

UNIT 1.1
Assessment Guide



Stand Up for Yourself

stari

Strategic Adolescent
Reading Intervention

Table of Contents · by Lesson

Assessment Guide

Lesson	Type	Component	Skill	Pages
Lesson 1	Pre-Assessment	Decoding & Comprehension Strategies	<i>compound words, consonant blends, summarizing, clarifying</i>	11-14
	Pre-Assessment	Fluency	<i>accuracy, rate, phrasing, expression</i>	23-27
Lesson 10	Progress Monitoring	Decoding	<i>compound words</i>	15
Lesson 13	Pre-Assessment	Discussion	<i>partner talk in fluency</i>	3-9
Lesson 15	Pre-Assessment	Discussion	<i>partner talk in partner reading</i>	3-9
	Progress Monitoring	Comprehension Strategies	<i>clarifying</i>	16
Lesson 21	Pre-Assessment	Discussion	<i>whole group discussion in guided reading</i>	3-9
Lesson 22	Progress Monitoring	Fluency	<i>accuracy, rate, phrasing, expression</i>	29-30
Lesson 24	Progress Monitoring	Comprehension Strategies	<i>summarizing</i>	17
	Progress Monitoring	Decoding	<i>consonant blends</i>	18
Lesson 35	Post-Assessment	Discussion	<i>partner talk in fluency</i>	3-9
Lesson 37	Post-Assessment	Discussion	<i>partner talk in partner reading</i>	3-9
Lesson 41	Post-Assessment	Discussion	<i>whole group discussion in guided reading</i>	3-9
Lesson 45	Post-Assessment	Discussion	<i>debate</i>	3-9
Lesson 46	Post-Assessment	Fluency	<i>accuracy, rate, phrasing, expression</i>	31-43
	Post-Assessment	Decoding & Comprehension Strategies	<i>compound words, consonant blends, summarizing, clarifying</i>	19-22

Table of Contents · by Component

Assessment Guide

Discussion

Pages 3-9

Lesson	Type	Skill
Lesson 13	Pre-Assessment	<i>partner talk in fluency</i>
Lesson 15	Pre-Assessment	<i>partner talk in partner reading</i>
Lesson 21	Pre-Assessment	<i>whole group discussion in guided reading</i>
Lesson 35	Post-Assessment	<i>partner talk in fluency</i>
Lesson 37	Post-Assessment	<i>partner talk in partner reading</i>
Lesson 41	Post-Assessment	<i>whole group discussion in guided reading</i>
Lesson 45	Post-Assessment	<i>debate</i>

Decoding

Pages 11-22

Lesson	Type	Skill	Pages
Lesson 1	Pre-Assessment	<i>compound words, consonant blends</i>	11-14
Lesson 10	Progress Monitoring	<i>compound words</i>	15
Lesson 24	Progress Monitoring	<i>consonant blends</i>	18
Lesson 46	Post-Assessment	<i>compound words, consonant blends</i>	19-22

Comprehension Strategies

Pages 11-22

Lesson	Type	Skill	Pages
Lesson 1	Pre-Assessment	<i>summarizing, clarifying</i>	11-14
Lesson 15	Progress Monitoring	<i>clarifying</i>	16
Lesson 24	Progress Monitoring	<i>summarizing</i>	17
Lesson 46	Post-Assessment	<i>summarizing, clarifying</i>	19-22

Fluency

Pages 23-43

Lesson	Type	Skill	Pages
Lesson 1	Pre-Assessment	<i>accuracy, rate, phrasing, expression</i>	23-27
Lesson 22	Progress Monitoring	<i>accuracy, rate, phrasing, expression</i>	29-30
Lesson 46	Post-Assessment	<i>accuracy, rate, phrasing, expression</i>	31-43

Introduction

This assessment guide offers multiple assessments in each of the major components of STARI: decoding, fluency, comprehension, and discussion and debate. The assessments are meant to provide evidence as to whether a student is making progress in literacy skills during the time they participate in STARI. They may also be used to assign grades if your school/district requires STARI to be a graded class.

There are several different types of assessments in this guide:

Decoding and Comprehension

Pre- and Post-Assessments: For decoding and comprehension, we have created pre- and post-tests for students to take at the beginning and at the end of the unit. The pre- and post-assessments measure the specific comprehension and decoding skills taught in this unit. The pre-assessment will allow you to set a baseline for what your students know, and the post-assessment will allow you to assess growth.

Progress Monitoring Assessments: In addition, we have flagged specific activities that students will complete during the unit as progress monitoring assessments. We suggest that you collect and score these workbook pages and use the results to inform your teaching: are students ready to move on, do you need to reteach specific skills to the whole class, or do you need to pull a small group for additional practice in particular skills?

Fluency

Pre- and Post-Assessments: This assessment guide contains a formal running record to measure students' fluency at the beginning of the unit and another one for the end of the unit. These assessments may be used to set a baseline and measure student growth and to assign students to appropriate fluency levels for Unit 1 (using the results of the pre-assessment) and for Unit 2 (using the results of the post-assessment). These assessments are optional, and the teacher lesson plans provide guidance for assigning students to fluency levels without using these assessments.

Progress Monitoring Assessment: Students record their words per minute daily during fluency practice, so it is easy to monitor their progress in reading rate. However, we encourage you to attend to aspects of fluency other than rate, including accuracy, phrasing, expression, and comprehension. We have provided some guidance around how to assess these aspects of fluency at the midpoint of the unit.

Discussion

Progress Monitoring Assessments: Students engage in discussion every day of a STARI unit. To support your assessment of discussion, we have provided a discussion checklist to assess your students' current performance and flagged specific lessons that will provide good opportunities to assess discussion. We have also provided a Talk Moves Reflection chart, which offers some guidance in how to improve student discussion in your classroom. We hope that by using this checklist multiple times during the unit, you will see growth in your students' ability to engage in productive academic discussion.

Debate

There is also a debate at the end of the unit. We have provided a debate rubric that you may use to assess your students' ability to present a strong argument.

This page intentionally left blank for printing purposes.

Overview

You can assess discussion at several points throughout the unit and in several contexts, including during Day 2 **fluency** discussions, **partner reading** discussions, or during **guided reading** discussions (see chart on the right for suggested opportunities to assess discussion).

You may also consider assessing discussion during the end-of-unit **debate**.

	<i>Pre-Assessment</i>	<i>Post-Assessment</i>
Fluency	Lesson 13	Lesson 35
Partner reading	Lesson 15	Lesson 37
Guided reading	Lesson 21	Lesson 41
Debate		Lesson 45

You can take 'live' written notes on student discussion or record discussion and analyze it later. Use the Classroom Snapshot Recording Form - Discussion Checklist when you observe fluency passage discussion, partner work, or guided reading. Choose several students to observe at a time, and try to observe everyone over several days. Debate has its own rubric.

Materials:

- ▶ **Recording devices (optional)**
- ▶ **Classroom Snapshot Recording Form - Discussion Checklist**

for teacher use

1 copy per class for each discussion assessment opportunity

pp. 5-6

- ▶ **Classroom Snapshot Recording Form - Debate Rubric**

for teacher use

1 copy per student

p. 9

This page intentionally left blank for printing purposes.

Classroom Snapshot Recording Form: Discussion Checklist

1 copy per class

Date: _____

Lesson: _____

Circle one:

Fluency Partner Reading Guided Reading Other: _____

Circle one:

Pre-Assessment Post-Assessment Other: _____

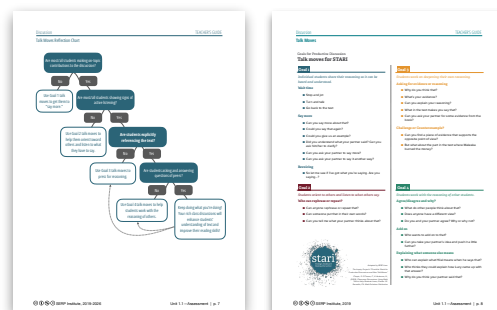
Fill in the discussion checklist with your students' names. Tally the types of talk each student engages in within the chart.

Student Name	makes an on-topic contribution e.g., "Kids are looking shocked."	actively listens to peers e.g., eyes on speaker, quiet when others are talking	explicitly references the text e.g., "The bottom of the page shows a kid yanking the power cord."	responds to peers' ideas e.g., "Can you explain that?"

Classroom Snapshot Recording Form: Discussion Checklist

1 copy per class

- Once you have filled in the sheet, use the **Talk Moves Reflection Chart** on *page 7* and the **Goals for Productive Discussion** on *page 8* to plan your next teaching moves.



Reflect on your class as a whole. Jot some notes about what you will do next to improve whole-class and/or partner discussions.

Now let's think about individual students.

First, identify any students whose performance in discussion is at a lower level than the class as a whole. List their names here.

How will you support those students? (i.e., Which partnerships will you focus on? Which talk goals will you focus on? Which talk moves will you use?)

Then, identify students whose performance in discussion is at a higher level than the class as a whole. List their names here.

How will you push those students to continue to improve? (i.e., Which partnerships will you focus on? Which talk goals will you focus on? Which talk moves will you use?)

Talk Moves Reflection Chart



Talk Moves

Goals for Productive Discussion
Talk moves for STARI**Goal 1**

Individual students share their reasoning so it can be heard and understood.

Wait time

- Stop and jot
- Turn and talk
- Go back to the text

Say more

- Can you say more about that?
- Could you say that again?
- Could you give us an example?
- Did you understand what your partner said? Can you ask him/her to clarify?
- Can you ask your partner to say more?
- Can you ask your partner to say it another way?

Revoicing

- So let me see if I've got what you're saying. Are you saying...?

Goal 2

Students orient to others and listen to what others say.

Who can rephrase or repeat?

- Can anyone rephrase or repeat that?
- Can someone put that in their own words?
- Can you tell me what your partner thinks about that?



Adapted by SERP from:

The Inquiry Project's "Checklist: Goals for Productive Discussions and Nine Talk Moves"

Chapin, S. O'Connor, C., & Anderson, N., (2009). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6*. Sausalito, CA: Math Solutions Publication

Goal 3

Students work on deepening their own reasoning.

Asking for evidence or reasoning

- Why do you think that?
- What's your evidence?
- Can you explain your reasoning?
- What in the text makes you say that?
- Can you ask your partner for some evidence from the book?

Challenge or Counterexample?

- Can you find a piece of evidence that supports the opposite point of view?
- But what about the part in the text where Maleeka burned the money?

Goal 4

Students work with the reasoning of other students.

Agree/disagree and why?

- What do other people think about that?
- Does anyone have a different view?
- Do you and your partner agree? Why or why not?

Add on

- Who wants to add on to that?
- Can you take your partner's idea and push it a little further?

Explaining what someone else means

- Who can explain what Hilal means when he says that?
- Who thinks they could explain how Lucy came up with that answer?
- Why do you think your partner said that?

Classroom Snapshot Recording Form: Debate Rubric

1 copy per student

Name: _____

Date: _____

Lesson: _____

Circle one score for Claim/Reasoning/Evidence and one score for Engagement

	☐ Claim ☐ Reasoning ☐ Evidence	Discussion Engagement
An Exemplary Argument	Student makes a compelling argument that strongly supports a claim, selects relevant evidence that supports that claim, and explains the connection between the evidence and the claim. A student's argument anticipates potential rebuttal(s). Student spontaneously uses academic words and phrases in the argument.	Student spontaneously explains his/her thinking, accurately attributes the ideas of others, and questions, builds on, or rebuts those ideas.
A Proficient Argument	Student makes an argument that supports a claim using clear reasoning and relevant evidence. Student uses academic words and phrases in the argument.	Student anticipates what others need to know to understand his/her ideas, and questions or challenges the ideas of others.
A Developing Argument	Student makes an argument that is not well developed with relevant evidence and reasoning to back up the claim. Student refers to the text to support ideas with prompting by the teacher or other students. Student uses academic words or phrases by relying on prepared sentence starters, sentence frames, or word walls.	Student discusses only his/her own ideas, with some effort to clarify meaning.
An Emerging Argument	Student states an opinion without reasoning or evidence. Student uses informal and imprecise language.	Student discusses only his/her own ideas, with little effort to clarify meaning.

Notes:

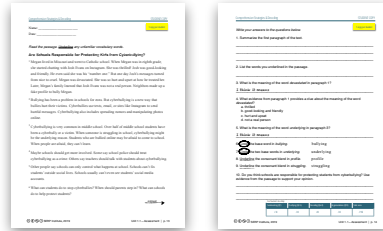
This page intentionally left blank for printing purposes.

Pre-Assessment

In Unit 1.1, we teach two comprehension strategies—*summarizing* (using the 5Ws) and *clarifying*—and two decoding strategies—identifying *base words* and *consonant blends*.

Materials:

- ▶ **Student Pre-Assessment**
for student use
1 copy per student



pp. 13-14

Answer Key

Summarizing (4 possible points)

1. Summarize the first paragraph of the text.

	Emerging (1 point)	Developing (2 points)	Proficient (3 points)	Exemplary (4 points)
Descriptor	Summary is missing key details or contains incorrect information.	Summary contains accurate information from the text but fails to identify the most important ideas.	Summary includes the most important details from the text.	Summary includes inferential information or links the story to a larger idea.
Example	Megan was bullying kids on Instagram.	Megan was thrilled when she starting chatting with Josh Evans.	When she was in eighth grade, Megan was cyberbullied, and she was hurt and upset.	In Missouri, when Meghan was in eighth grade, neighbors set up a fake on-line profile for her. This is a new way to bully people.

Clarifying (4 possible points: 1 point for each correct answer)

2. List the words you underlined in the passage to clarify.

The first step in clarifying is **identifying unfamiliar words**. There are a number of words in this passage that students are unlikely to know, including *devastated*, *eons*, *manipulating*, and *underlying*. If students have not identified any of these, they probably need support in noting unfamiliar words as they read.

3. What is the meaning of the word *devastated* in paragraph 1?

I think it means extremely sad.

4. What evidence from paragraph 1 provides a clue about the meaning of the word *devastated*?

- thrilled
- good-looking and friendly
- hurt and upset
- not a real person

5. What is the meaning of the word *underlying* in paragraph 2?

I think it means the real problem that lies underneath the surface.

Pre-Assessment

Decoding (4 possible points: 1 point for each correct answer)

6. Circle the base word in bullying.

bullying

7. Circle the two base words in underlying.

underlying

8. Underline the consonant blend in profile.

profile

9. Underline the consonant blend in struggling.

struggling

Argumentation (4 possible points)

10. Do you think schools are responsible for protecting students from cyberbullying? Use evidence from the passage to support your opinion.

One of the core beliefs of STARI is that students should be able to develop a stance toward text and state their evidence-based opinions about engaging topics, even while they are receiving support in foundational literacy skills. Your students' answers to Question 10 will help you assess their current levels of competence in this area.

	Emerging (1 point)	Developing (2 points)	Proficient (3 points)	Exemplary (4 points)
Descriptor	Student states an opinion without reasoning or evidence.	Student makes an argument that is not well developed with relevant evidence to back up the claim.	Student makes an argument that supports a claim using clear reasoning and relevant evidence.	Student makes a compelling argument, with a clear claim and relevant evidence, and makes a connection between the claim and the evidence. The student may anticipate and rebut counterarguments.
Example	Megan shouldn't let people pick on her.	It's not the school's fault if kids get bullied.	Schools can't prevent cyberbullying because it happens outside of school. Most schools don't have access to students' social media accounts so there is no way they can control what students do.	Schools need to do more to protect kids from cyberbullying because being bullied can affect their ability to learn. So, cyberbullying is the school's problem. Some people might say it's the parents' job to control what kids do outside of school, but if it involves more than one student, parents can't control someone else's child.

Name: _____

1 copy per student

Date: _____

Read the passage. Underline any unfamiliar vocabulary words.

Are Schools Responsible for Protecting Kids from Cyberbullying?

- ¹ Megan lived in Missouri and went to Catholic school. When Megan was in eighth grade, she started chatting with Josh Evans on Instagram. She was thrilled! Josh was good-looking and friendly. He even said she was his “number one.” But one day Josh’s messages turned from nice to cruel. Megan was devastated. She was so hurt and upset at how he treated her. Later, Megan’s family learned that Josh Evans was not a real person. Neighbors made up a fake profile to bully Megan.
- ² Bullying has been a problem in schools for eons. But cyberbullying is a new way that bullies hurt their victims. Cyberbullies use texts, email, or sites like Instagram to send hurtful messages. Cyberbullying also includes spreading rumors and manipulating photos online.
- ³ Cyberbullying is very common in middle school. Over half of middle school students have been a cyberbully or a victim. When someone is struggling in school, cyberbullying might be the underlying reason. Students who are bullied online may be afraid to come to school. When people are afraid, they can’t learn.
- ⁴ Maybe schools should get more involved. Some say school police should treat cyberbullying as a crime. Others say teachers should talk with students about cyberbullying.
- ⁵ Other people say schools can only control what happens at school. Schools can’t fix students’ outside social lives. Schools usually can’t even see students’ social media accounts.
- ⁶ What can students do to stop cyberbullies? When should parents step in? What can schools do to help protect students?

continued 

1 copy per student

Write your answers to the questions below.

1. Summarize the first paragraph of the text.

2. List the words you underlined in the passage.

3. What is the meaning of the word *devastated* in paragraph 1?

I think it means

4. What evidence from paragraph 1 provides a clue about the meaning of the word *devastated*?

- a. thrilled
- b. good-looking and friendly
- c. hurt and upset
- d. not a real person

5. What is the meaning of the word *underlying* in paragraph 3?

I think it means

6. Circle the base word in *bullying*. bullying

7. Circle the two base words in *underlying*. underlying

8. Underline the consonant blend in *profile*. profile

9. Underline the consonant blend in *struggling*. struggling

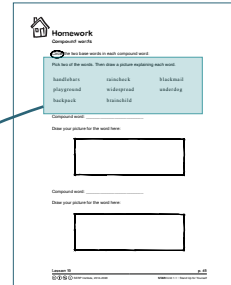
10. Do you think schools are responsible for protecting students from cyberbullying? Use evidence from the passage to support your opinion.

For Teacher's Use Only:

Summarizing (Q1)	Clarifying (Q2-5)	Decoding (Q6-9)	Argumentation (Q10)	Total score
/ 4	/ 4	/4	/ 4	/ 16

Progress Monitoring: Compound Words

Use **workbook p. 45, Homework assignment from Lesson 10**, to check in on students' understanding of compound words.



► **Answer Key**

Circle the two base words in each compound word:

Pick two of the words. Then draw a picture explaining each word.

handlebars
playground
backpack

raincheck
widespread
brainchild

blackmail
underdog

Additionally, students' pictures should demonstrate understanding of the words' meanings.

- ✓ If students chunk 7-8 compound words correctly (missing 0-1), they have mastered the first decoding skill of Unit 1.1
- If students chunk 5-6 compound words correctly (missing 2-3), they could benefit from more practice. Look for opportunities to reinforce chunking skills using words from unit texts and/or fluency passages.
- If students chunk 4 or fewer words correctly, they could benefit from reteaching Lessons 7 and 10.

Extra Practice

For small group extra practice, give each student several compound words on index cards and scissors to cut up each word into the two base words. Students scramble their cards and put them back together into meaningful words that they can share. Here are some suggested words for the index cards from the unit novel:

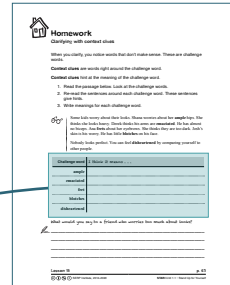
pushpin outdo backdoor stairway roommates

homemade skintight backpack

homework lunchroom blackboard milkshake

Progress Monitoring: Clarifying

Use **workbook p. 63, Homework assignment from Lesson 15**, to check in on students' clarifying skills.



► **Answer Key**

Challenge words	I think it means . . .
ample	large, wide, fat
emaciated	skinny, not muscular
fret	worry, feel bad
blotches	dots, spots, marks, pimples
disheartened	unhappy, sad, discouraged

Try to analyze student errors to determine which strategies students are using to infer the meanings of unfamiliar words.

For example, a student who guesses that *ample* means “skinny” may have guessed that Shana is worried about her skinny hips, without reading the next sentence: “She thinks she looks heavy.” This student needs to be taught to look for context clues outside of the sentence containing the unfamiliar word.

Some students may be too literal in using the familiar base word to infer the meaning of *disheartened*, guessing, for example that the word means “not heartened,” which they may translate into having “no passion” or “no courage.” These students should be praised for using a strategy that you have taught, but they need to learn to double check whether their inferred meaning makes sense in the sentence.

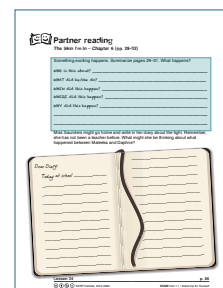
Also, students' response to the question at the bottom of the page should demonstrate comprehension of the topic.

Progress Monitoring: Summarizing

Use **workbook p. 86, Partner reading assignment from Lesson 24**, to check in on students' summarizing skills.

Things to think about as you read your students' answers:

- Do all their answers accurately reflect what they read in the text?
- Were they able to pull out the most important details?
- Were they able to make inferences about the W's that are not explicitly stated in the text (e.g., were they able to say that the when was "during the school day" or "between classes," or did they get stuck looking for a specific time or date?)



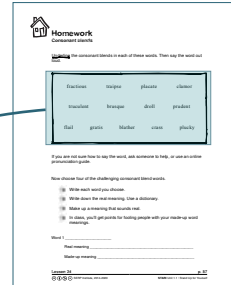
	Emerging (1 point)	Developing (2 points)	Proficient (3 points)	Exemplary (4 points)
Descriptor	Summary is missing key details or contains incorrect information.	Summary contains accurate information from the text but fails to identify the most important ideas.	Summary includes the most important details from the text.	Summary includes inferential information or links the story to a larger idea.
Example	Who: Char What: Set Maleeka up so she can fight Worm When: Where: In McClenton Middle School Why: Char was kissing Worm's boyfriend but she told her Maleeka was	Who: Maleeka What: She was walking down the hallway When: During lunch Where: At school Why: She wanted to show off her new clothes.	Who: Maleeka and Daphne What: They got into a fight When: During school Where: In the hallway Why: Daphne thought Maleeka kissed her boyfriend.	Who: Maleeka and Daphne What: The two girls fought When: During school Where: In the hallway Why: It happened because Daphne had just found out that Maleeka was kissing her boyfriend, but she wasn't. It was Charlese.

- Note that there is a range of acceptable responses:

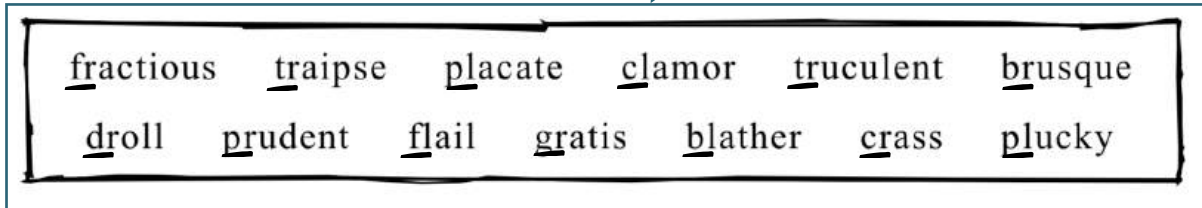
Who	Daphne and Maleeka	Miss Saunders	Daphne, Maleeka, and Miss Saunders
What	Are fighting	Breaks up a fight	Miss Saunders breaks up a fight between Daphne and Maleeka.
When	During the school day	Between classes	After English class
Where	In the hallway at school	McClenton Middle School	In the hallway
Why	Because Daphne thinks Maleeka was kissing her boyfriend	Because Daphne and Maleeka are fighting at school	Daphne wants to fight Maleeka because she thinks Maleeka was kissing Worm, but really Char was the one kissing Worm.

Progress Monitoring: Consonant Blends

Use **workbook p. 87, Homework assignment from Lesson 24**, to check in on students' understanding of consonant blends.



► **Answer Key**



You may wish to spot check students' ability to blend the sounds in these words when reading aloud. During fluency work and/or partner reading in Lesson 24, you may wish to circulate and ask individual students to read aloud selected words from the homework assignment.

Note: Even if they are able to identify and decode the consonant blends, students may still struggle to pronounce these words; for example, they may struggle with the vowel sounds in placate or gratis. These decoding skills will be taught in subsequent STARI units.

As evidence of mastery, you should look for students to be able to correctly identify the consonant blends in 11-13 of these words; however, remember that **identifying** consonant blends is not the purpose of this decoding strategy. The goal is for students to be able to **use their knowledge of blends to accurately** decode unfamiliar words.

Post-Assessment

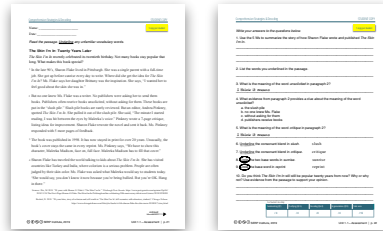
In Unit 1.1, we teach two comprehension strategies—*summarizing* (using the 5Ws) and *clarifying*—and two decoding strategies—identifying *base words* and *consonant blends*.

Materials:

► **Student Post-Assessment**

for student use

1 copy per student



pp. 21-22

Answer Key

Summarizing (4 possible points)

1. Summarize the first paragraph of the text.

	Emerging (1 point)	Developing (2 points)	Proficient (3 points)	Exemplary (4 points)
Descriptor	Summary is missing key details or contains incorrect information.	Summary contains accurate information from the text but fails to identify the most important ideas.	Summary includes the most important details from the text.	Summary includes inferential information or links the story to a larger idea.
Example	Who: Ms. Pinkney What: Wrote The Skin I'm In When: 1998 Where: Pittsburgh Why: It has stayed in print for over 20 years.	Who: Sharon Flake What: Got up before sunrise When: The late 90's Where: Pittsburgh Why: She was a single parent with a full-time job.	Who: Sharon Flake What: Wrote The Skin I'm In When: The late 90's Where: Pittsburgh Why: She wanted her daughter to feel good about the skin she was in.	Who: Sharon Flake What: Got up before sunrise to write The Skin I'm In When: the late 90's Where: Pittsburgh Why: She wanted to send a positive message to Black girls like her daughter.

Clarifying (4 possible points: 1 point for each correct answer)

2. List the words you underlined in the passage to clarify.

The first step in clarifying is **identifying unfamiliar words**. There are a number of words in this passage that students are unlikely to know, including *relevant*, *inspiration*, *unsolicited*, and *critique*. If students have not identified any of these, they probably need support in noting unfamiliar words as they read.

3. What is the meaning of the word *unsolicited* in paragraph 2?

I think it means without being asked.

4. What evidence from paragraph 2 provides a clue about the meaning of the word *unsolicited*?

- a. the slush pile
- b. no one knew Ms. Flake
- c. without asking for them
- d. publishers receive books

5. What is the meaning of the word *critique* in paragraph 2?

I think it means feedback, criticism, suggestions for improvement.

Post-Assessment

Decoding (4 possible points: 1 point for each correct answer)

6. Underline the consonant blend in slush.

slush

7. Underline the consonant blend in critique.

critique

8. Circle the two base words in sunrise.

sunrise

9. Circle the base word in reprint.

reprint

Argumentation (4 possible points)

10. Do you think *The Skin I'm In* will still be popular twenty years from now? Why or why not? Use evidence from the passage to support your opinion.

One of the core beliefs of STARI is that students should be able to develop a stance toward text and state their evidence-based opinions about engaging topics, even while they are receiving support in foundational literacy skills. Your students' answers to Question 10 will help you assess their current levels of competence in this area.

	Emerging (1 point)	Developing (2 points)	Proficient (3 points)	Exemplary (4 points)
Descriptor	Student states an opinion without reasoning or evidence.	Student makes an argument that is not well developed with relevant evidence to back up the claim.	Student makes an argument that supports a claim using clear reasoning and relevant evidence.	Student makes a compelling argument, with a clear claim and relevant evidence, and makes a connection between the claim and the evidence. The student may anticipate and rebut counterarguments.
Example	Yes. I liked <i>The Skin I'm In</i> .	I think <i>The Skin I'm In</i> will still be popular in 20 years. It's a good book.	<i>The Skin I'm In</i> will still be popular because it's such a good book. Ms. Pinkney said she was "hit between the eyes by Maleeka's voice." That means the book made a strong impression on her.	<i>The Skin I'm In</i> will still be relevant 20 years from now because colorism is still a problem. Some people might think that teenagers today have nothing to learn from a 20 year old book, but Maleeka gave advice that teenagers still need to hear: "You're ok. Hang in there." This advice could help someone who is being bullied.

Name: _____

1 copy per student

Date: _____

Read the passage. Underline any unfamiliar vocabulary words.

The Skin I'm In: Twenty Years Later

The Skin I'm In recently celebrated its twentieth birthday. Not many books stay popular that long. What makes this book special?

- ¹ In the late 90's, Sharon Flake lived in Pittsburgh. She was a single parent with a full-time job. She got up before sunrise every day to write. Where did she get the idea for *The Skin I'm In*? Ms. Flake says her daughter Brittany was the inspiration. She says, "I wanted her to feel good about the skin she was in."
- ² But no one knew Ms. Flake was a writer. No publishers were asking her to send them books. Publishers often receive books unsolicited, without asking for them. These books are put in the "slush pile." Slush pile books are rarely reviewed. But an editor, Andrea Pinkney, spotted *The Skin I'm In*. She pulled it out of the slush pile. She said, "The minute I started reading, I was hit between the eyes by Maleeka's voice." Pinkney wrote a 7-page critique, listing ideas for improvement. Sharon Flake rewrote the novel and sent it back. Ms. Pinkney responded with 5 more pages of feedback.
- ³ The book was published in 1998. It has now stayed in print for over 20 years. Unusually, the book's cover stays the same in every reprint. Ms. Pinkney says, "We have to show this character, Maleeka Madison, face on, full face. Maleeka Madison has to fill that cover."
- ⁴ Sharon Flake has traveled the world talking to kids about *The Skin I'm In*. She has visited countries like Turkey and India, where colorism is a serious problem. People are often judged by their skin color. Ms. Flake was asked what Maleeka would say to students today. "She would say, you don't know it now because you're being bullied. But you're OK. Hang in there."

Sources: Pitz, M. 2018. "20 years with Sharon G. Flake's 'The Skin I'm In.'" *Pittsburgh Post-Gazette*. <https://www.post-gazette.com/opinion/Op-Ed/2018/11/18/The-Next-Page-Sharon-G-Flake-The-Skin-Im-In-Pittsburgh-author-celebrating-20th-anniversary-debut-novel/stories/201810290095>

Rockett, D. 2018. "20 years later, story of colorism and self-worth in 'The Skin I'm In' still resonates with educators, students" *Chicago Tribune*. <https://www.chicagotribune.com/lifestyles/books/ct-life-sharon-flake-the-skin-im-in-20180817-story.html>

continued



1 copy per student

Write your answers to the questions below.

1. Use the 5 Ws to summarize the story of how Sharon Flake wrote and published *The Skin I'm In*.

2. List the words you underlined in the passage.

3. What is the meaning of the word *unsolicited* in paragraph 2?

I think it means

4. What evidence from paragraph 2 provides a clue about the meaning of the word *unsolicited*?

- a. the slush pile
- b. no one knew Ms. Flake
- c. without asking for them
- d. publishers receive books

5. What is the meaning of the word *critique* in paragraph 2?

I think it means

6. Underline the consonant blend in *slush*. slush

7. Underline the consonant blend in *critique*. critique

8. Circle the two base words in *sunrise*. sunrise

9. Circle the base word in *reprint*. reprint

10. Do you think *The Skin I'm In* will still be popular twenty years from now? Why or why not? Use evidence from the passage to support your opinion.

For Teacher's Use Only:

Summarizing (Q1)	Clarifying (Q2-5)	Decoding (Q6-9)	Argumentation (Q10)	Total score
/ 4	/ 4	/ 4	/ 4	/ 16

Pre-Assessment

Determining Oral Reading Progress to Assign STARI Fluency Levels

At the beginning of Unit 1, you will need to assign students to appropriate fluency levels.

You may base these levels on informal assessments, using the practice passage students read in Lesson 3 (“What’s Your Birth Order?”), combined with other data about your students’ current reading levels.

As an alternative, you might choose to conduct a more formal assessment using this running record tool. In a running record, a student reads aloud to you, while you make notes about whether they:

- ▶ Read at a good rate
- ▶ Decode words accurately
- ▶ Read with expression and phrasing that show meaning
- ▶ Understand what they read

Materials:

- ▶ **Timer**
- ▶ **Student Snapshot Recording Form**

for teacher use

1 copy per student

Pre-Assessment Student Snapshot Recording Form

Student's Name: _____ Date: _____

Student reads the passage aloud while you record any miscues. Record the number of words the student can read in one minute.

Jennifer Lawrence: Rise to Fame

	WPM	Miscues
Jennifer Lawrence became a famous movie star by the time she was 20. People love the way she turns into each character she plays. They also love her drive and quack.		
Lawrence grew up in a happy family. Her two brothers loved to play pranks. Once, they smeared peanut butter on her face and let their dogs lick it off! The boys loved sports, but Jennifer loved being on stage.	46	
At age 14, Jennifer begged her parents to let her become a real actor. They said no. She had to finish school. Not a problem! Jennifer quickly got her GED. She began to get work on TV shows. She knew this was right for her. In 2009, she spoke to the <i>Louisville Courier-Journal</i> about her budding career. She said, "Once I got the tiniest taste for this, I could never look back."	43	
In 2010, Jennifer starred in the movie <i>Winter's Bone</i> . She played a teen from a rough mountain town. For her role, Jennifer had to learn how to skin a squirrel. She stopped using lip gloss and let her skin crack. Movie critics loved the gritty film. Suddenly, Jennifer was a star.	70	
Hunger Games was Jennifer's next big part. In 2012, she won acting's biggest prize: the Academy Award. As she stepped up to receive her award, she slipped and fell. Other actors ran to help, but Jennifer laughed as she stood up. She walked onstage with grace. The audience rose to their feet and clapped hard for the young star.	87	
Words per minute: _____		
# miscues in one minute: _____		

Unit 1.1—Assessment | p. 26

Snapshot Recording Form

Student's Name: _____ Date: _____

Student reads the passage aloud while you record any miscues. Record the number of words the student can read in one minute.

Jennifer Lawrence: Rise to Fame

	WPM	Miscues
Jennifer Lawrence became a famous movie star by the time she was 20. People love the way she turns into each character she plays. They also love her drive and quack.		
Lawrence grew up in a happy family. Her two brothers loved to play pranks. Once, they smeared peanut butter on her face and let their dogs lick it off! The boys loved sports, but Jennifer loved being on stage.		
At age 14, Jennifer begged her parents to let her become a real actor. They said no. She had to finish school. Not a problem! Jennifer quickly got her GED. She began to get work on TV shows. She knew this was right for her. In 2009, she spoke to the <i>Louisville Courier-Journal</i> about her budding career. She said, "Once I got the tiniest taste for this, I could never look back."		
In 2010, Jennifer starred in the movie <i>Winter's Bone</i> . She played a teen from a rough mountain town. For her role, Jennifer had to learn how to skin a squirrel. She stopped using lip gloss and let her skin crack. Movie critics loved the gritty film. Suddenly, Jennifer was a star.		
Hunger Games was Jennifer's next big part. In 2012, she won acting's biggest prize: the Academy Award. As she stepped up to receive her award, she slipped and fell. Other actors ran to help, but Jennifer laughed as she stood up. She walked onstage with grace. The audience rose to their feet and clapped hard for the young star.		
Words per minute: _____		
# miscues in one minute: _____		

Unit 1.1—Assessment | p. 27

pp. 25-26

- ▶ **Fluency passage**
for student use
can be used with multiple students

Fluency passage

Student's Name: _____ Date: _____

Student reads the passage aloud while you record any miscues. Record the number of words the student can read in one minute.

Jennifer Lawrence: Rise to Fame

	WPM	Miscues
Jennifer Lawrence became a famous movie star by the time she was 20. People love the way she turns into each character she plays. They also love her drive and quack.		
Lawrence grew up in a happy family. Her two brothers loved to play pranks. Once, they smeared peanut butter on her face and let their dogs lick it off! The boys loved sports, but Jennifer loved being on stage.		
At age 14, Jennifer begged her parents to let her become a real actor. They said no. She had to finish school. Not a problem! Jennifer quickly got her GED. She began to get work on TV shows. She knew this was right for her. In 2009, she spoke to the <i>Louisville Courier-Journal</i> about her budding career. She said, "Once I got the tiniest taste for this, I could never look back."		
In 2010, Jennifer starred in the movie <i>Winter's Bone</i> . She played a teen from a rough mountain town. For her role, Jennifer had to learn how to skin a squirrel. She stopped using lip gloss and let her skin crack. Movie critics loved the gritty film. Suddenly, Jennifer was a star.		
Hunger Games was Jennifer's next big part. In 2012, she won acting's biggest prize: the Academy Award. As she stepped up to receive her award, she slipped and fell. Other actors ran to help, but Jennifer laughed as she stood up. She walked onstage with grace. The audience rose to their feet and clapped hard for the young star.		
Words per minute: _____		
# miscues in one minute: _____		

Unit 1.1—Assessment | p. 27

p. 27

Pre-Assessment

Administering the Running Record

1. Pull a student to a quiet part of the room to work with you one-on-one.
2. Set the timer for one minute and ask the student to read aloud.
3. As the student reads aloud, mark errors with a dot above the word. You may use your phone or an audio recorder to record the student, if possible.
4. At the end of one minute, mark the student's place in the text. Prompt the student to continue reading until the end of the passage.
5. Ask comprehension questions at the end of the passage and record the student responses.
6. Calculate and record the words correct per minute (WCPM) and accuracy rate. Record observations about comprehension, phrasing, and expression.
7. Evaluate the snapshot to determine which fluency level is needed.

Count as Error:

- ✓ Substitutes another word for a word in the text
- ✓ Omits a word
- ✓ Inserts a word
- ✓ Has to be told a word
- ✓ Mispronounces a word (not a result of dialect; creates a nonword)

Do not count as Error:

- X Self-correction (when a child realizes her or his error and corrects it, the previous substitution is not scored as an error)
- X Proper names (if a child mispronounces a proper name, e.g., Giuliani, do not count this as an error)

Progress Conference with Students (Provide immediate feedback)

1. Review running record with student, noting areas of praise and areas to polish.
 - Praise for self-correcting or using strategies taught in the mini-lessons.
 - Provide feedback on an area for the student to polish.
2. Set a fluency goal for the next STARI unit.
 - Identify and discuss the strategies that the student will need to be successful and continue to grow.

Pre-Assessment Student Snapshot Recording Form

1 copy per student

Student's Name _____ Date _____

Student reads the passage aloud while you record any miscues. Record the number of words the student can read in one minute.

Jennifer Lawrence: Rise to Fame

WPM

Miscues

Jennifer Lawrence became a famous movie star by the time she was 20. People love the way she turns into each character she plays. They also love her drive and spunk.

Lawrence grew up in a happy family. Her two brothers loved to play pranks. Once, they smeared peanut butter on her face and let their dogs lick it off! The boys loved sports, but Jennifer loved being on stage.

At age 14, Jennifer begged her parents to let her become a real actor. They said no. She had to finish school. Not a problem! Jennifer quickly got her GED. She began to get work on TV shows. She knew this was right for her. In 2009, she spoke to the Louisville Courier-Journal about her budding career. She said, "Once I got the tiniest taste for this, I could never look back."

In 2010, Jennifer starred in the movie Winter's Bone. She played a teen from a rough mountain town. For her role, Jennifer had to learn how to skin a squirrel. She stopped using lip gloss and let her skin crack. Movie critics loved the gritty film. Suddenly, Jennifer was a star.

Hunger Games was Jennifer's next big part. In 2012, she won acting's biggest prize: the Academy Award. As she stepped up to receive her award, she slipped and fell. Other actors ran to help, but Jennifer laughed as she stood up. She walked onstage with grace. The audience rose to their feet and clapped hard for the young star.

46
63
70
87
102
120
134
143
158
173
188
194
207
222
237
252
253

Words per minute: _____

miscues in one minute: _____

continued



Pre-Assessment Student Snapshot Recording Form

1 copy per student

Comprehension Questions

What makes Jennifer a star?

Sample Response: *She turns into each character she plays.*

Student's Answer:

What happened to Jennifer at the Academy Awards?

Sample Response: *She slipped and fell as she stepped up to receive her award.*

Student's Answer:

Oral Reading Fluency Scale *(adapted from the NAEP Oral Reading Fluency Scale)*

Fluent	Level 4	<i>Reads primarily in larger, meaningful phrase groups. Some or most of the passage is read with expressive interpretation.</i>
	Level 3	<i>Reads primarily in three- or four-word phrase groups. Some small groupings may be present. Most phrases are meaningful (i.e., "The dog barked / when I ran past," not "The dog barked when / I ran / past."). Reads with some expression.</i>
Nonfluent	Level 2	<i>Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Phrase groupings are not necessarily meaningful. Reads with little expression.</i>
	Level 1	<i>Reads primarily word-by-word. Occasional two-word or three-word phrases may occur. Phrase groupings are not meaningful. May include long pauses and repetitions of words. Reads with little to no expression.</i>

Assigning Fluency Levels

Student performance on "Jennifer Lawrence: Rise to Fame"				Assign fluency level:
Oral reading rate (words correct per minute)	Miscues	Comprehension of text	Phrasing and expression	
<i>Less than 100</i>	<i>More than 5</i>	<i>Poor</i>	<i>Level 1</i>	A
<i>100-120</i>	<i>1-5</i>	<i>Good</i>	<i>Level 2 or 3</i>	B
<i>120+</i>	<i>0-1</i>	<i>Good</i>	<i>Level 4</i>	C
<i>If student performance on "Jennifer Lawrence: Rise to Fame" was excellent, and your other data suggests that this student reads above lexile 800, consider assigning Fluency Level D.</i>				

Notes:

Read the passage aloud.

Jennifer Lawrence: Rise to Fame

Jennifer Lawrence became a famous movie star by the time she was 20. People love the way she turns into each character she plays. They also love her drive and spunk.

Lawrence grew up in a happy family. Her two brothers loved to play pranks. Once, they smeared peanut butter on her face and let their dogs lick it off! The boys loved sports, but Jennifer loved being on stage.

At age 14, Jennifer begged her parents to let her become a real actor. They said no. She had to finish school. Not a problem! Jennifer quickly got her GED. She began to get work on TV shows. She knew this was right for her. In 2009, she spoke to the Louisville Courier-Journal about her budding career. She said, “Once I got the tiniest taste for this, I could never look back.”

In 2010, Jennifer starred in the movie *Winter’s Bone*. She played a teen from a rough mountain town. For her role, Jennifer had to learn how to skin a squirrel. She stopped using lip gloss and let her skin crack. Movie critics loved the gritty film. Suddenly, Jennifer was a star.

Hunger Games was Jennifer’s next big part. In 2012, she won acting’s biggest prize: the Academy Award. As she stepped up to receive her award, she slipped and fell. Other actors ran to help, but Jennifer laughed as she stood up. She walked onstage with grace. The audience rose to their feet and clapped hard for the young star.

Comprehension Questions

- What makes Jennifer a star?
- What happened to Jennifer at the Academy Awards?

This page intentionally left blank for printing purposes.

Progress Monitoring

After Lesson 22, students will be halfway through the 10 fluency passages they will read in this unit. Therefore, this might be a good time for a progress monitoring check-in. Consider taking the following steps:

- Circulate and listen in on students while they are reading Passage 5. Alternatively, audio record students reading so you can listen to everyone
- Note student progress in accuracy (they should have fewer than 5 miscues), phrasing, and expression. Consider using the NAEP rubric to score phrasing and expression.
- Collect student binders to check the fluency section.
- Look at p. 2, where students record daily WPM:
 - Are all students reading a minimum of 110-120 words per minute at their current level?
 - Are all students reading more WPM on their last read compared to their first read?
 - Have students increased the number of WPM they can read from the beginning to the middle of the unit? (Remember, fluency passages get progressively more difficult as the unit goes on, so this may not always be the case!)
- Look at p. 26, where students respond to questions about main idea and key details:
 - Are students answering these questions completely and correctly? (See answer guide below.)
 - Based on your observation, are students struggling and needing to reread the text to answer these questions?
- Note which students seem to be making adequate progress in fluency, and who may need additional support.

Fluency Progress Monitoring Answer Guide: Passage 5, page 26

A How do people act if they have power over their own life? They make their own choices and don't let other people tell them what to do.

What are some words for strong emotions? *Some words for strong emotions are overjoyed, ecstatic, fearful, jumpy, edgy, panicky. (Students should select some of these)*

C What are some important differences between teasing and bullying? Bullying is hurtful, and teasing isn't. *OR* Bullying involves an imbalance in power, and teasing happens between friends. *OR* Bullying continues over an extended time, but teasing could just happen once.

How does a queen bee keep her power? The queen bee uses putdowns to keep her power.

B What are some people saying about girls and violence? Some people say that girl-on-girl violence has become a big problem. *OR* Some people say that girl-on-girl violence is not a meaningful trend.

What do statistics tell us about girls and fighting? Statistics tell us that more girls are being arrested for assault.

D What is different about physical fighting in schools today? Girls are responsible for a growing number of physical fights. *OR* People can now take videos of physical fighting in schools and watch them over and over again.

What can police do with YouTube videos of school fighting? Police can use YouTube videos to find people involved in a fight.

Progress Monitoring

Suggestions for students who need additional support in fluency:

1. Is the student on the right fluency level? If the student is struggling with Level B, C, or D, consider moving them down a level.
2. Is the student taking advantage of all the supports in the curriculum?

If the student struggles with **phrasing and expression**:

Is the student effectively using the phrase-cued reading (Day One, Part 3) to improve their phrasing and expression? If not, consider choral reading, echo reading, or whisper reading to support them.

If the student struggles with **accuracy**:

Is the student effectively using the tricky phrases and words (Day Two, part 1) to help them decode unfamiliar words in the fluency passage? If not, consider re-teaching how to use the pronunciation guide and modeling or echo reading.

If the student struggles with **comprehension**:

Is the student taking their time to read and think about the passage – or racing through trying to get the highest number of words per minute?

Is the student taking advantage of discussion with their partner to help improve their comprehension of the text?

Remind students that reading is always about making meaning, and reinforce these structures. Consider bringing comprehension strategies of summarizing and clarifying into fluency, to support students' comprehension.

If a student struggles with **rate**:

Is the student engaging in all activities of the two-day fluency routine? If so, the student will read the passage four (or more) times, which should lead to an improvement in rate. If the student is engaging in all these activities, and their reading rate is not improving between the first and last read, it is likely that the passage is too difficult. Consider moving them down a level.

3. Is the student doing everything right, at Level A, and still not improving?

It is likely that this student has significant gaps in decoding skills. Think about how you can beef up decoding supports within STARI for this student, or consider what other programs your school may be able to offer to support this student's language and literacy needs.

Post-Assessment

Determining Oral Reading Progress to Assign STARI Fluency Levels

The purpose of this optional end of unit fluency assessment is to evaluate student progress in oral reading, keeping in mind the goals for fluent reading:

- ▶ Reading at a good rate
- ▶ Reading with expression and phrasing that show meaning
- ▶ Decoding words accurately
- ▶ Understanding what they read

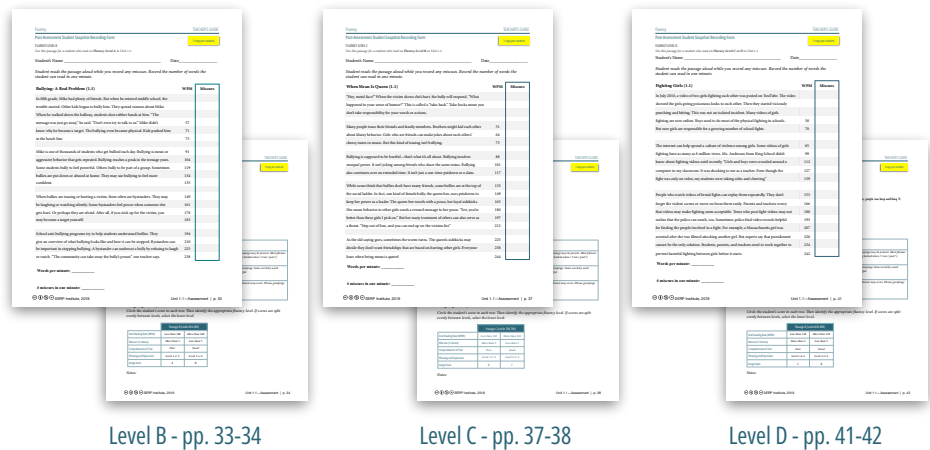
In a running record, a student reads aloud to you, while you make notes about their accuracy, rate, phrasing, and comprehension. By re-assessing individual students' fluency, you can more accurately place students in new fluency levels for the next STARI unit.

Materials:

- ▶ **Timer**
- ▶ **Student Snapshot Recording Form**

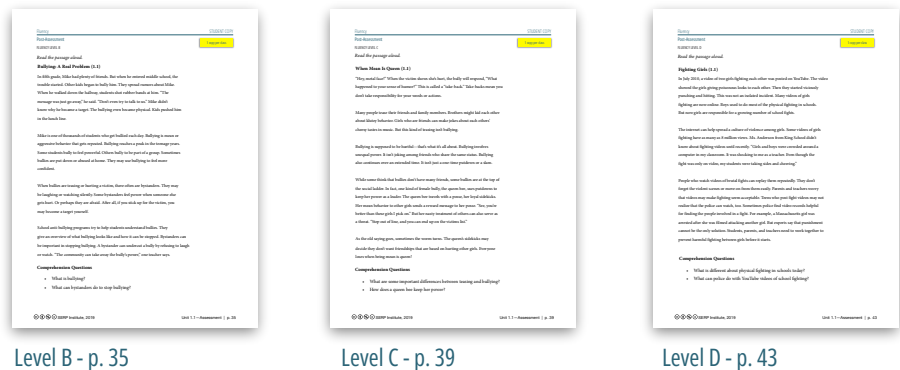
for teacher use

1 copy per student



- ▶ **Fluency passage**
for student use
can be used with multiple students

Start by using a passage **one level above** the students' current level for a "cold read." Students currently reading at level D can use a D passage.



Post-Assessment

Administering the Running Record

1. Pull a student to a quiet part of the room to work with you one-on-one.
2. Set the timer for one minute and ask the student to read aloud.
3. As the student reads aloud, mark errors with a dot above the word. You may use your phone or an audio recorder to record the student, if possible.
4. At the end of one minute, mark the student's place in the text. Prompt the student to continue reading until the end of the passage.
5. Ask comprehension questions at the end of the passage and record the student responses.
6. Calculate and record the words correct per minute (WCPM). Record observations about comprehension, phrasing, and expression.
7. Evaluate the snapshot to determine if a new fluency level is needed.

Count as Error:

- ✓ Substitutes another word for a word in the text
- ✓ Omits a word
- ✓ Inserts a word
- ✓ Has to be told a word
- ✓ Mispronounces a word (not a result of dialect; creates a nonword)

Do not count as Error:

- X Self-correction (when a child realizes her or his error and corrects it, the previous substitution is not scored as an error)
- X Proper names (if a child mispronounces a proper name, e.g., Giuliani, do not count this as an error)

Progress Conference with Students (Provide immediate feedback)

1. Review running record with student, noting areas of praise and areas to polish.
 - Praise for self-correcting or using strategies taught in the mini-lessons.
 - Provide feedback on an area for the student to polish.
2. Set a fluency goal for the next STARI unit.
 - Identify and discuss the strategies that the student will need to be successful and continue to grow.

Post-Assessment Student Snapshot Recording Form

1 copy per student

FLUENCY LEVEL B

Use this passage for a student who read on **Fluency Level A** in Unit 1.1.

Student's Name _____ Date _____

Student reads the passage aloud while you record any miscues. Record the number of words the student can read in one minute.

Bullying: A Real Problem (1.1)	WPM	Miscues
In fifth grade, Mike had plenty of friends. But when he entered middle school, the trouble started. Other kids began to bully him. They spread rumors about Mike.		
When he walked down the hallway, students shot rubber bands at him. "The message was just go away," he said. "Don't even try to talk to us." Mike didn't	57	
know why he became a target. The bullying even became physical. Kids pushed him	71	
in the lunch line.	75	
Mike is one of thousands of students who get bullied each day. Bullying is mean or	91	
aggressive behavior that gets repeated. Bullying reaches a peak in the teenage years.	104	
Some students bully to feel powerful. Others bully to be part of a group. Sometimes	119	
bullies are put down or abused at home. They may use bullying to feel more	134	
confident.	135	
When bullies are teasing or hurting a victim, there often are bystanders. They may	149	
be laughing or watching silently. Some bystanders feel power when someone else	161	
gets hurt. Or perhaps they are afraid. After all, if you stick up for the victim, you	178	
may become a target yourself.	183	
School anti-bullying programs try to help students understand bullies. They	194	
give an overview of what bullying looks like and how it can be stopped. Bystanders can	210	
be important in stopping bullying. A bystander can undercut a bully by refusing to laugh	225	
or watch. "The community can take away the bully's power," one teacher says.	238	

Words per minute: _____

miscues in one minute: _____

Post-Assessment Student Snapshot Recording Form

1 copy per student

FLUENCY LEVEL B

Use this passage for a student who read on **Fluency Level A** in Unit 1.1.

Comprehension Questions

What is bullying?

Sample Response: Mean or aggressive behavior

Student's Answer:

What can bystanders do to stop bullying?

Sample Response: A bystander can undercut a bully by refusing to laugh or watch

Student's Answer:

Oral Reading Fluency Scale (adapted from the NAEP Oral Reading Fluency Scale)

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Some or most of the passage is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. Most phrases are meaningful (i.e., "The dog barked / when I ran past," not "The dog barked when / I ran / past."). Reads with some expression.
Nonfluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Phrase groupings are not necessarily meaningful. Reads with little expression.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur. Phrase groupings are not meaningful. May include long pauses and repetitions of words. Reads with little to no expression.

Assigning Fluency Levels

Circle the student's score in each row. Then identify the appropriate fluency level. If scores are split evenly between levels, select the lower level.

	Passage B (Lexile 600-690)	
Oral Reading Rate (WPM)	Less than 100	More than 100
Miscues (1 minute)	More than 5	Less than 5
Comprehension of Text	Poor	Good
Phrasing and Expression	Level 1 or 2	Level 3 or 4
Assign level:	A	B

Notes:

Post-Assessment

1 copy per class

FLUENCY LEVEL B

*Read the passage aloud.***Bullying: A Real Problem (1.1)**

In fifth grade, Mike had plenty of friends. But when he entered middle school, the trouble started. Other kids began to bully him. They spread rumors about Mike. When he walked down the hallway, students shot rubber bands at him. “The message was just go away,” he said. “Don’t even try to talk to us.” Mike didn’t know why he became a target. The bullying even became physical. Kids pushed him in the lunch line.

Mike is one of thousands of students who get bullied each day. Bullying is mean or aggressive behavior that gets repeated. Bullying reaches a peak in the teenage years. Some students bully to feel powerful. Others bully to be part of a group. Sometimes bullies are put down or abused at home. They may use bullying to feel more confident.

When bullies are teasing or hurting a victim, there often are bystanders. They may be laughing or watching silently. Some bystanders feel power when someone else gets hurt. Or perhaps they are afraid. After all, if you stick up for the victim, you may become a target yourself.

School anti-bullying programs try to help students understand bullies. They give an overview of what bullying looks like and how it can be stopped. Bystanders can be important in stopping bullying. A bystander can undercut a bully by refusing to laugh or watch. “The community can take away the bully’s power,” one teacher says.

Comprehension Questions

- What is bullying?
- What can bystanders do to stop bullying?

This page intentionally left blank for printing purposes.

Post-Assessment Student Snapshot Recording Form

1 copy per student

FLUENCY LEVEL C

Use this passage for a student who read on **Fluency Level B** in Unit 1.1.

Student's Name _____ Date _____

Student reads the passage aloud while you record any miscues. Record the number of words the student can read in one minute.

When Mean Is Queen (1.1)	WPM	Miscues
"Hey, metal face!" When the victim shows she's hurt, the bully will respond, "What happened to your sense of humor?" This is called a "take-back." Take-backs mean you don't take responsibility for your words or actions.		
Many people tease their friends and family members. Brothers might kid each other about klutzy behavior. Girls who are friends can make jokes about each others' cheesy tastes in music. But this kind of teasing isn't bullying.	51	
	64	
	75	
Bullying is supposed to be hurtful—that's what it's all about. Bullying involves unequal power. It isn't joking among friends who share the same status. Bullying also continues over an extended time. It isn't just a one-time putdown or a slam.	88	
	101	
	117	
While some think that bullies don't have many friends, some bullies are at the top of the social ladder. In fact, one kind of female bully, the queen bee, uses putdowns to keep her power as a leader. The queen bee travels with a posse, her loyal sidekicks. Her mean behavior to other girls sends a reward message to her posse. "See, you're better than these girls I pick on." But her nasty treatment of others can also serve as a threat. "Step out of line, and you can end up on the victims list."	133	
	149	
	165	
	180	
	197	
	212	
As the old saying goes, sometimes the worm turns. The queen's sidekicks may decide they don't want friendships that are based on hurting other girls. Everyone loses when being mean is queen!	225	
	238	
	244	

Words per minute: _____

miscues in one minute: _____

Post-Assessment Student Snapshot Recording Form

1 copy per student

FLUENCY LEVEL C

Use this passage for a student who read on **Fluency Level B** in Unit 1.1.

Comprehension Questions

What are some important differences between teasing and bullying?

Sample Response: Some differences are: when you're teasing, they're harmless jokes.

Student's Answer:

How does a queen bee keep her power?

Sample Response: They travel with a posse of other mean girls.

Student's Answer:

Oral Reading Fluency Scale (adapted from the NAEP Oral Reading Fluency Scale)

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Some or most of the passage is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. Most phrases are meaningful (i.e., "The dog barked / when I ran past," not "The dog barked when / I ran / past."). Reads with some expression.
Nonfluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Phrase groupings are not necessarily meaningful. Reads with little expression.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur. Phrase groupings are not meaningful. May include long pauses and repetitions of words. Reads with little to no expression.

Assigning Fluency Levels

Circle the student's score in each row. Then identify the appropriate fluency level. If scores are split evenly between levels, select the lower level.

	Passage C (Lexile 700-790)	
Oral Reading Rate (WPM)	Less than 110	More than 110
Miscues (1 minute)	More than 5	Less than 5
Comprehension of Text	Poor	Good
Phrasing and Expression	Level 1 or 2	Level 3 or 4
Assign level:	B	C

Notes:

Post-Assessment

1 copy per class

FLUENCY LEVEL C

*Read the passage aloud.***When Mean Is Queen (1.1)**

“Hey, metal face!” When the victim shows she’s hurt, the bully will respond, “What happened to your sense of humor?” This is called a “take-back.” Take-backs mean you don’t take responsibility for your words or actions.

Many people tease their friends and family members. Brothers might kid each other about klutzy behavior. Girls who are friends can make jokes about each others’ cheesy tastes in music. But this kind of teasing isn’t bullying.

Bullying is supposed to be hurtful—that’s what it’s all about. Bullying involves unequal power. It isn’t joking among friends who share the same status. Bullying also continues over an extended time. It isn’t just a one-time putdown or a slam.

While some think that bullies don’t have many friends, some bullies are at the top of the social ladder. In fact, one kind of female bully, the queen bee, uses putdowns to keep her power as a leader. The queen bee travels with a posse, her loyal sidekicks. Her mean behavior to other girls sends a reward message to her posse. “See, you’re better than these girls I pick on.” But her nasty treatment of others can also serve as a threat. “Step out of line, and you can end up on the victims list.”

As the old saying goes, sometimes the worm turns. The queen’s sidekicks may decide they don’t want friendships that are based on hurting other girls. Everyone loses when being mean is queen!

Comprehension Questions

- What are some important differences between teasing and bullying?
- How does a queen bee keep her power?

This page intentionally left blank for printing purposes.

Post-Assessment Student Snapshot Recording Form

1 copy per student

FLUENCY LEVEL D

Use this passage for a student who read on **Fluency Level C or D** in Unit 1.1.

Student's Name _____ Date _____

Student reads the passage aloud while you record any miscues. Record the number of words the student can read in one minute.

Fighting Girls (1.1)	WPM	Miscues
In July 2010, a video of two girls fighting each other was posted on YouTube. The video		
showed the girls giving poisonous looks to each other. Then they started viciously		
punching and hitting. This was not an isolated incident. Many videos of girls		
fighting are now online. Boys used to do most of the physical fighting in schools.	58	
But now girls are responsible for a growing number of school fights.	70	
The internet can help spread a culture of violence among girls. Some videos of girls	85	
fighting have as many as 8 million views. Ms. Anderson from King School didn't	99	
know about fighting videos until recently. "Girls and boys were crowded around a	112	
computer in my classroom. It was shocking to me as a teacher. Even though the	127	
fight was only on video, my students were taking sides and cheering."	139	
People who watch videos of brutal fights can replay them repeatedly. They don't	153	
forget the violent scenes or move on from them easily. Parents and teachers worry	166	
that videos may make fighting seem acceptable. Teens who post fight videos may not	180	
realize that the police can watch, too. Sometimes police find video records helpful	193	
for finding the people involved in a fight. For example, a Massachusetts girl was	207	
arrested after she was filmed attacking another girl. But experts say that punishment	220	
cannot be the only solution. Students, parents, and teachers need to work together to	234	
prevent harmful fighting between girls before it starts.	242	

Words per minute: _____

miscues in one minute: _____

Post-Assessment Student Snapshot Recording Form

1 copy per student

FLUENCY LEVEL D

Use this passage for a student who read on **Fluency Level C or D** in Unit 1.1.

Comprehension Questions

What is different about physical fighting in schools today?

Sample Response: The difference about physical fighting in school today is, when you fight once, people can keep watching it.**Student's Answer:**

What can police do with YouTube videos of school fighting?

Sample Response: The police can find out who the people are and where they live.**Student's Answer:**Oral Reading Fluency Scale *(adapted from the NAEP Oral Reading Fluency Scale)*

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Some or most of the passage is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. Most phrases are meaningful (i.e., "The dog barked / when I ran past," not "The dog barked when / I ran / past."). Reads with some expression.
Nonfluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Phrase groupings are not necessarily meaningful. Reads with little expression.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur. Phrase groupings are not meaningful. May include long pauses and repetitions of words. Reads with little to no expression.

Assigning Fluency Levels

Circle the student's score in each row. Then identify the appropriate fluency level. If scores are split evenly between levels, select the lower level.

	Passage D (Lexile 800-890)	
Oral Reading Rate (WPM)	Less than 120	More than 120
Miscues (1 minute)	More than 5	Less than 5
Comprehension of Text	Poor	Good
Phrasing and Expression	Level 1 or 2	Level 3 or 4
Assign level:	C	D

Notes:

Post-Assessment

1 copy per class

FLUENCY LEVEL D

*Read the passage aloud.***Fighting Girls (1.1)**

In July 2010, a video of two girls fighting each other was posted on YouTube. The video showed the girls giving poisonous looks to each other. Then they started viciously punching and hitting. This was not an isolated incident. Many videos of girls fighting are now online. Boys used to do most of the physical fighting in schools. But now girls are responsible for a growing number of school fights.

The internet can help spread a culture of violence among girls. Some videos of girls fighting have as many as 8 million views. Ms. Anderson from King School didn't know about fighting videos until recently. "Girls and boys were crowded around a computer in my classroom. It was shocking to me as a teacher. Even though the fight was only on video, my students were taking sides and cheering."

People who watch videos of brutal fights can replay them repeatedly. They don't forget the violent scenes or move on from them easily. Parents and teachers worry that videos may make fighting seem acceptable. Teens who post fight videos may not realize that the police can watch, too. Sometimes police find video records helpful for finding the people involved in a fight. For example, a Massachusetts girl was arrested after she was filmed attacking another girl. But experts say that punishment cannot be the only solution. Students, parents, and teachers need to work together to prevent harmful fighting between girls before it starts.

Comprehension Questions

- What is different about physical fighting in schools today?
- What can police do with YouTube videos of school fighting?

This page intentionally left blank for printing purposes.