NEW TO THE ARI 10TH EDITION

The Analytical Reading Inventory, 10th edition, offers many new comprehensive, convenient, and time-saving features.

Examiner’s Passage and Passage Summary Record Sheets

New, efficient, and thorough record sheets have been designed for the ARI 10th edition, offering educators a highly comprehensive, yet a reasonable and easy way to:

1. record Common Core State Standards (CCSS) data,
2. summarize quantitative and qualitative data,
3. select an instructional focus, and
4. report quantitative and qualitative results.

Long-time ARI users will find the new record sheets a welcome revision, and newcomers will find them to be easy-to-use, comprehensive learning tools. The sheets are titled:

- Assessment/Instruction Element (A/I E) ② Miscues and Cueing Systems Record Sheet
- A/I E ① ③ ④ Record Sheet with Literature Forms A, B, or C (Prior Knowledge/Prediction, Fluency, Retelling/Summary Statement)
- A/I E ① ③ ④ Record Sheet with Informational Text, Forms S or SS (Prior Knowledge/Prediction, Fluency, Retelling/Summary Statement)
- A/I E ⑤ Comprehension Question Responses Record Sheet and Q & Q Passage Summary Record Sheet

The content of each record sheet is organized around one or more of the five ARI Assessment/Instruction Elements (A/I E). The five elements cover the gamut of reading assessment and instruction, and each element is matched with the corresponding Common Core State Standards (CCSS) for English Language Arts. Section II, Examiner’s Passage and Passage Summary Record Sheets Model, describes each element.

- A/I E ① Prior Knowledge/Prediction (qualitative)
- A/I E ② Miscues and Cueing Systems (quantitative and qualitative)
- A/I E ③ Fluency (qualitative)
- A/I E ④ Retelling and Summary Statement (qualitative)
- A/I E ⑤ Comprehension Question Responses (quantitative and qualitative)
The summary record sheets are organized to ensure that you report quantitative and qualitative results for each Assessment/Instructional Element. Quantitative data is expressed in an accuracy percentage. For example, on the Assessment/Instruction Element ② Miscues and Cueing Systems Record Sheet, directly below the passage, the accuracy percentage for each possible miscue is calculated for you. On the A/I E ⑤ Comprehension Question Responses Record Sheet, the accuracy percentage for each possible question error is calculated for you. You need no calculator! On the Q & Q Passage Summary Record Sheet, the quantitative and qualitative data are summarized. The qualitative data for each element is listed in the textbox entitled, Qualitative Strengths, and is located on the right side of the record sheet. The record sheet’s easy-to-use checklist format ensures that you will report comprehensive common core standards data results.

Finally, review the passage and highlight an instructional focus. When you report results, report directly from the record sheets. Rewriting or transferring data is unnecessary. Your conferences will be thorough, precise, and professional.

**ARI Quick Assessments**

The ARI Quick Assessments offer classroom teachers, reading specialists, special education teachers, Title I teachers, and school psychologists comprehensive Quick Assessments aligned with the Common Core State Standards. These time savers can be used for placement of new students; as a whole-class beginning, middle, and end-of-year assessment, or for periodic progress monitoring of selected students.

Teachers say that the Q & Q Trifold Summary Record Sheet is extraordinarily useful. Summarize the quantitative and qualitative data for each ARI Assessment/Instruction Element with the easy-to-use check box format. Finally, directly on the sheet, highlight the reader’s instructional focus. At a conference with a student, family members, and other educators, report results directly from the trifold. Rewriting or transferring data is unnecessary.

**Sentence Structure**

Often there is a mismatch between the sentence structure a reader uses in oral language and what is found in the texts read as classroom or leisure reading material. All ARI 10th edition record sheets include sentence structure data collection.

In Section VII, Transition to Instruction, recommendations are made for teaching and holding students accountable for the day-to-day use of grammatically correct simple, compound, and more-than-compound sentences. This assessment and instruction accountability is designed to prepare students to meet the challenges found in classroom and leisure reading texts, as well as to improve writing, listening, and speaking skills.

**ARI for Your Reference**

Section III, ARI for Your Reference, includes a collection of information, resources, and advice about the ARI. Some highlights are:

1. Why Is Quantitative and Qualitative Analysis Essential?
2. How Are the Common Core State Standards and the Five ARI Assessment/Instruction Elements Matched?
3. What Are Examiner Assessment Behaviors and Teacher Instruction Behaviors?
4. Do Readers Comprehend Literature Passages Better Than Informational Text Passages?
5. Quick Reference for ARI Vocabulary
6. Reader Commitment Reference
7. Reading Levels Graph and % Accuracy Reference
PDToolkit Resource

Accompanying Analytical Reading Inventory: Comprehensive Standards-Based Assessment for All Students Including Gifted and Remedial, Tenth Edition, is an online resource site with media tools that, together with the text, provide you with the useful tools you need to administer classroom assessments, summarize data, select an instructional focus, and report results. The PDToolkit enhances your ARI learning journey, bringing you in-depth understanding of the information, explanations, and directions found in a particular section of the ARI. A PDToolkit margin note directs you to specific resources.

To access the PDToolkit for Analytical Reading Inventory for the first time, go to http://pdtoolkit.pearson.com and register using the following code: PDTOOL-RANEE-HORSY-BOGAN-TUBBY-TOUSE.

Currently the following multimedia resources are available:

- Case Study, Reading Levels Independent through Frustration
- Demonstrations
- Practice
- Presentation Charts
- Presentation Models
- Quick Assessments
- Record Sheets
- Templates

The PDToolkit resources support many of the sections within the ARI.

Section II: ARI Examiner’s Passage and Passage Summary Record Sheets Models

This section in the book provides a model of each examiner’s passage record sheet. Each model shows how an ARI 10th edition record sheet makes it easy to record comprehensive Common Core State Standards quantitative and qualitative data. The PDToolkit models are intended for presenters to use during workshops and lectures.

Section IV: Directions—Reading Levels Independent Through Frustration

This section in the book contains directions for how to administer the ARI. A mix of demonstrations, practice sessions, presentation charts, record sheets, and templates in audio, video, PDF, and Word formats accompanies this section.

Section V: Directions—Summarize Data, Identify Instructional Focus, and Report Results

This section in the book contains directions for summarizing data, selecting an instructional focus, and reporting the data. Videos accompany the directions, demonstrating how one examiner “talks through” case study and Quick
Assessment passages to summarize data, select an instructional focus, and prepare for a conference.

**Section VI: Quick Assessments**
This section in the book includes directions for administering two types of Quick Assessments, one with ARI passages, and the other with classroom reading materials. The accompanying PDToolkit resources include videos of benchmark readers, showing how an examiner administers Quick Assessments, summarizes data, selects an instructional focus, and conducts a student/family member conference. An audio clip provides practice as you learn how administer a Quick Assessment and summarize the data. Also included are electronic templates intended for use with Quick Assessments using classroom reading material.

**Section X: Model Case Study—Reading Levels Independent Through Frustration**
This section in the book contains written documentation of a fourth grader’s case study. Accompanying PDToolkit resources include audio clips that provide practice for learning how to administer each case study passage. Accompanying videos demonstrate, passage-by-passage, how an examiner summarizes the case study data, selects an instructional focus, and prepares for a case conference.

**Section XI: Examiner’s Record Sheets**
This section in the book contains hard copies of all of the reproducible examiner’s record sheets used to administer and summarize ARI data. The PDToolkit includes an electronic version of the ARI E ① ② ③ Record Sheet, offering the option to record electronically three of the five assessment elements.
SECTION I

Overview

This section defines the *Analytical Reading Inventory (ARI)*, answers some commonly asked questions about the *ARI*, and briefly overviews each section.

**SECTION HIGHLIGHTS**

Like Doctors—Like Other Professionals—Like Teachers 2
What Is the *Analytical Reading Inventory (ARI)*? 2
How Does the *ARI* 10th Edition Benefit You? Five Important Reasons 2
Which Students Should Be Given *ARI* Assessments? 3
When Can *ARI* Assessments Be Administered? 3
What Is Included in Each Section? 4
LIKE DOCTORS—LIKE OTHER PROFESSIONALS—LIKE TEACHERS

A competent doctor assesses the status of a patient’s health in relationship to the standards for good health. She records and summarizes data. Based upon the results, she identifies a treatment focus, reports the results to a patient and other loved ones, and prescribes data-driven treatment. Over time, the doctor monitors the patient’s progress, and makes treatment adjustments when necessary. A plumber, project engineer, carpenter, lawyer, construction manager, CEO, fast-food restaurant manager, auto mechanic, or basketball, football, hockey, baseball, volleyball, and soccer coaches—all successful professionals engage in the same professional process of assessment and data-driven, focused instruction.

As students progress through our K–12 classrooms, the reading requirements, across all content areas, increase in volume and complexity. No matter where you teach in the progression of a student’s years in school, in order to do your job with competence, you must know how to match and challenge your students’ current preparedness with the reading expectations in your classroom. In relationship to the Common Core State Standards for English and Language Arts, you need to find out each student’s strengths and weaknesses, enabling you to select the most fitting instruction. Specifically, in relationship to the common core standards, you need to know how to record data about a student’s current ability to read both literature and informational texts, summarize the data, identify an instructional focus, and report results to students, family members, and other professionals. After providing common core standards-driven instruction, over time, you need to monitor a reader’s progress, and make instructional adjustments.

WHAT IS THE ANALYTICAL READING INVENTORY (ARI)?

The Analytical Reading Inventory (ARI) is an informal reading inventory (IRI) designed to determine a student’s reading level, and also to establish an instructional plan for improvement. The ARI is comprised of a series of literature and informational text reading passages of increasing difficulty, Preprimer through Level 9, and can be used with very young readers through high school readers. The student reads a passage from the Reader’s Passages section as the examiner records quantitative and qualitative common core standards data on the Examiner’s Passage Record Sheets. The record sheets are thoughtfully organized, making it reasonable and easy to record data, summarize data, identify an instructional focus, and report data directly from the record sheets.

HOW DOES THE ARI 10TH EDITION BENEFIT YOU? FIVE IMPORTANT REASONS

1. The ARI 10th edition offers two assessment scenarios.
   A. Case Study—Reading Levels Independent Through Frustration is intended to be used by:
      • educators first learning how to administer the ARI, classroom teachers who wish to refresh IRI assessment skills for classroom use, reading specialists, Title I teachers, special education teachers, and school psychologists who must assess a student for special placement.
   B. Quick Assessments provide means of collecting in-depth data in a short amount of time. These assessments are intended to be used by:
      • classroom teachers, reading specialists, Title I teachers, special education teachers, and school psychologists who already know how to administer the ARI. Quick Assessments are used for placement of new students; as whole-class beginning-, middle-, and end-of-year assessments; or as progress monitoring after a period of instructional focus.
2. **Examiner’s Passage Record Sheets** are organized into five *ARI* Assessment/Instruction Elements (A/I E). The five elements cover the gamut of reading assessment and instruction, and each element is matched with the corresponding Common Core State Standards (CCSS) for English Language Arts.

- A/I E ① Prior Knowledge/Prediction
- A/I E ② Miscues and Cueing Systems
- A/I E ③ Fluency
- A/I E ④ Retelling and Summary Statement
- A/I E ⑤ Comprehension Question Response

The A/I E ① ③ ④ Record Sheets can be completed electronically. These time-saving record sheets contain the Assessment/Instruction Elements Prior Knowledge/Prediction, Fluency, and Retelling and Summary Statement.

3. The *ARI* Examiner’s Passage and Summary Record Sheets, Q & Q Summary Case Study Record Sheet, and Q & Q Summary Trifold Record Sheet are thoughtfully organized, making it reasonable and easy for you to record, summarize, and report both quantitative and qualitative (Q & Q) data. To identify a common core standards instructional focus on the record sheet, merely highlight the common core standards that emerge as an instructional need. To report results, you will talk directly from the conference-ready record sheets. Nothing has to be rewritten or transferred.

4. The PDToolkit is a website accompanying the text that offers the learning tools needed to administer the *ARI*, summarize data, select an instructional focus, and report results. Currently, the following multimedia resources, which include video, audio, Word, and PDF formats, are available: a case study, assessment and summary demonstrations, presentation models, record sheets, practice experiences, presentation charts, quick assessments, electronic record sheets, and other electronic templates.

5. **Common Core Standards Instructional Strategies**, for each of the common core standards matched to Assessment/Instruction Elements, are recommended in *Section VII, Transition to Instruction*, pages 81–104.

**WHICH STUDENTS SHOULD BE GIVEN ARI ASSESSMENTS?**

It is important that teachers record comprehensive common core standards data and monitor the progress of all students: gifted, remedial, and all readers in between! Readers—kindergarten through high school—can be given the *ARI*.

Regardless of their ages or grade levels, readers of all ability are sitting in today’s classrooms. They include children who are reading far ahead of their peers, children who are experiencing difficulties as texts become more complex, and children who have been experiencing reading problems since the beginning of school. Because each student’s success in school depends on his or her ability to read—across all grade levels, across all content areas—teachers need to know as much as possible about how the students in their classrooms, reading labs, and gifted programs process text.

**WHEN CAN ARI ASSESSMENTS BE ADMINISTERED?**

Forms A, B, C, S, and SS provide multiple passages to choose from, enabling you to administer an *ARI* assessment at the beginning, middle, and end of the school year. Quick Assessments offer flexibility because you can use one or two passages from reading material you are currently using for classroom reading assignments. The templates upon which you type text are found within the PDToolkit.
WHAT IS INCLUDED IN EACH SECTION?

SECTION II  ARI Examiner’s Passage and Passage Summary Record Sheets Model

This section demonstrates how the ARI Examiner’s Passage and Passage Summary Record Sheets make it reasonable and easy for you to record and summarize qualitative and quantitative common core standards data, identify a common core standards instructional focus, and report results.

SECTION III  ARI for Your Reference

Use this section as a reference, repeatedly referring to it as you learn how to give the ARI, and as you continue to use the ARI in your classroom. Topics such as the value of Q & Q analysis, CCSS matched to the five ARI Assessment/Instruction Elements, a quick reference to ARI vocabulary, List of Passage Titles, and Passage Word Counts are included.

SECTION IV  Directions—Reading Levels Independent Through Frustration

This section provides easy-to-follow directions for giving a multi-passage case study assessment, Reading Levels Independent Through Frustration. This section is conveniently organized so you may repeatedly refer to it to acquire the practice it takes to develop your assessment expertise. PDToolkit resources accompany the direction steps.

SECTION V  Directions—Summarize Data, Identify Instructional Focus, and Report Results

This section includes directions for learning how to summarize data, identify an instructional focus, and report results. PDToolkit videos demonstrate how an examiner summarizes data, identifies instructional priorities, and prepares for a conference.

SECTION VI  ARI Quick Assessments

As well as multi-passage case study assessment, the ARI offers classroom teachers, reading specialists, special education teachers, Title I teachers, and school psychologists comprehensive Quick Assessments aligned with the common core standards. These time savers can be used for placement of new students; as a whole-class beginning-, middle-, and end-of-year assessment; or for periodic progress monitoring of selected students. Teachers say that the Q & Q Summary Trifold Record Sheet is extraordinarily useful. This section is accompanied by a series of videos demonstrating how the Quick Assessments are administered, how to summarize data, how to select an instructional focus, and how to conduct a conference.

SECTION VII  Transition to Instruction

After summarizing the results, you will select an instructional focus. This section recommends common core standards instructional strategies for each Assessment/Instruction Element.
SECTION VIII  ARI Development and Validation

Considerable effort was devoted toward establishing the content validity and passage-level accuracy of the ARI Reader’s Passages. This section contains descriptions of field testing done for past editions, readability and vocabulary diversity scores for all ARI passages, and other topics.

SECTION IX  Appendix

This section includes the answer keys that correspond to each of the ARI practice exercises found in Section IV, Directions—Reading Levels Independent Through Frustration and Section VI, ARI Quick Assessments. It also provides the research references used during the development of the 10 ARI editions.

SECTION X  Model Case Study—Reading Levels Independent Through Frustration

This section includes a case study model for reading levels independent through frustration. The model offers you the chance to listen to a reader and to practice recording data, summarizing data, identifying an instructional focus, and reporting results. The model supports your learning ease with written documentation and accompanying PDToolkit audio and video resources.

SECTION XI  Examiner’s Record Sheets

This section includes all reproducible record sheets in one convenient, easy-to-find location. A/I E ① ③ ④ Record Sheets can be completed electronically. Included are:

- Introduction
- Electronic Record Sheets
  - A/I E ① ③ ④ With Literature Forms A, B, or C
  - A/I E ① ③ ④ With Informational Text Forms S or SS
- Q & Q Summary Record Sheets
  - Q & Q Summary Case Study Record Sheet—Reading Levels Independent Through Frustration
  - Q & Q Summary Trifold Record Sheet
- Whole Class Record Sheets
  - Whole Class Record Sheet—Reader Commitment
  - Whole Class Record Sheet—Reading Level With Grade Level Text
- Examiner’ Passage and Passage Summary Record Sheets
  - Form A: Word Lists and Literature Passages Preprimer–Level 9
  - Form B: Word Lists and Literature Passages Preprimer–Level 9
  - Form C: Word Lists and Literature Passages Preprimer–Level 9
  - Form S: Informational Text Science Passages Level 1–Level 7
  - Form SS: Informational Text Social Studies Passages Level 1–Level 7

ARI Reader’s Passages

This section is for the reader’s use, and includes passages for all forms: A, B, C, S, and SS. The reader reads from the Reader’s Passages section as you record data on the corresponding Examiner’s Passage Record Sheet. To prepare the Reader’s Passages section for use, tear the section out of this book, trim the left edge, three-hole punch it, and place it in a binder.
SECTION II

Examiner’s Passage and Passage Summary Record Sheets Model

This section demonstrates how the ARI Examiner’s Passage and Summary Record Sheets make it reasonable and easy for you to record and summarize qualitative and quantitative Common Core State Standards (CCSS) data, identify a common core standards instructional focus, and report results.
INTRODUCTION

In this section you will review a model of the Examiner’s Passage and Summary Record Sheets:

- Model 1: A/I E ① Miscues and Cueing Systems Record Sheet (p. 11)
- Model 2: A/I E ① ② ④ Record Sheet (p. 12)
- Model 3: A/I E ② Comprehension Question Responses Record Sheet and Q & Q Passage Summary Record Sheet (p. 13)

You will use these record sheets, in all ARI forms—Forms A, B, C, S, and SS—to record data and summarize results for each passage read by the reader. The sheets are thoughtfully organized to make it reasonable and easy for you to:

1. record CCSS data,
2. summarize CCSS data—quantitative and qualitative (Q & Q),
3. select a common core standards instructional focus, and
4. report Q & Q results.

The content of each record sheet includes one or more of the five ARI Assessment/Instruction Elements (A/I E). Each A/I E is matched to the corresponding Common Core State Standards for English Language Arts. Each A/I E measures quantitative and/or qualitative data.

- A/I E ① Prior Knowledge/Prediction (qualitative)
- A/I E ② Miscues and Cueing Systems (quantitative and qualitative)
- A/I E ③ Fluency (qualitative)
- A/I E ④ Retelling and Summary Statement (qualitative)
- A/I E ⑤ Comprehension Question Responses (quantitative and qualitative)

ARI Assessment/Instruction Element and CCSS Match

As you review the record sheets on the following pages, notice the dotted-lined textbox located next to each A/I E. This textbox lists the common core standards that match each element. For example, look at the A/I E ① ③ ④ Record Sheet, page 12. Notice that A/I E ④ Retelling and Summary Statement is matched to CCSS Reading Standards #2 and #3, Speaking and Listening Standards #4 and #6, and Language Standards #1 and #4.

In the common core standards document, Reading Standards #2 and #3 (retell; recount key details from a text; determine the central message, etc.), Speaking and Listening Standards #4 and #6 (report on a topic or text; tell story in an organized manner using appropriate facts and relevant descriptive details; speak in complete sentences), and Language Standards #1 and #4 (demonstrate command of conventions of standard English grammar, and produce complete simple and compound sentences) all relate to one another.

In the ARI, when you summarize the data from a reader’s retelling, you will record and summarize data for reading, speaking, listening, and language standards. Document the data on the Q & Q Passage Summary Record Sheet, page 13, under Qualitative Strengths in the checkboxes indicated as:

④ Retelling and Summary Statement

- Retold All Descriptors
- Retold in Order
- Vocab. (Vocabulary) Matched Author’s
- Sentences Com. (Compound) & Grammatical
- Sum. (Summary) Statement Adequate
Why the Five Elements Are Called Assessment/Instruction Elements

Each Assessment/Instruction Element (A/I E) measures specific common core standards of English language proficiency. The purpose of assessment is to pinpoint a reader’s strengths and needs in relationship to grade-level common core standards expectations. Based upon assessment results, the purpose of instruction is to plan and teach instructional strategies that match the reader’s needs. For each A/I E, common core standard instructional strategies are recommended in Section VII, Transition to Instruction.

How to Use Each Record Sheet

A/I E ② Miscues and Cueing Systems Record Sheet

On this record sheet you will code the reader’s miscues, and document the various types of miscues (quantitative data). Also, you will document the reader’s use of three cueing systems (qualitative data).

Easily summarize the reader’s quantitative word recognition accuracy percentage for each possible miscue by using the already-calculated-for-you percentages located at the bottom of the record sheet.

A/I E ① ③ ④ Record Sheet

As you can see, three Assessment/Instruction Elements are placed on this record sheet. This sheet is universal in the sense that it can be used for all ARI forms (Forms A, B, C, S, SS) and across all passage levels. Each A/I E on this sheet renders qualitative data.

There are two versions of this record sheet. Notice that on the A/I E ④ Retelling and Summary Statement portion, page 154, literature descriptors are measured. On the other version, page 155, informational text descriptors are measured. Retelling descriptors for literature differ from retelling descriptors for informational text; thus, one record sheet is designated for Literature, Forms A, B, or C (p. 154), and one sheet for Informational Text, Forms S or SS (p. 155).

This record sheet can be filled out electronically or written by hand. Many teachers find it faster to type, for example, a reader’s retelling. If you choose the electronic version, you will find it within the PDToolkit.

If you choose to record responses by hand, a hard copy of each version is located in Section XI, Examiner’s Record Sheets. Copy one stack for literature and another stack for informational text, providing you with multiple copies that will last for many assessment sessions.

A/I E ⑤ Comprehension Question Responses Record Sheet

The A/I E ⑤ Comprehension Question Responses Record Sheet shares a page with the Q & Q Passage Summary Record Sheet.

The RIF, PIT, CAR, and EAS types of comprehension questions render qualitative data, whereas the number of comprehension question errors renders the quantitative data. The score for comprehension question errors is expressed as an accuracy percentage. After the final comprehension question, there is a textbox showing the precalculated accuracy percentage for each possible question error. Merely count the number of errors and record the corresponding accuracy percentage. No calculator is needed.
Q & Q Passage Summary Record Sheet

On this record sheet, you will summarize quantitative and qualitative passage data. You will skim back through all A/E record sheets, reviewing the reader's responses to each assessment element. Then, fill in the Q & Q Passage Summary Record Sheet, including the following:

1. Enter the already-calculated-for-you quantitative word recognition and comprehension accuracy percentages.
2. Highlight, on the Reading Levels graph, the approximate location of the reader’s quantitative word recognition and comprehension accuracy percentages.
3. Check the boxes under Qualitative Strengths that describe the reader’s qualitative strengths. If you leave boxes unchecked, you are essentially reporting that within the passage, common core standard expectations were not met.

Identify an Instructional Focus

In the Qualitative Strengths textbox, based upon the data from the passage, highlight one, two, or three standards that you feel need instructional support. Teach the selected standards for a period of time, and then use a one-passage Quick Assessment to monitor progress. Section V, Directions—Summarize Data, Identify Instructional Focus, and Report Results provides thorough directions and PDToolkit provides video support.

Report Results

If you are preparing a case study that includes passage levels independent through frustration, compile the record sheets for each passage, fill out the easy-to-use Q & Q Summary Case Study Record Sheet—Reading Levels Independent Through Frustration, and staple them all together.

If you administered a Quick Assessment, fill out the Q & Q Summary Trifold Record Sheet, and staple all of the record sheets together.

To prepare for a conference, there is no need to transfer the data to another record sheet or to rewrite any data in another format. All documentation is automatically ready for a student, family member, or educator conference.

During a conference, like an expert, talk directly from all record sheets. As you talk through each element, show the reader's actual responses to provide the evidence that supports the results.

A conference report such as this makes the data far more understandable, telling the story about a reader's current status through the expectations of the grade-level common core standards.
Form C Level 3  Belonging to the Club (149 words)

Reader's Passages  p. 36

1. This was the sign that Jack read as he stood outside the neighborhood kids' clubhouse.

2. FOR NEIGHBORHOOD TIGERS ONLY!

3. KNOCK ONE HUNDRED TIMES

4. AND SAY THE SECRET WORD

BEFORE ENTERING!

5. Jack was a new boy, and he really wanted to belong to the club.

6. "How can I get the kids to agree to let me belong? (thought)"

7. Suddenly, he dashed home and soon returned with a bucket of yellow paint, one of black, and several brushes. He began pounding on the clubhouse door.

8. "I'm knocking one hundred times!" he shouted. "I don't know the secret word," he declared, "but I have something important to tell everyone! I'm the new boy," he explained. "Since the name of your club is Tigers, I thought you might want to paint your clubhouse yellow with black stripes!" All the kids thought this was a great idea and quickly invited Jack to belong!
A/1 E ① Prior Knowledge/Prediction

1. Read the title and predict what the story is about. About somebody who belongs to a club.
2. What do you already know about belonging to a club?
   R: My mom belongs to a club.
3. Read the first two sentences and add more to your prediction.
   There's a sign outside this club that says, “For Neighborhood Triggers Only.”

Prior Knowledge: ② a lot ① some ③ none

A/1 E ② Fluency

Fluency: Does the reader...
☐ read smoothly, accurately, in meaningful phrases?
☐ read word-by-word, choppy, plodding (more so)
☐ repeat words and phrases because s/he is:
  ☐ using context to self-correct?
  ☐ trying to sound out words?
☐ use pitch, stress, and intonation to convey the meaning of the text? (a little)
☐ use punctuation to divide the text into units of meaning? (most times)
☐ ignore punctuation? (belong on line 5)

Fluency Rating Scale:
☐ ② fluent reading/good pace
☐ ① fairly fluent/reasonable pace
☐ ③ choppy, plodding/slow pace
☐ ④ clearly labored, disfluent/very slow pace

A/1 E ③ Retelling/Summary Statement

Retelling:
It’s about a boy who wants to belong to a club. And he gets some paint and is banging on the door. He asked the kids if they wanted to paint the place yellow and black. And they thought it was a good idea, and they asked Jack to join.

P: Why do you think Jack chose yellow and black paint?
R: He likes those colors.

Summary Statement:
He wants to belong to the club.

A/1 E ④ Retelling/Summary Statement

CCSS/ARI MATCH
- Reading Literature and Informational Text #1
- preview text features and logically predict who, where, when, and what, concept or issue
- Reader/Task Considerations
- apply prior knowledge from personal experience or previous texts to make a logical prediction
- Speaking/Listening #6 (see Retelling)
- Language #1, 4 (see Retelling)

Retelling:
It's about a boy who wants to belong to a club. And he gets some paint and is banging on the door. He asked the kids if they wanted to paint the place yellow and black. And they thought it was a good idea, and they asked Jack to join.

P: Why do you think Jack chose yellow and black paint?
R: He likes those colors.

Summary Statement:
He wants to belong to the club.

CCSS/ARI MATCH
- Reading Literature and Informational Text #2, 3
- retell story key details, central message or theme
- character analysis
- summary statement
- characters, settings, major events
- identify main topic and retell key details in informational text
- Speaking/Listening #4, 6
- report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas, themes
- speak in complete sentences appropriate for task and situation, providing details and clarification
- Language #1, 4
- demonstrate command of standard English grammar and usage produce complete simple and compound sentences

Literature Descriptors:
Main Character(s) ① All ② Some ③ None
Time and Place ① All ② Some ③ None
Problem ① All ② Some ③ None
Plot Details/Sequence ① All ② Some ③ None
Turning Point ① All ② Some ③ None
Resolution ① All ② Some ③ None

Reader's Retelling:
☑ most details, logical order
☑ some details, some order
☐ few details, disorder

Summary Statement:
☑ adequate
☑ not adequate
**Model 3: A/E-C Comprehension Question Responses Record Sheet**

**Examiner’s Passage and Passage Summary Record Sheets Model**

**SECTION II**

**Model 3: A/I E-C Comprehension Question Responses Record Sheet**

**Q & Q Passage Summary Record Sheet**

**Form C Level 3 Belonging to the Club (149 words)**

- **Reader:** Jenny W.
- **Grade:** 4
- **Date:** 10 September 2014

**Quantitative Accuracy**

**Reading Levels**

- **Word Recognition**
  - Independent (IND): 100%-99.0%
  - Definite Instructional (DI): 98.9%-95.0%
  - Transitional Instructional (TI): 94.9%-90.1%
  - Frustration (FR): 90.0% & below

- **Comprehension**
  - 100%-99.0%
  - 98.9%-95.0%
  - 94.9%-90.1%
  - 90.0% & below

**Qualitative Strengths**

- **Word List** Sentences Compound (Com.) & Grammatical Syntax
- **Prior Knowledge/Preknowledge**
  - Had/Used Prior Knowledge
  - Prediction from Title
  - Logical Predictions
  - Added to Prediction
  - Sents. Com. & Grammatical

- **Mismatches/Cueing Systems**
  - Self-Corrected a Lot
  - Most Mismatches—No Change in Meaning (NCM)
  - Most Used Cueing System...
  - Graph: □
  - Synt.: □
  - Sem.: □

- **Fluency Rating**
  - 1 2 3 4 5
  - Reading Rate: 4

- **Retelling/Sum. St.**
  - Retell All Descriptors
  - Retell in Order

- **Vocabulary Match**
  - Author’s Sentences Comp. & Grammatical
  - Sum. Statement Adequate

- **Comp. Responses**
  - RIF PIT CAR EAS
  - Vocabulary Matched Author’s Sentences Comp. & Grammatical

- **Emotional Status**
  - Confident

**With this passage, the reader is at the:**

- Independent Reading Level
- Definite Instructional Reading Level
- Transitional Instructional Reading Level
- Frustration Reading Level

**This AR/ passage level is:**

- Above Reader’s Grade Level
- At Reader’s Grade Level
- Below Reader’s Grade Level

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**Comprehension Question Responses Record Sheet**

**Q & Q SUMMARY**

- **# Miscues:** 13
  - **% Accuracy:** 93.1%

- **# Errors:** 56
  - **% Accuracy:** 56.7%

- **Self-Corrections:** □ a lot □ some □ few

- **CCSS/ARI MATCH**
  - Reading Literature and Informational Text #s 1, 2, 3, 4
  - ask and answer questions with key details (RF, PIT)
  - ask and answer questions that demonstrate understanding (all ARI question types)
  - cite strong, thorough evidence for analysis (EAS)
  - describe the connections between pieces of information within the text (EAS, PIT)
  - determine the central message (RIF)
  - determine the meaning of words and phrases as they are used in the text (CAR)
  - Speaking/Listening Language #s 1, 4

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**Reader’s Passage and Passage Summary Record Sheets Model**

- **Reader:** Jenny W.
- **Paragraph:**
  - **(RIF) 1.** Who is the main character in this story? (Jack)
  - **(PIT) 2.** Why does Jack want to belong to the club? (He is the new boy and wants to make new friends)
  - **(CAR) 3.** What do you know about the word **belong**? (to be a member, to have a rightful place)
    - What does the word **belong** have to do with this story? (Jack wants the kids to agree to let him belong to the club)
  - **(RIF) 4.** What did Jack dash home to get? (bucket of yellow paint, one of black, & several brushes)
  - **(PIT) 5.** Why did Jack knock one hundred times on the clubhouse door? (The sign said to do that; he has something important to tell the club members)
  - **(CAR) 6.** What do you know about the phrase **secret word**? (clubs have a secret password; only members know the word)
    - What does the phrase **secret word** have to do with this story? (Jack says he doesn’t know the secret word)
  - **(RIF) 7.** What was Jack’s clever idea? (because the club’s name is Tigers, Jack thought they might want to paint the clubhouse yellow with black stripes)

**Q & Q SUMMARY**

- **With this passage, the reader is at the:**
  - Independent Reading Level
  - Definite Instructional Reading Level
  - Transitional Instructional Reading Level
  - Frustration Reading Level

- **This AR/ passage level is:**
  - Above Reader’s Grade Level
  - At Reader’s Grade Level
  - Below Reader’s Grade Level