How do you know something is going to happen there? P</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author used words that made you feel the peace and beauty of the canyon. (Gives an example such as "twisting trail," "golden eagle circling," "towering mountains.")</p> <p>The author created a suspenseful feeling by having Marta's father tell her to be home early.</p> <p>The author made you think something bad was going to happen and the cave would be important later in the book (foreshadowing).</p> <p><i>Note any additional understandings:</i></p>	<p>This author used specific words or phrases to describe the canyon. Can you give some examples? What did those words make you feel about the canyon? A</p> <p>How did the author let you know that something exciting was going to happen (or use foreshadowing)? Find an example in the story. A</p> <p>What did the author do to make you predict what would happen in the next chapters of the book? A</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p>

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write a one-paragraph summary of the first chapter in Canyon Mystery. Then write one paragraph telling the kinds of things you think might happen next. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Reports 3–4 details from the text, such as: Earthquakes are caused by moving plates; Earth’s crust has plates that push against each other; below the crust, there is a soft mantle; the plates push against each other and shift around on top of the mantle; when the plates collide, an earthquake happens; movements also cause cracks.</p> <p>Earthquakes are happening all the time all over the world and we can’t feel most of them.</p> <p>The diagram on page 3 shows how rocks below the surface of the earth can shift.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about what you learned from this book. S</p> <p>What causes earthquakes? S</p> <p>Talk about all of the kinds of earthquakes that happen. Do all of them cause destruction? S</p> <p><i>Text Feature Probe:</i> Look at the diagram on page 3. Describe what this drawing shows. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>You are more likely to have earthquakes where there is a crack (fault) in Earth’s crust.</p> <p>People cannot get away from earthquakes because scientists cannot predict them.</p> <p>Scientists need to discover how to predict earthquakes.</p> <p><i>Note any additional understandings:</i></p>	<p>What is a fault line and why is it important? Sy</p> <p>Why is it so hard to help people avoid the danger of earthquakes? I</p> <p>What do scientists need to discover about earthquakes? Sy</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The book has four sections, each on a different kind of information about earthquakes (measuring them, their causes, famous earthquakes, and predicting them).</p> <p>Some words that show the impact of the earthquake are "huge tremors," "buildings sway," "highways crumble," "bridges collapse," "tremendous damage."</p> <p><i>Note any additional understandings:</i></p>	<p>Describe each section of this book. A</p> <p>What are some of the descriptive words or phrases the author uses to show the impact of an earthquake? A</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Summarize in your own words what causes earthquakes to occur and why they can be so dangerous. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Let's talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 of Rachel’s arguments, such as: Rachel complained about the lack of places for kids to do things; kids need to do things after school; kids are hanging around with nothing to do; the city should rehab the old middle school to make a recreation center; the city should have a youth board to work with the mayor; everyone should do the right thing.</p> <p><i>Note any additional understandings:</i></p>	<p>What were the important points Rachel made in her letter? S</p> <p>What did she tell them to do? Be specific. S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Rachel doesn’t believe in just complaining. She wants to do something about a problem. She’s very good at arguing.</p> <p>It seems like the community is not doing enough to support kids.</p> <p>Rachel’s ideas are good because (the center would serve everyone and solve the problem; kids would be more involved).</p> <p><i>Note any additional understandings:</i></p>	<p>Just from reading this letter, what kind of person do you think Rachel is? I</p> <p>What do you think about the community she lives in? Sy</p> <p>Do you think Rachel’s ideas are good? Why (not)? Sy</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author used a lot of language that made Rachel seem strong. (Gives examples, such as: "serious thought," "disgruntled masses," "the future of your youth is in your hands.")</p> <p>Rachel wrote several arguments. Each was backed up by facts and details. She had an opening and a conclusion.</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author, Sarah Wolbach, make Rachel sound like a strong person? Give some examples from Rachel's essay. A</p> <p>Why was Rachel's essay effective? C</p>	<p>0 1 2 3</p>

Guide to Total Score
9-10 Excellent Comprehension
7-8 Satisfactory Comprehension
5-6 Limited Comprehension
0-4 Unsatisfactory Comprehension

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
0 Reflects no understanding of the text.
1 Reflects very limited understanding of the text.
2 Reflects partial understanding of the text.
3 Reflects excellent understanding of the text.

Write a letter to the editor about your reaction to Rachel's essay. Explain where you agree with her and where you disagree.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Discusses several factors related to the destructiveness of the tsunami and its causes, such as: Tsunamis are caused by underwater earthquakes; the size of the earthquake is related to the force of the tsunami; waves get higher when they pile up as they reach the shallower water in a harbor; the characteristics of the shoreline are related to the destructiveness of the tsunami.</p> <p>The map and diagram on pages 2 and 3 show how earthquakes under the ocean floor cause ripples that become dangerous when they near shore.</p> <p><i>Note any additional understandings:</i></p>	<p>What causes tsunamis? S</p> <p>What makes a tsunami destructive? S</p> <p><i>Text Feature Probe:</i> Look at the map and diagram on pages 2 and 3. Use it to explain how tsunamis are caused. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>You can predict tsunamis by measuring the earthquakes and figuring out where the tsunami might be going to strike.</p> <p>The waves get higher when they reach shallow water because they slow down.</p> <p>If you lived in a place where you have a lot of tsunamis, you should teach children to run for higher ground.</p> <p><i>Note any additional understandings:</i></p>	<p>How can you predict a tsunami? Sy</p> <p>Why are tsunamis more dangerous in a harbor than on the open sea? I</p> <p>What can people do if they live in a place that has a lot of tsunamis? MC</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author started this book with a story about a real person nearly dying, which made the power of the tsunami seem real.</p> <p>In the first paragraph, the author created a feeling of terror through strong description and appealing to the senses. (Gives examples, such as: "felt the ground shake," "enormous walls of water," "swept him far out to sea.")</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the first part of the story. How did the author start? Do you think this was a good way to start? Why (not)? C</p> <p>Look at the first paragraph. How does the author communicate a feeling of terror? Give some examples. A</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write about what you learned about tsunamis. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 events from the story in sequence, such as: Kim went to Thailand with her family and her church to volunteer to help people recover from the devastation of the tsunami. She helped pick up debris on the beach; she made friends with Daw; she cried when she found the child’s shoe; she decided to ask her Dad if they could go back the next year.</p> <p><i>Note any additional understandings:</i></p>	<p>Describe what happened in the story. S</p> <p>Then what happened? S</p> <p>What else happened? S</p>	0 1 2 3
<p>Beyond the Text</p> <p>At the beginning Kim didn’t want to go on the trip, but by the end she began to imagine what it was like for families during the tsunami.</p> <p>She realized she was lucky to be able to help the survivors.</p> <p>She learned from her great-grandmother’s story and from her own experience that life goes on even after a disaster.</p> <p>She helped people but the experience also helped her learn about herself.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Kim change? Why? MC</p> <p>What was the biggest change? Sy</p> <p>What lesson did Kim learn? I</p> <p>What was the value of the trip to Kim? I</p>	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author made the story seem personal by telling it in first person (Kim told the story in her own words).</p> <p>Writing about the child's shoe put emotion in the story because Kim realized that so many people had died.</p> <p>The locket stood for survival even after disaster (like Kim's great-grandmother and the tsunami).</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think the author wrote this book in first person? First person means Kim told the story in her voice (using the word <i>I</i>). A</p> <p>What is the significance of the child's shoe? C</p> <p>What is the significance of the locket? What is the connection between the locket and the tsunami story? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

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Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Kim's thoughts, words, and actions tell a lot about her character. Write a description of her with examples to support each of your statements. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts the important points in the obituary, such as: Coretta grew up in segregation in a poor family; she went to college in Boston and married Martin Luther King, Jr.; her husband was the leader of the Civil Rights Movement; he organized boycotts and a march on Washington that resulted in legislation against discrimination; her husband was killed; Coretta worked for equality the rest of her life.</p> <p>The timeline on page 4 tells about important dates in Coretta Scott King's life, such as the year she was born (1927); the year she married Martin Luther King, Jr. (1953); the year she died (2006).</p> <p><i>Note any additional understandings:</i></p>	<p>What are the important points made in this obituary? S</p> <p>What else did the obituary say? S</p> <p><i>Text Feature Probe:</i> Look at the timeline on page 4. Tell the kind of information the timeline gives. Choose three dates and tell why they are important. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Coretta must have been a strong woman because she overcame discrimination; went on fighting for equality after Dr. King died; raised four children.</p> <p>She helped Dr. King do things but also accomplished things on her own. (Gives examples such as campaigning for national holiday; established the Center for Nonviolent Social Change; working for women's rights; against apartheid.)</p> <p>The glossary tells the meaning of some of the words in the book. (Gives an example, such as: <i>Apartheid</i> means the political system of racial segregation in South Africa.)</p> <p><i>Note any additional understandings:</i></p>	<p>How can you tell that Coretta was a strong woman? Give some examples from the article. I</p> <p>Tell about why Coretta Scott King's life was important. Use evidence from the article to support your statement. Sy</p> <p><i>Text Feature Probe:</i> Turn to the glossary in the back of the book. What kind of information does it give you? Give an example of a word from the glossary. Sy</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author told the major events of Coretta's life (birth, marriage, death).</p> <p>The author chose to tell about a few important things Coretta did such as: attending college in Ohio to escape her segregated world in Alabama; and working for women's equality.</p> <p><i>Note any additional understandings:</i></p>	<p>What necessary facts does the author of an obituary have to include? A</p> <p>The author also has to select important facts because he can't give every detail of her life. Pick two facts he selected and tell why you think they are important. C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Describe the impact of Coretta Scott King's life on your own life, and tell what you can do to help continue the "march toward progress." You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 events from the text in sequence, such as: Brody was on the wrestling team; he was trying to lose weight; he went jogging with his friend Jason; he told Jason he was thinking of taking diet pills; Jason told him not to take them and shared information about them; Brody decided not to take diet pills; they went out for pizza.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Brody's problem in the story? S</p> <p>What happened in the story? S</p> <p>What else happened? S</p> <p>How was the problem solved? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Brody wanted to be on the team so much that he was almost ready to do something bad for his health.</p> <p>Jason was a really good friend because he (was Brody's friend since third grade; told the truth, cared about Brody; helped him).</p> <p>Brody changed because (he learned about the dangers; he knew Jason cared about him).</p> <p><i>Note any additional understandings:</i></p>	<p>What would make Brody almost risk his health? I</p> <p>Do you think Jason was a good friend? Why (not)? Support your answer with evidence from the book. MC</p> <p>How did Brody change in the story? Why did he change? Sy</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author used comparisons (metaphor and simile) to help you know how Brody felt, such as: "head was a block of cement"; "heart was a bass drum"; "like an astronaut."</p> <p>The author used natural sounding language that boys would use in conversation such as: "bite your tongue"; "want to grab a pizza?"; "dude." It made it seem like they were real.</p> <p>This story showed that you can lose your perspective when you want something enough to risk your health.</p> <p><i>Note any additional understandings:</i></p>	<p>This author used a lot of comparisons (metaphor and simile) to help you know how Brody felt. Give two examples from the book and tell what each one means. A</p> <p>Describe the dialogue between the friends. What did the author do to make it seem real? Show me an example in the story. C</p> <p>What lesson is the author trying to teach through this story? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write an entry that Brody might have written in his journal to reflect on what he learned. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells main points about how the Internet works by: breaking down digital electronic signals into small data packets of information; sending them to the right place through the router; putting them back together as the original message.</p> <p>The Internet was invented in the 1960s as part of civil defense. We needed a system that could survive nuclear war.</p> <p>It became popular with the public after the World Wide Web was invented.</p> <p>The drawing on page 3 shows that an e-mail message is “broken down to bits” by the ISP and sent by the router to a satellite dish, which communicates with another satellite dish. It’s then sent by router to the recipient’s ISP and then to the computer.</p> <p><i>Note any additional understandings:</i></p>	<p>How does the Internet work? S</p> <p>Why was the Internet invented? S</p> <p>When did it become popular with the general public? S</p> <p><i>Text Feature Probe:</i> Look at the drawing on page 3. Use this drawing to explain how the Internet is used to send e-mail. SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The Internet was not popular with people for a long time because (unattractive; hard to use).</p> <p>The World Wide Web made a big difference in the Internet and what it could do.</p> <p>The Internet is influencing almost everyone’s life today. (Gives examples such as e-mail; research; medicine.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why did the Internet take so long to become popular with the general public? Sy</p> <p>Why is the World Wide Web so important? MC</p> <p>How is the Internet influencing people’s lives today? MC</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author played around with the word <i>virtually</i>, using it in two different ways.</p> <p>The author could have told more about how the Internet is used today, about the dangers of the Internet, or the future of the Internet. (Accept other plausible answers.)</p> <p><i>Note any additional understandings:</i></p>	<p>Explain what the author meant when he said: "Users have 'virtually' at their fingertips, virtually every kind of information they might want to seek." A</p> <p>What other topics about the Internet do you think the author should have included? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write a summary in your own words about what you learned about the Internet from reading this article. You can draw a sketch to go with your writing.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

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- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 events from the story in sequence, such as: Luis’s friend Gerald died six months before; Gerald had been his good friend since third grade; he died in an automobile accident; Celine was driving; Luis and his friends meet at the cemetery, but the friends stop coming; after talking to Celine, Luis realized that life had to go on.</p> <p><i>Note any additional understandings:</i></p>	<p>Summarize the main events in this story. S</p> <p>What else happened? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Luis was anxious and a worrier.</p> <p>Gerald was very confident and helped Luis.</p> <p>Luis depended on Gerald and felt lost without him.</p> <p>Luis’s father probably had some experiences with grief himself because of what he said to Luis (“death is like a blade slashing skin”).</p> <p>Luis knew Celine had the wrong idea about being guilty and that made him realize he had to get on with his own life.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Luis like? How do you know that? MC</p> <p>What do you think Gerald was like? How do you know that? I</p> <p>Describe the relationship between Luis and Gerald. Give some evidence to support your statements. Sy</p> <p>Why do you think Luis’s father talked about death as a blade slashing skin? What did he mean? I</p> <p>What made Luis realize he had to go on with his own life? MC</p>	<p>0 1 2 3</p>

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author started by having Luis talk directly to Gerald and then switched to talking directly to the reader in order to tell the story.</p> <p>Talks about what makes the writing on the topic effective and supports it with evidence from the text.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you notice about the way the author began the story? A</p> <p>In your opinion, how well did the author show characters dealing with a difficult situation? Why do you think that? C</p>	<p>0 1 2 3</p>

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<p>Guide to Total Score</p> <p>9–10 Excellent Comprehension</p> <p>7–8 Satisfactory Comprehension</p> <p>5–6 Limited Comprehension</p> <p>0–4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write about how Luis felt in the story and describe how and why he changed. Use examples from the story to support your answer. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 facts from the book, such as: The International Space Station is a giant laboratory in space; it is being built in orbit above Earth; the space station will help us learn more about living in space; three crew members can live on the ISS; scientists will perform experiments (creating better medicines, light metals, and robots; studying weightlessness and human cells).</p> <p>The ISS will help astronauts learn to live in space.</p> <p>We have to learn how the ISS can make its own oxygen and electricity.</p> <p>The drawing on page 2 shows how 16 countries are helping to build different parts of the space station.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you learn about the International Space Station? S</p> <p>What else did you learn? S</p> <p><i>Text Feature Probe:</i> Look at the drawing on page 2. What information do you learn from this drawing? SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The International Space Station is important because it provides research in many different areas. (Gives examples such as engineering, medicine, space exploration.)</p> <p>It would be hard to live for a long time in space because (weightlessness, unable to go outside, close quarters with others).</p> <p>To go on long voyages, scientists will need to make the ISS self-sufficient by making its own oxygen.</p> <p><i>Note any additional understandings:</i></p>	<p>Why is the International Space Station important? sy</p> <p>What kinds of problems need to be overcome before people can take long voyages in space? sy</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author used comparison to describe what the ISS is like (gives example). He also used details in the description.</p> <p>This is a good article because the author also told about some of the problems of the ISS, such as scientists being away for a long time; health problems they might have.</p> <p>The author seems to think that the ISS is very important because he provided many arguments for it (or cites evidence).</p> <p><i>Note any additional understandings:</i></p>	<p>How did the author describe the ISS? A</p> <p>Did the author give a balanced view of the ISS? Use evidence from the text to support your opinion. C</p> <p>What do you think the author's point of view toward the ISS is? What makes you think that? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write a short article explaining why the space station is important for the future. You can draw a sketch to go with your writing.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

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- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3–4 details that describe the Blitz, such as: Germans bombed London for 57 days; bombs rained fire; they had to go to shelters; people tried to keep up their daily lives; they listened for news on the radio (wireless); Margaret's house remained standing; they would always remember the Blitz.</p> <p><i>Note any additional understandings:</i></p>	<p>What was the Blitz? S</p> <p>What do you know about the Blitz? What did you learn about it from reading this story? S</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The Blitz was terrifying but people knew they had to keep fighting by doing their work.</p> <p>The Blitz almost seemed normal to them after a while. (Gives examples such as: picking up souvenirs; playing in the ruins.)</p> <p>They were so afraid that they shook when they heard the tremendous noise of the bombs.</p> <p>Their house wasn't bombed, but Margaret and her family were hurt by the Blitz because it left lasting memories of terror.</p> <p><i>Note any additional understandings:</i></p>	<p>How did people start to feel about the Blitz after it had been going on for a long time? MC</p> <p>In paragraph 4, what did the author mean by the phrase "sitting there trembling in the cacophony"? Sy</p> <p>Were Margaret and her family hurt by the Blitz? I</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author is remembering one experience or part of her life. This is written like a memoir.</p> <p>The author used "deep scars of memory" to show that they would also be damaged (fearful, sad) by the Blitz even though they weren't physically hurt.</p> <p>The author compared the Blitz to a cat stalking mice. The people were the mice and the cat was the German Luftwaffe (planes).</p> <p><i>Note any additional understandings:</i></p>	<p>What genre (or kind of writing) did the author use? A</p> <p>What do you think the author meant by "deep scars of memory?" C</p> <p>The author talked about a "cat." What was the author really describing? C</p>	<p>0 1 2 3</p>

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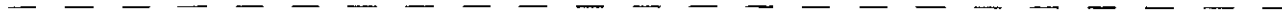
Guide to Total Score
 9-10 Excellent Comprehension
 7-8 Satisfactory Comprehension
 5-6 Limited Comprehension
 0-4 Unsatisfactory Comprehension

Subtotal Score: _____ /9
 Add 1 for any additional understandings: _____ /1
 Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
 0 Reflects **no** understanding of the text.
 1 Reflects **very limited** understanding of the text.
 2 Reflects **partial** understanding of the text.
 3 Reflects **excellent** understanding of the text.



Write the script for a radio news broadcast that might have taken place during the Blitz.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Recounts the important information about the train such as: The Beijing-Lhasa Railroad is the world’s highest railroad; the train goes through very high mountains; the train’s rails are on permafrost, which is part ice; the train was very hard to build; passengers sometimes become ill on the train; the scenery is very beautiful; the train may become unsafe in 10 years.</p> <p>The map on page 1 shows that the train goes from Beijing to Lhasa. The section of the route from Golmud to Lhasa opened in 2006.</p> <p><i>Note any additional understandings:</i></p>	<p>What important information did the author tell about the train? S</p> <p><i>Text Feature Probe:</i> Look at the map on page 1. What information about the train do you get from this map? SI</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The train was so difficult to build. (Gives examples such as: climate; permafrost; high altitudes; rugged mountains; people dying.)</p> <p>The train may be unsafe in 10 years because the permafrost might melt; they have to solve that problem.</p> <p>People and goods could not travel easily in this region before the train because of the high mountains.</p> <p><i>Note any additional understandings:</i></p>	<p>Why was building this train such an achievement? Sy</p> <p>What’s the biggest problem with the train? Tell why this is a problem. I</p> <p>What is the significance of the train for this geographic area? I</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author included many details and descriptions that help you realize how hard it was to build the train.</p> <p>Some parts of the article help you realize what it would be like to ride on the train.</p> <p>The author makes you want to ride the train, but she also makes you wonder if it would be safe.</p> <p><i>Note any additional understandings:</i></p>	<p>Select a passage that helped you know how hard it was to build the train. A</p> <p>Select a passage that helped you know what it would be like to ride the train and tell why. A</p> <p>What does the author make you feel or think about the train? C</p>	<p>0 1 2 3</p>

<p>Guide to Total Score</p> <p>9-10 Excellent Comprehension</p> <p>7-8 Satisfactory Comprehension</p> <p>5-6 Limited Comprehension</p> <p>0-4 Unsatisfactory Comprehension</p>

Subtotal Score: _____ /9

Add 1 for any additional understandings: _____ /1

Total Score: _____ /10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

<p>Writing About Reading</p> <p>0 Reflects no understanding of the text.</p> <p>1 Reflects very limited understanding of the text.</p> <p>2 Reflects partial understanding of the text.</p> <p>3 Reflects excellent understanding of the text.</p>

Write about what you found interesting about the train and what you think it would be like to ride in it. You can draw a sketch to go with your writing.

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