

APPENDIX D

Jennings Informal Reading Assessment

The *Jennings Informal Reading Assessment*, an informal reading inventory (IRI), was developed by Dr. Joyce Jennings. It was field-tested in the Reading Center of Northeastern Illinois University and in several schools in the Chicago metropolitan area with the help of graduate students in the Departments of Reading and Special Education at Northeastern Illinois University.

The word lists consist of 25 words each. They were developed using *Basic Reading Vocabularies* (Harris & Jacobson, 1982). Each word presented in the word lists is included in the passages read by the students. For those words appearing in the oral reading passages, you can compare students' ability to recognize words in isolation and in context.

The reading passages consist of two passages per level: Preprimer through Grade 8. One set of these graded passages can be used to assess students' oral reading, and the other can be used to assess silent reading. You may also wish to use the silent reading passages to assess students' listening comprehension.

Abbreviations used in this instrument include:

Lit. = Literal	Ind. = Independent Level
Inf. = Inferential	Inst. = Instructional Level
Comp. = Comprehension	Frust. = Frustrational Level

When you have completed the IRI, use the Summary Record Sheet to record your results. Then determine the oral, silent, and estimated overall reading levels as described in Chapter 3.

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Summary Record Sheet**

	Oral Passages			Silent Passages	Total Reading	Listening
Level	Word Recognition Accuracy Level	Comp. Level	Passage Level	Comp. and Passage Level	Passage Level	Passage Level
Preprimer						
Primer						
1						
2						
3						
4						
5						
6						
7						
8						

Word Lists

Preprimer Level	Primer Level	Level 1	Level 2	Level 3
play	his	other	camp	miserable
with	dad	children	year	chosen
they	animals	stay	spend	parents
like	went	grandma	whole	study
to	lake	coming	week	harbor
run	sat	family	packed	discovered
and	next	clean	clothes	unusual
jump	still	chairs	dressed	seaweed
ride	then	watch	brushed	dusk
day	saw	brother	teeth	underwater
make	duck	baked	kitchen	camera
in	swim	cake	eggs	capture
said	rock	heard	toast	film
she	made	noise	seemed	accident
yes	fast	sounded	forever	maple
it	why	bark	hundreds	excitement
good	over	stuck	shorts	dangerous
a	green	best	shirts	underneath
pet	frog	doctor	tent	screeched
he	tree	tiger	knew	rescue
dog	house	zoo	teacher	arrived
this	mother	hurt	world	bandage
is	got	leg	playground	reporters
home	bed	soon	classroom	information
the	box	again	card	passengers
Level 4	Level 5	Level 6	Level 7	Level 8
champion	placid	sunup	algebra	excelled
skater	surroundings	perspiration	comical	biological
instruction	spectacular	embarrassment	bifocals	dissecting
ladybug	adventurous	frustration	desperation	agonizing
approval	refreshing	drainage	computation	envision
performance	nightfall	parallel	bolstered	overpowering
junior	rainfall	effective	mistrust	hysteria
competes	belongings	downpour	expectation	preserved
article	continuous	alternate	quizzical	contemplation
brilliant	tensions	rainwater	cartoonist	dismantled
athlete	cramped	acknowledged	appreciative	corrugated
confidence	rampaging	midafternoon	perceived	innermost
countless	roused	inspection	confront	administrator
represent	thrashed	enterprising	ample	disheartened
national	thunderbolts	declined	alternative	extensive
permit	destruction	veterinarian	tolerated	journalist
slopes	woodpile	biology	coordination	correspondent
convince	restore	recommended	acrobatic	southeastern
daybreak	ranger	zookeeper	inseparable	eroded
icicles	camper	placement	enthusiastically	seacoasts
mountainside	injured	observation	contempt	devastated
challenger	mechanic	orangutan	gymnastics	phenomenal
gear	frontier	specialize	cartwheel	inclination
sunrise	reassured	equipped	unison	prestigious
disappointment	civilization	surgery	elegance	ambassadors

Preprimer Level, Oral Passage**86 Words**

Background Question *Do you have a special friend? What do we mean when we say that someone is a special friend?*

Prompt: *In this story, Jill and Sue are friends. Read this story to find out what they like to do together.*

Jill and Sue Make a Cake

Jill likes to play with Sue. They like to run and jump. They like to ride bikes, too.

One day, they wanted to make a cake. Jill asked her mom if they could make a cake in her house. Jill's mom said no. She did not have time to help.

Jill and Sue went to Sue's house. Sue asked her mom if they could make a cake in her house. Sue's mom said yes.

Jill and Sue made a cake. Sue's mom helped. It was good.

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Comprehension Questions*Inf-1 Who is Jill's friend?**Sue**Lit-2 What are two things they like to do together?**Name two: play, run, jump, play games, ride bikes, bake**Lit-3 What did they ask Jill's mother?**If they could bake a cake**Inf-4 Why couldn't they make the cake at Jill's house?**Accept either: Jill's mom didn't have time to help them or Jill's mom said no**Lit-5 What did Sue's mother say when they asked to make the cake at Sue's house?**Yes**Inf-6 What was said in the story that made you know that Jill and Sue liked the cake?**It was good*

Background		Word Recognition Accuracy			Comprehension		Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS	Adequate/Inadequate + or –	
+	–	0–2	Independent		5½–6	Independent	# of seconds =	
		3–4	Instructional		4½–5	Instructional	# secs/60 =_min/_secs	
		5 or more	Frustrational		4 or less	Frustrational	≤ 6 min, 37 sec?	

Primer Level, Oral Passage**96 Words****Background Question:** *What kinds of animals do you know that live in or near water?***Prompt:** *In this story, Nick and his dad are watching animals that live in and near a lake. Read it to find out what happens.*

Nick's Trip to the Lake

Nick and his dad like animals. One day, Nick and his dad went to the lake. They went to see the animals. They sat next to the lake. They were very still.

Then Nick saw a big duck. He saw the duck swim to a big rock in the lake. Something made the duck fly away fast.

Nick asked his dad, "Why did the duck fly away?"

Nick's dad said, "Look over there." He showed Nick something in the lake. Nick thought he would see something big.

What a surprise to see a little green frog!

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Comprehension Questions

*Lit-1 Where did Nick and his dad go?
To the lake*

*Inf-2 Why do you think Nick and his dad were trying to be still?
Accept either: so the animals would come close to them or so they wouldn't frighten the animals*

*Lit-3 What two animals did Nick and his dad see?
Duck, frog*

*Lit-4 What did the duck do?
Accept either: swam to the rock or flew away*

*Inf-5 What made the duck fly away?
Accept either: the frog or the noise the frog made*

*Inf-6 Why was Nick surprised to see a frog?
Accept either: he thought he would see something big, and the frog was little or the duck was big and the frog was little, but the frog scared the duck*

Background		Word Recognition Accuracy			Comprehension			Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	0–2	Independent		5½–6	Independent		# of seconds =	
		3–4	Instructional		4½–5	Instructional		# secs/60 = __min/_secs	
		6 or more	Frustrational		4 or less	Frustrational		≤ 3 min, 26 sec?	

Level 1, Oral Passage**109 Words**

Background Question: *Do you ever help your mom or dad clean up the house? How do you feel when you want to do something fun and your mom or dad want you to work?*

Prompt: *Read this story about how Ben helped his mom.*

Ben Helps his Mom

Ben was sad. He wanted to go to the park with the other children. But his mom said he had to stay home.

Ben's grandma was coming to see his family. He had to help clean the house.

Ben had to put away his toys. He had to make his bed. He had to move the chairs. Then Mom cleaned the floor.

Then he had to watch his baby brother while Mom baked a cake.

At last, Grandma's car was coming down the road! She got out of the car. She had a big box. Ben heard a noise. It came from the box. It sounded like a bark!

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Comprehension Questions*Lit-1 What did Ben want to do?**Accept either: he wanted to go to the park or he wanted to play with other children**Lit-2 What did Ben's mom want him to do?**Accept either: help her clean the house or a list of specific jobs**Inf-3 Why did Ben's mom want him to move the chairs?**So she could clean the floor**Inf-4 Why did Ben's mom want the house to be clean?**Ben's grandma was coming to visit**Lit-5 What were two jobs that Ben's mom wanted him to do?**Accept any two: put away his toys, move chairs, watch his brother or make his bed**Inf-6 What do you think was in the box that Ben's grandma had?**A dog*

Background		Word Recognition Accuracy			Comprehension			Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	0–2	Independent		5½–6	Independent		# of seconds =	
		3–6	Instructional		4½–6	Instructional		# secs/60 = __min/_secs	
		7 or more	Frustrational		4 or less	Frustrational		≤ 3 min, 31 sec?	

Level 2, Oral Passage**140 Words****Background Question:** *Have you ever been to camp? What is a camp like?***Prompt:** *Read this story to find out why Danny is so excited about going to camp this year.***Danny Goes to Camp**

Danny is very happy this morning! This is the first day of camp. Last year, Danny went to day camp. This year, he can spend nights at camp. He is going to stay a whole week, just like his brother.

Last night, Danny packed his clothes. This morning, he dressed and brushed his teeth. Then he went to the kitchen. Danny's dad gave him some eggs and toast. But Danny was too happy to eat!

Danny's dad drove him to camp. The trip seemed like it would take forever. Finally, they came to the camp. There were hundreds of boys and girls all dressed in blue shorts and yellow shirts. As soon as the car stopped, Danny saw his friend Joe. Joe told him they would be sleeping in the same tent. Danny knew this would be a great week!

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Comprehension Questions

Lit-1 Where was Danny going?
To camp

Inf-2 What is different between this camp and last year's?
Last year Danny couldn't stay overnight, but this year he can

Lit-3 How long will Danny be at camp?
A week

Lit-4 Why couldn't Danny eat?
He was too excited

Lit-5 How did Danny get to camp?
His dad drove him

Inf-6 How do you know this was a big camp?
There were hundreds of boys and girls

Inf-7 How did Danny feel about sleeping in the tent with Joe?
He was happy that he would be with Joe

Inf-8 Why does Danny think this will be a great week?
Accept either: he wanted to go to camp or now he will be with his friend

Background		Word Recognition Accuracy			Comprehension			Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	0–3	Independent		7–8	Independent		# of seconds =	
		4–7	Instructional		5½–6½	Instructional		# secs/60 = __min/ __secs	
		8 or more	Frustrational		5 or less	Frustrational		≤ 2 min, 41 sec?	

Level 3, Oral Passage**187 Words****Background Question:** *What is an island? What would it be like to live on an island?***Prompt:** *In this story, Kay lives on an island. Read to find out what it is like for Kay.***Kay's Island Home**

Kay lives on an island far out in the ocean. You may think that it would be fun to live on an island. But Kay is miserable. Kay hasn't seen her friends in a year. There is no one to play with or talk to. There isn't even a school!

Why has Kay's family chosen such a lonely life? Kay's parents study animals that only live in the harbor of this island. But Kay's dad knows how unhappy Kay is. He wants to do something to make her happy.

Kay's dad discovered a new kind of fish. It has bright orange fins and a blue tail. Dad named this unusual fish after Kay. He calls it the Kayfish. It hides in the seaweed. It only comes out in the morning and at dusk.

Kay's dad takes his underwater camera to the harbor every day. He hopes to capture the Kayfish on film. Maybe someday her dad will learn enough about the Kayfish. Then Kay can go back to her old school. Then she can see all her old friends again. Kay hopes that day will come soon.

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Comprehension Questions*Lit-1 Where does Kay live?**On an island**Lit-2 Why is Kay unhappy?**Accept either: she doesn't have any friends or she is lonely**Inf-3 How long has Kay's family lived on the island?**A year**Lit-4 Why do Kay's parents want to live on the island?**Accept any of the following: they are studying the animals, they are discovering new animals, or they are photographing animals**Inf-5 Why do you think Kay's father plans to name his discovery after her?**Accept either: he knows she is unhappy or he wants to make her feel better**Lit-6 What colors is the fish that Kay's father discovered?**Accept either: orange fins or blue tail**Inf-7 Why is it so hard for Kay's father to take a picture of the Kayfish?**Accept either: it only comes out in the morning and just before night or it hides in the seaweed**Inf-8 Why does Kay want to go back to her old home?**Accept either: to go to her old school or to see her friends*

Background		Word Recognition Accuracy			Comprehension			Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	0–4	Independent		7–8	Independent		# of seconds =	
		5–10	Instructional		5½–6½	Instructional		# secs/60 = __min/_secs	
		11 or more	Frustrational		5 or less	Frustrational		≤ 2 min, 12 sec?	

Level 4, Oral Passage**228 Words****Background Question:** *What is ice skating?***Prompt:** *Read this story to find out about an ice skater named Jessie.***Jessie, Champion Skater**

More than anything, Jessie wants to be a champion skater! She can't remember a time she didn't want to skate or a time she didn't want to be the best.

Jessie began skating instruction when she was three years old. In her first ice show, she played the part of a ladybug. She still remembers her red and black spotted costume. Most of all, Jessie remembers the audience clapping their approval of her first performance.

Jessie doesn't have much time for ice shows anymore. Now she must practice jumps and turns. When Jessie was six, she started skating in contests for ages six to twelve. By the time she was eight, Jessie was the junior state champion. Now that she is thirteen, Jessie competes with adults. She is the state champion in ice skating.

Last week, a sports writer wrote an article about Jessie's performance. It said she was a "brilliant young athlete." It said her skating showed "confidence and grace." Jessie thought about the countless falls she had taken to make each jump look perfect. She didn't feel very graceful or confident!

Next week, Jessie will represent her state in a national meet. This will be the first time she has skated at this level. She hopes all her practice and hard work will pay off. Jessie hopes that her confidence and grace will help her win.

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Comprehension Questions*Lit-1 What does Jessie want to be?**A champion ice skater**Inf-2 Why doesn't Jessie have time to be in ice shows any more?**Accept either: she's too busy competing or she has to practice**Lit-3 When did Jessie start taking skating lessons?**When she was three**Inf-4 How did Jessie know the audience liked her first performance?**They applauded**Lit-5 How old is Jessie now?**Thirteen**Inf-6 Why doesn't Jessie feel graceful?**She falls so many times in practice**Inf-7 Why did the sports writer describe Jessie as "brilliant"?**Accept either: she is competing with adults although she is so young or she can skate better than other people**Lit-8 What kind of competition will Jessie be in next week?**National*

Background		Word Recognition Accuracy			Comprehension		Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS	Adequate/Inadequate + or –	
+	–	0–4	Independent		7–8	Independent	# of seconds =	
		5–9	Instructional		5½–6½	Instructional	# secs/60 = __min/_secs	
		10 or more	Frustrational		5 or less	Frustrational	≤ 3 min?	

Level 5, Oral Passage**289 Words****Background Question:** *What is it like to go camping? What kinds of things do people do when they go camping?***Prompt:** *Read this story to find out what happened when Ted and his family went camping.***Ted's Camping Trip**

Ted's family was taking one last camping trip before school started. They found the perfect campsite! It was just where a clear stream trickled into placid Green Lake. The surroundings were ideal. Ted and his brothers could swim to their hearts' content. They could row into hidden coves along the shore. It was a perfect place to fish or relax.

The first two days were great, with spectacular sunrises and adventurous days. The nights were cool and refreshing. Just before nightfall on the third day, a rainfall began. Everyone joked and laughed as they packed their belongings. But, by the second day of continuous rain, tensions rose. The four boys grew tired of sharing their cramped tent. Late that night, Ted was awakened by a loud crash. He realized he was floating! Their quiet stream had become a rampaging river and their tent had been washed into it! Ted roused his brothers and they thrashed about in the darkness as they struggled to pull themselves onto the riverbank. Streaks of lightning flashed across the sky. Thunderbolts shook the earth. The storm raged through the night.

Near daybreak, the lightning and thunder ceased. The brothers could see the path of destruction left by the storm. The huge oak across the stream had been struck down. Now it was no more than a jumbled woodpile. Their canoes had been tossed about the shore like toys. They worked hard all morning to restore their campsite. During lunch, a park ranger came by to see if they were okay. He told them a camper had been injured when a tree was hit by lightning and fell on his tent. Ted and his brothers were lucky to have escaped with only scratches and bruises.

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Comprehension Questions

- Inf-1 Why did Ted and his family think the campsite was perfect?
Accept any of the following: They could do all the things they liked, it was quiet, or it was near a lake*
- Lit-2 What were some of the things that Ted and his brothers liked to do?
Accept any two: swim, fish, row*
- Inf-3 What was the loud crash that Ted heard?
Accept either: lightning and thunder or the oak tree falling*
- Lit-4 What awoke Ted?
Accept any of the following: a loud noise, thunder or the tree falling*
- Inf-5 How did the stream become a dangerous river?
All the rain made it bigger and faster*
- Lit-6 What did the brothers see when the storm was over?
Accept either: How much of the area had been destroyed or specific items, damaged canoes or tree*
- Lit-7 Why did the park ranger come to the campsite?
To see if they were okay*
- Inf-8 Why did Ted and his brothers have to work so hard to restore the campsite?
Because the storm had done so much damage*

Background		Word Recognition Accuracy			Comprehension			Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	0–7	Independent		7–8	Independent		# of seconds =	
		8–15	Instructional		5½–6½	Instructional		# secs/60 = __min/_secs	
		16 or more	Frustrational		5 or less	Frustrational		≤ 3 min, 42 sec?	

Level 6, Oral Passage**328 Words****Background Question:** *What do you have to do if you don't have enough money to buy something special?***Prompt:** *Read this story to find out how Mike worked to earn money for something he wanted very badly.***Mike's New Bike**

Mike squinted at the midday sky. He had been working since sunup and needed a break. Wiping the perspiration from his face, he continued his exhausting work.

Mike had been working all summer to earn enough money for a new bike. His ancient, beaten up bike was a total embarrassment. But his mom said they couldn't afford a new one. Even though Mike knew she was right, in his frustration, he shouted back at her, "You never give me anything!"

He only needed fifty more dollars. Mr. Painter had offered him forty dollars to dig a new drainage ditch. He wanted to stop the flooding in his rose garden. Mr. Painter wanted the new ditch to run parallel to the old one. Mike didn't think that would be effective in a downpour. So he suggested an alternate plan to direct the rainwater away from the house.

Mike noticed Mr. Painter watching him from behind a curtain. Knowing the old grouch, he'd deduct that little brow-wiping break from his pay. As he returned to his work, Mike waved. Mr. Painter acknowledged the wave and disappeared.

Mike worked steadily until midafternoon. Then Mr. Painter came out for an inspection. "Why don't you lay off for today and get a fresh start tomorrow?"

"I'd rather finish up," replied Mike. "It's supposed to rain tonight, and I'd like to have this operational before the next storm."

About six-thirty, Mike laid the last pipe in place. As he was returning the tools to the shed, Mr. Painter walked up, "Mike, you're an enterprising young man. You don't see many young people these days who care about their work." He handed Mike an envelope and went to inspect his roses.

When Mike opened the envelope, he counted three twenty-dollar bills. He ran to catch Mr. Painter and started to hand one back to him. Mr. Painter declined the offer, "Take it as thanks for keeping an old man from making the same mistake twice."

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Comprehension Questions

- Lit-1 Why was Mike trying to earn money?
To buy a bike*
- Lit-2 What was Mike doing to earn money?
Digging a ditch*
- Inf-3 What was wrong with Mike's old bike?
Accept either: it was an embarrassment or it was old and beaten up*
- Inf-4 Why did Mike yell at his mom?
Accept either: He was frustrated or angry that she said she couldn't buy him a bike*
- Inf-5 Why didn't Mike think Mr. Painter's plan for the drainage ditch would be effective?
It was in the same direction as the old ditch*
- Inf-6 How do you think Mike felt about Mr. Painter as he was working?
He didn't like him*
- Lit-7 How much more money did Mike need to buy the bike he wanted?
Fifty dollars*
- Lit-8 Why didn't Mike want to stop when Mr. Painter suggested he quit for the day?
He wanted to finish before it rained*
- Lit-9 How much did Mr. Painter promise to pay Mike for digging the ditch?
Forty dollars*
- Inf-10 Why do you think Mr. Painter paid Mike more than he had promised?
Accept any of these: Mike suggested how to dig the ditch, he wanted to stay and finish, or he cleaned the tools*

Background		Word Recognition Accuracy			Comprehension			Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	0–7	Independent		9–10	Independent		# of seconds =	
		8–18	Instructional		7–8½	Instructional		# secs/60 = __min/_secs	
		19 or more	Frustrational		6½ or less	Frustrational		≤ 2 min, 54 sec?	

Level 7, Oral Passage**350 Words****Background Question:** *What happens when someone gets in trouble in your class?***Prompt:** *In this passage, Peter gets in trouble with Mr. Galvin. Read it to find out what happens.***In Trouble Again**

I knew I shouldn't be drawing in algebra class, but I just couldn't resist. Mr. Galvin had such a comical look as he peered over his bifocals at Jamie's futile attempt to solve the problem on the board. Maybe I could call this brilliant work of art "Galvin-eyes" or something equally insulting.

I suddenly realized Mr. Galvin was calling my name, "Peter, what is your solution to this problem?" Oh no, Mr. Galvin was walking in my direction! If I got in trouble again, I could be suspended. In desperation, I tried to adjust my book to cover the drawing, but it was too late. "Peter, have you completed the computation for problem number seven?"

Even though I hadn't even started the problem, I replied in my most respectful tone, "Not quite, sir." When he stopped at the front of the row, it bolstered my confidence. "I'll have it done in just a couple of minutes." Why did I always have to open my big mouth, instead of leaving well-enough alone? Now he was coming directly toward my desk.

Mr. Galvin, in a tone of total mistrust, suggested, "Why don't you come to the board and show us how far you've gotten, and perhaps your classmates can help you complete the problem?"

As I fumbled for an answer, Mr. Galvin reached my desk. He lifted my book with the expectation of finding a partially solved algebra problem. Instead, he found a drawing of himself, bifocals and all, glaring at Jamie with a quizzical look on his face. At least I hadn't had time to write the caption!

"Peter!" boomed Mr. Galvin, "just what do you expect to make of yourself with this kind of behavior?"

Without thinking how it might be taken, I replied, "A cartoonist."

Wrong answer! The class gave an appreciative round of applause. But Mr. Galvin perceived this as yet another attempt on my part to confront him. Once again, I had tried to undermine his authority with the class.

I had ample opportunity to think of alternative replies while I waited in the assistant principal's office.

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Comprehension Questions

- Lit-1 What was Peter doing instead of his algebra problem?
He was drawing a cartoon of Mr. Galvin*
- Inf-2 Why was Peter drawing a picture of Mr. Galvin?
Accept any of these: Because he thought he looked so funny, he didn't like him or he wanted to be a cartoonist*
- Inf-3 Why did Peter lie when Mr. Galvin asked him if he had finished the problem?
If he got in trouble any more, he could be suspended*
- Lit-4 Who did Mr. Galvin say could help Peter finish the problem?
His classmates*
- Lit-5 What did Mr. Galvin expect to find under Peter's algebra book?
His algebra problem*
- Lit-6 What did Mr. Galvin really find under the algebra book?
Accept either: Peter's drawing or a picture of himself*
- Inf-7 Why do you think Peter was glad he hadn't written a caption?
It would have been even more insulting to his teacher than the drawing*
- Lit-8 What does Peter want to be when he grows up?
A cartoonist*
- Inf-9 Why did Peter's answer make Mr. Galvin so angry?
Accept any of the following: He thought Peter was making fun of him, he thought Peter was confronting him, or he thought Peter was trying to undermine his authority*
- Inf-10 How do you know this isn't the first time Peter has gotten in trouble in algebra class?
Accept either: Mr. Galvin thinks this was another attempt by Peter to disrupt the class or Peter thinks if he gets in trouble again, he will be suspended*

Background		Word Recognition Accuracy			Comprehension			Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	0–8	Independent		9–10	Independent		# of seconds =	
		9–19	Instructional		7–8½	Instructional		# secs/60 = __min/_secs	
		20 or more	Frustrational		6½ or less	Frustrational		≤ 3 min, 6 sec?	

Level 8, Oral Passage**336 Words****Background Question:** *What is biology? What does dissecting mean?***Prompt:** *In this passage, James is about to take biology. Read it to find out what happens.***Biology Woes**

James had always excelled in science, winning every science fair and making straight A's. But this year, he would be taking Biological Studies, and he knew that meant dissecting animals. He was agonizing over the thought of cutting up a creature that had been alive. He couldn't even envision cutting into a cockroach—and he hated those! James started the summer with an overpowering fear of embarrassing himself. By July, he had worked himself into a state of near hysteria.

To solve his problem, James bought a dissecting kit to practice. Inside the kit, he found an address to order preserved animals. After some contemplation, James chose an earthworm, a crawfish, a frog, and a snake.

When the animals arrived, James carefully dismantled the corrugated box so he wouldn't damage the contents. When he reached the innermost container, he was shocked beyond words! There must have been a mistake. Not only were these animals not preserved, they weren't even dead! James looked at the order form and discovered his mistake. He had marked the wrong code!

Suddenly, James was the proud owner of four creatures who were very much alive. He had no idea what to feed any of these animals, nor any desire to find out. Deciding to dispose of them as quickly as possible, he biked to the nearest pet shop to sell the animals. The manager told him they only bought from licensed dealers. He tried the administrator of the zoo, but she didn't have room for any more animals just now. James was disheartened. He realized he would have to accept responsibility for the animals himself.

First, James went to the library. There he learned that the animals would have to be housed in separate containers. He went back to the pet store and bought four small aquariums. By the end of the summer, James had learned an extensive amount of information about his new pets. What had started as a dissection project had turned into a valuable study of live animals.

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Comprehension Questions

- Lit-1 What school subject was James best at?
Science*
- Inf-2 Why was James worried about taking biology?
Accept either: he was afraid he would embarrass himself or he didn't want to cut up animals*
- Lit-3 How did James decide to solve his problem?
He bought a dissecting kit to practice*
- Lit-4 What is one kind of animal that James thought he would need?
Accept any: Earthworm, crawfish, snake, frog*
- Inf-5 Why was James surprised when he opened the boxes?
The animals were alive*
- Lit-6 Why wouldn't the pet shop take the animals?
They could only buy from licensed dealers*
- Lit-7 Why wouldn't the children's zoo take the animals?
They didn't have room*
- Inf-8 How do we know that James cared about animals?
Accept any of these: he tried to find a home for them, he fed them, he took care of them, or he didn't want to dissect them*
- Inf-9 What did James finally do with the animals?
Accept either: he kept them or he took care of them*
- Inf-10 How did James' mistake become a positive experience?
Accept either: he learned a lot about the animals or he got four new pets*

Background		Word Recognition Accuracy			Comprehension		Rate/Fluency	
Check + or –		# of errors			# correct	Check IND, INST, or FRUS	Adequate/Inadequate + or –	
+	–	0–8	Independent		9–10	Independent	# of seconds =	
		9–18	Instructional		7–8½	Instructional	# secs/60 = __min/_secs	
		19 or more	Frustrational		6½ or less	Frustrational	≤ 2 min, 58 sec?	

Preprimer Level, Silent Passage**62 Words****Background Question:** *What is a pet?***Prompt:** *Read this story to find out what happened when Bill wanted a pet.*

Bill Wants a Pet

Bill wanted a pet. He asked his mom for a pet. She said he had to wait.

One day, Bill saw a little dog. The dog was crying.

Bill said, "This dog is lost." Bill took the dog home.

Bill's mom saw the dog. Bill asked, "May I keep it?"

Bill's mom said he could keep the dog.

Bill had a pet!

Appendix D

Comprehension Questions*Lit-1 What did Bill want in this story?**Accept either: a pet or a dog**Lit-2 In the beginning of the story, what did Bill's mother say when he asked for a pet?**Accept either: he had to wait or no**Inf-3 Why did Bill think the dog was lost?**It was crying**Lit-4 Where did Bill and the dog go?**Home**Inf-5 Why did Bill take the dog home?**Accept any: he wanted to keep it, it was crying, or it was lost**Inf-6 How did Bill finally get a pet?**Accept either: he took a lost dog home to show his mother or his mother let him keep it*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	5½–6	Independent		# of seconds	
		4½–5	Instructional		# sec/60 = ____ min/____ secs	
		4 or less	Frustrational		≤ 4 min, 46 sec?	

450 Appendix D

Retelling Protocol

Story Element	Student's Response	1	½	0
Characters	Includes Bill, mom, and dog			
Problem/Issue	Bill wants a pet, but his mom says he has to wait			
Events	Bill asked his mom for a pet			
	She said he had to wait			
	Bill found a dog			
	The dog was lost or crying			
	Bill took the dog home			
	Bill asked if he could keep the dog			
	Bill's mom said he could keep the dog			
Resolution	The dog became Bill's pet			
Total				
Check	IND = 9–10	INST = 7–8	FRUS = ≤ 6½	
IND/INST/FRUS				

Other information included in retelling:

Primer Level, Silent Passage**100 Words**

Background Question: *Have you ever made a pretend house to play in with your friends? What kinds of things could you use to make a pretend house?*

Prompt: *Read this story to find out how Jane and Meg made a house to play in.*

Jane and Meg's House

Jane and Meg are friends. One day, Meg went to Jane's house to play.

They went outside. Jane showed Meg a big tree. Jane said, "I want to make a house next to this tree."

Meg said, "I know! Come to my house! My mother just got a new bed. It came in a very big box. Maybe we can have the box for our house."

Meg and Jane went to Meg's house. They asked Meg's mother if they could have the box. Meg's mother said yes.

Jane and Meg took the box to make a house. They had fun.

452 Appendix D

Comprehension Questions*Lit-1 Where were Meg and Jane playing?**Accept either: at Jane's house or in the yard**Lit-2 What did Jane want to make?**A house**Lit-3 Where did Jane want to make the house?**Next to the tree**Inf-4 How did Meg's mother help the girls?**She said they could use the box from her mom's new bed**Inf-5 Why did Meg's mother have a box?**Her new bed came in it**Inf-6 Why did Meg think the box will be good for a house?**It is big*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	5½–6	Independent		# of seconds	
		4½–5	Instructional		# sec/60 = ____ min/____ secs	
		4 or less	Frustrational		≤ 3 min, 34 sec?	

Appendix D

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Retelling Protocol

Story Element	Student's Response	1	$\frac{1}{2}$	0
Characters	Includes Jane, Meg (may include Meg's mother)			
Problem/Issue	Jane and Meg want to make a house			
Events	Jane and Meg are friends			
	They went to Jane's house to play			
	They wanted to make a house (next to a tree)			
	Meg invites Jane to her house (because Meg's mom has a big box)			
	Meg's mother just got a new bed, which came in a big box They asked Meg's mother if they could have the box			
	Meg's mother gave them the box			
Resolution	They used the box to make a house			
Total				
Check	IND = 9–10	INST = 7–8	FRUS = $\leq 6\frac{1}{2}$	
IND/INST/FRUS				

Other information included in retelling:

Level 1, Silent Passage**101 Words****Background Question:** *What kinds of books do you like to read?***Prompt:** *Read this story about Jan and her favorite kind of book.*

Jan's Favorite Book

Jan loves to read books. Most of all, Jan loves books about animals. She likes books about dogs that help put out fires. She likes books about cats that get stuck in trees.

The best book is about a doctor. The doctor in the book takes care of animals. Jan loves to read about him.

In the book, a tiger at the zoo was hurt. The doctor came to the zoo. He put something on the tiger's leg. Soon the tiger was well again. When Jan grows up, she wants to be a doctor. She will take care of animals, too.

Appendix D

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Comprehension Questions*Lit-1 What does Jan like to do?**Read books**Lit-2 What does Jan like to read about?**Accept either: animals or animal doctors**Inf-3 Why do you think Jan likes to read about animals so much?**Accept any of these: she wants to take care of them, she likes to read about them, or she wants to be a vet**Lit-4 What are two animals that Jan likes to read about?**Accept any two: dogs, cats, tiger**Lit-5 What is Jan's favorite book about?**Accept either: A doctor that takes care of animals or animals**Inf-6 Why did the doctor in the book have to go to the zoo?**To take care of the tiger**Inf-7 What kind of doctor does Jan want to be?**One that takes care of animals**Inf-8 How do you know Jan likes animals?**Accept either: she likes to read about them or she wants to be a doctor who takes care of animals*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	7–8	Independent		# of seconds	
		5½–6½	Instructional		# sec/60 = ____ min/____ secs	
		5 or less	Frustrational		≤ 3 min, 10 sec?	

456 Appendix D

Retelling Protocol

Story Element	Student's Response	1	$\frac{1}{2}$	0
Characters	Jan			
Problem/Issue	Jan likes to read books			
Events	Jan loves to read books			
	She especially likes books about animals (cats, dogs)			
	Jan's favorite book is about a doctor			
	In the book, a tiger at the zoo was hurt			
	The doctor came to the zoo			
	The doctor put something on the tiger's leg to make it well			
Resolution	When Jan grows up she wants to be an animal doctor			
Total				
Check	IND = 9–10	INST = 7–8	FRUS = $\leq 6\frac{1}{2}$	
IND/INST/FRUS				

Other information included in retelling:

Level 2, Silent Passage**184 Words**

Background Question: *What is it like to go back to school when you don't know your teacher? What would it be like to think you were going to have one teacher and then to find out that teacher wouldn't be there and you would have a new teacher?*

Prompt: *Read this story to find out why Sarah is so worried about having a new teacher that she doesn't want to go to school.*

Sarah's New Teacher

Today is the first day of school. But Sarah doesn't want to go. This year, Sarah was supposed to have Mrs. Black for her teacher. But last June, Mrs. Black told the class she wouldn't be back this year. She told them their new teacher would be very nice.

Mrs. Black is the best teacher in the world! Last year, sometimes the big girls on the playground wouldn't let Sarah and her friends jump rope. Then Mrs. Black would come out to turn the rope just for them. Sarah doesn't think a new teacher will do that.

Sarah was surprised when she got to her classroom. The new teacher's name was Mr. Black. He said, "Good morning, boys and girls. My name is Mr. Black. I am married to Mrs. Black. I will be your new teacher. Mrs. Black asked me to tell you that she had a baby on Friday. I brought a picture of Mrs. Black and the baby."

Sarah and her friends made a card for Mrs. Black and the baby. Maybe the new teacher wouldn't be so bad after all.

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Comprehension Questions

Inf-1 Why didn't Sarah want to go to school?

Accept either: Mrs. Black wouldn't be there or she was going to have a new teacher

Lit-2 What did Mrs. Black tell the class about the new teacher?

She said the new teacher would be nice

Inf-3 Why did Sarah think Mrs. Black was so nice?

She turned the jump rope for Sarah and her friends

Inf-4 Why wasn't Mrs. Black coming back this year?

She was going to have a baby

Inf-5 What did Sarah find out when she got to her classroom?

Accept either: the new teacher was Mr. Black or Mrs. Black had had a baby

Lit-6 Who is the new teacher?

Accept either: Mr. Black or Mrs. Black's husband

Lit-7 What did Sarah and her friends do for Mrs. Black?

Made cards for her and the baby

Lit-8 What does Sarah think of the new teacher at the end of the story?

Accept either: she thinks he won't be so bad or she thinks he is nice

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	7–8	Independent		# of seconds	
		5½–6½	Instructional		# sec/60 = ____ min/____ secs	
		5 or less	Frustrational		≤ 3 min, 32 sec?	

Appendix D

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Retelling Protocol

Story Element	Student's Response	1	$\frac{1}{2}$	0
Characters	Sarah, friends, Mr. and Mrs. Black			
Problem/Issue	Sarah doesn't want to go to school because she isn't going to have Mrs. Black for her teacher			
Events	Today is the first day of school			
	Sarah doesn't want to go			
	She was supposed to have Mrs. Black			
	Mrs. Black told them (last June) that she wouldn't be back this year			
	Mrs. Black told them their new teacher would be very nice			
	Mrs. Black is a good teacher because she turned the jump rope for Sarah and her friends			
	The new teacher is Mr. Black or Mrs. Black's husband			
	Mr. Black told the children Mrs. Black had a baby on Friday			
	Mr. Black brought a picture of Mrs. Black and the baby			
	The children made a card for Mrs. Black and the baby			
Resolution	Sarah decided the new teacher would be OK			
Total				
Check	IND = 11½–13	INST = 9–11	FRUS = ≤ 8½	
IND/INST/FRUS				

Other information included in retelling:

Level 3, Silent Passage**224 Words****Background Question:** *What does a person have to do to be a hero?***Prompt:** *Read this story to find out how Bill's dad became a hero.***The Accident**

Yesterday, Bill's dad ran into the kitchen, shouting, "There has been an accident!" He told Bill to call the police. He said to tell them a bus had hit a car at the corner of Oak and Maple streets.

Bill wanted to go back to the corner with his dad. He wanted to join the excitement. But his dad said it was too dangerous. Bill watched out the window as his dad ran back out to the street. He hoped his dad wouldn't go on the bus. It was leaning against a wall. The car was underneath the bus, and gas was all over the ground.

But his dad did go back on the bus. Bill watched as his dad carried people from the bus to the grass. Bill saw his dad carry a little girl from the bus. She was clinging to a teddy bear. He said, "Thank goodness, that's the last one!" Just then, a truck screeched to a stop as the rescue workers arrived. The rescue workers rushed to care for the people who were hurt. They even put a bandage on the little girl's bear!

Then the news reporters arrived. They wanted information about Bill's dad. This morning there was a picture of Bill's dad in the paper. Under the picture, in big print, it said, "LOCAL HERO SAVES PASSENGERS."

Appendix D

Comprehension Questions

- Inf-1 How did Bill find out about the accident?
Accept either: his dad told him or his dad ran into the kitchen shouting about it*
- Lit-2 What did Bill's dad tell him to do?
Accept either: to call the police or to tell the police there had been an accident*
- Lit-3 Why didn't Bill's dad let him go to the corner?
He said it was too dangerous*
- Inf-4 Why didn't Bill want his dad to go on the bus?
Accept either: he was afraid it would fall over or he thought it was too dangerous*
- Lit-5 How did Bill's dad help the people on the bus?
He carried them off the bus*
- Lit-6 What did the rescue workers do?
Accept either: they cared for the people who were hurt or they put a bandage on the little girl's bear*
- Inf-7 Why did the news reporters come to the accident?
Accept either: they wanted to find out about Bill's dad or they wanted to put the accident on the news*
- Inf-8 Why did reporters want information about Bill's dad?
He was a hero or they wanted to write an article about him*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	7–8	Independent		# of seconds	
		5½–6½	Instructional		# sec/60 = ____ min/____ secs	
		5 or less	Frustrational		≤ 2 min, 38 sec?	

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Retelling Protocol

Story Element	Student's Response	1	$\frac{1}{2}$	0
Characters	Bill, Dad, may include little girl, rescue workers, and reporters			
Problem/Issue	There has been an accident between a bus and a car			
Events	Bill's dad came into the kitchen and told him there had been an accident			
	Bill's dad asked him to call the police			
	Bill wanted to go to the corner with his dad			
	His dad said he couldn't go because it was too dangerous			
	Bill doesn't want his dad to go on the bus because there was gas leaking			
	Bill's dad went back on the bus			
	Bill watched as his dad carried people from the bus to the grass			
	Bill saw his dad carry a little girl from the bus (little girl had a teddy bear)			
	Rescue workers arrive			
	Rescue workers cared for people who were hurt			
	News reporters arrived to get information about Bill's dad			
Resolution	A picture of Bill's dad was in the paper and he was called a hero			
Total				
Check	IND = 12½–14	INST = 10–12	FRUS = ≤ 9½	
IND/INST/FRUS				

Other information included in retelling:

Level 4, Silent Passage**236 Words**

Background Question: *What is skiing? What do you have to have to ski? What do you think it would be like to ski down a mountain?*

Prompt: *Read this story about Josh's ski trip.*

Josh's Ski Trip

At daybreak, Josh looked out the window of the cabin. He looked through the icicles to the snow-covered mountainside. He couldn't wait to get out on the slopes! This year he would get to go on the Challenger Slope. He wanted to feel the wind rushing past his face as he raced down the hill.

When Josh's family came to Bear Mountain last year, Josh was the best skier in his class. But he was too short, and the ski patrol wouldn't permit him on the more difficult slopes. He tried to convince the captains of the ski patrol. He knew he was good enough to go on the tougher slopes, but they wouldn't bend the rules for anyone.

But during the long summer months, Josh had grown to five feet, seven inches, and nobody could stop him now! It was the first ski trip of the new season. The mountain was just outside the window, but everyone else was still sleeping peacefully. Josh couldn't stand it any longer! In silence, he picked up his boots and goggles and crept downstairs. He quietly lifted his gear down from the rack and slipped out the door.

The morning was perfect! The air was crisp, and the snow sparkled like silver in the sunrise as Josh made his way to the ski lift. He was anxious to feel the wind in his face. What a disappointment when he saw the new sign: "No Children under Fifteen without an Adult!"

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Comprehension Questions

Lit-1 Where is Josh in this story?

Accept any of these: on a ski trip at Bear Mountain or in a cabin

Lit-2 What does Josh want to do?

Accept any of these: go out on the mountain, ski, or go on the Challenger slope

Lit-3 Why couldn't Josh ski on the Challenger slopes last year?

He was too short

Inf-4 How do you know Josh is a good skier?

Accept any of these: He was the best in his class, he could handle more difficult slopes, or he liked skiing

Inf-5 Why did Josh decide to sneak out of the house?

Everyone else was sleeping and he didn't want to wait

Inf-6 How far away is the ski slope?

On the mountain, just outside the window

Inf-7 Why did Josh creep downstairs?

He was trying to sneak out of the house

Inf-8 Why can't Josh go on the "Challenger" slope now?

He is too young

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	7–8	Independent		# of seconds	
		5½–6½	Instructional		# sec/60 = ___ min/___ secs	
		5 or less	Frustrational		≤ 3 min, 10 sec?	

Appendix D

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Retelling Protocol

Story Element	Student's Response	1	$\frac{1}{2}$	0
Characters	Josh			
Problem/Issue	Josh wants to get out on the slopes to ski but his family is still asleep			
Events	Josh is looking out the window, wanting to get out on the slopes to ski			
	He wants to ski on the Challenger slope			
	Last year, Josh was the best skier in his class			
	Last year, Josh was too short to ski on the difficult slopes			
	Josh tried to convince the ski patrol to let him go on the difficult slopes, but they wouldn't bend the rules			
	Josh had grown (during the summer)			
	Josh quietly left the cabin (where everyone was sleeping)			
	Now he found a sign that said "No children under 15 without an adult"			
Resolution	Josh still can't go on the Challenger slope			
Total				
Check	IND = 9–11	INST = 7½–8½	FRUS = ≤ 7	
IND/INST/FRUS				

Other information included in retelling:

Level 5, Silent Passage**244 Words****Background Question:** *What do you think it would be like to live on a farm?***Prompt:** *Read story to find out why Beth wishes she could live in the country.***Grandpa's Farm**

Sometimes Beth hated towns and cities! They were taking over, and the farms and open land were disappearing. Beth wished she could live on a farm, but her dad was a mechanic. He repaired machinery for a mill in town.

Beth's favorite times were spent with Grandpa on his farm. Beth spent almost all her weekends with Grandpa. On cool evenings, Grandpa would light a fire. Beth loved to read by the firelight, just like girls did when this was the frontier.

On Saturday mornings, Grandpa was always up early, ready for his long day of chores. First, the pigs had to be fed, and the chicken coop had to be cleaned. Then the stallion had to be brushed. When Beth was little, Grandpa let her help milk the cows, but now he used milking machines.

In the afternoon, Beth and Grandpa walked the horses. This was Beth's favorite chore. Grandpa's favorite place to walk the horses was Bear Mountain. It took most of the afternoon to ride all the way out to the mountain and back. Grandpa and Beth always packed a snack to eat on the mountaintop. As they shared their fruit and milk, they talked. Grandpa told her how much he liked to look out over the farms and towns for miles. These trips to the mountain reassured Beth. They showed her that there was still enough land and open spaces. They helped her to feel less closed in by civilization.

Appendix D

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Comprehension Questions*Inf-1 Why didn't Beth like where she lived?**Accept any of these: she had to live in town, it was too crowded for her, or the town had no open land or farms**Lit-2 Where did Beth like to spend her weekends?**On Grandpa's farm**Lit-3 Why did Beth's family live in town?**Because her dad was a mechanic**Inf-4 Why did Beth like going to her grandfather's farm?**Accept any of these: she liked to do chores, to read by firelight, to go to the mountain, or she liked lots of space**Lit-5 What were some of the chores that Beth and her grandfather did?**Name two: feed the pigs, clean the chicken coop, brush the stallion, walk the horses**Inf-6 Why do you think Beth's favorite chore was walking the horses?**Accept either: because she likes to go to the mountain or she likes horses**Lit-7 What did Beth and Grandpa take with them to the mountain?**Snack**Inf-8 Why did Beth like to go to the mountain?**It made her feel there was enough space for people like her*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	7–8	Independent		# of seconds	
		5½–6½	Instructional		# sec/60 = ___ min/___ secs	
		5 or less	Frustrational		≤ 3 min, 8 sec?	

468 Appendix D

Retelling Protocol

Story Element	Student's Response	1	$\frac{1}{2}$	0
Characters	Beth and Grandpa			
Problem/Issue	Beth hated towns and cities, but her family lived in town because of her dad's job			
Events	Beth wished she could live on a farm because she hated cities			
	Beth couldn't live on a farm because her dad is a mechanic for a mill in town			
	Beth liked to spend time with her grandpa on his farm (she spent most weekends there)			
	Beth liked to read by firelight (just like frontier girls)			
	Beth did chores with grandpa			
	Beth's favorite chore was walking horses			
	Beth liked to walk the horses to the mountain (snack on mountain, all afternoon)			
Resolution	Beth liked the trips to the mountain because they made her feel there was enough room for people like her			
Total				
Check IND/INST/FRUS	IND = 9–10	INST = 7–8½	FRUS = ≤ 6½	

Other information included in retelling:

Level 6, Silent Passage**333 Words****Background Question:** *What is a veterinarian?***Prompt:** *Read this passage to find out about a girl named Pam, who wants to be a veterinarian.***Pam's New Job**

More than anything, Pam wanted to be a veterinarian. She was great with animals. For the last two years, Pam had volunteered at the zoo. But this summer, she was going to be paid. Pam's biology teacher had recommended her to work in a special science program.

Pam was disappointed when she found out she was assigned to the zoo nursery. Pam didn't want to feed a bunch of baby animals. She had hoped for something more exciting, like reptiles. Pam decided to talk to the zoo's vet, Dr. Mack. Maybe she would understand how Pam felt, and Pam could ask her to convince the zookeeper to change her placement.

When Pam arrived at the zoo, Dr. Mack was in the nursery. There had been an emergency, and Dr. Mack had been called to help. The nurse asked Pam to wait for Dr. Mack in the observation room. She was surprised to find that the observation room overlooked a small operating room. There she saw Dr. Mack, working frantically to save a baby orangutan. After several minutes, the tiny ape started to breathe on its own, and Dr. Mack came out to greet Pam, "I thought we were going to lose her! Since we rescued her from a fire, we've been trying to bottle-feed her, but suddenly she stopped breathing. The nurse called me because I specialize in great apes. Now that I'm sure she'll be all right, how can I help you?"

"I'm glad she's going to be okay," replied Pam, "I didn't know you were equipped for surgery."

"That's why we need someone like you. We just added the hospital last winter. We had it built in the nursery because it had separate rooms to house sick or injured animals. We need someone who can handle frightened animals and comfort them while they wait for surgery and while they recover. Now, what was it you wanted to discuss?"

Pam replied, "I think you've answered all my questions. When can I start?"

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Comprehension Questions

- Inf-1 Who helped Pam get the job at the zoo?
Her biology teacher*
- Lit-2 Where did the zookeeper want Pam to work?
In the children's zoo*
- Inf-3 Why didn't Pam want to work in the baby animal zoo?
She didn't think it was an important job*
- Inf-4 What did Pam think would happen if she talked to the zoo's veterinarian?
She thought the veterinarian would convince the zookeeper to let her work with other animals*
- Lit-5 Why wasn't Dr. Mack in her office when Pam arrived at the zoo?
She had been called to help with an emergency*
- Lit-6 Where did the nurse ask Pam to wait for Dr. Mack?
In an observation room*
- Lit-7 What was wrong with the baby orangutan?
Accept either: she had stopped breathing or she had been in a fire*
- Lit-8 How did the zoo get the baby orangutan?
They rescued her from a fire*
- Lit-9 What was the job that Dr. Mack wanted Pam to do?
Handle the frightened animals and take care of them while they recovered from surgery*
- Inf-10 Why didn't Pam ever ask Dr. Mack to talk to the zookeeper?
After she learned about the job Dr. Mack wanted her to do, she realized it was important*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	9–10	Independent		# of seconds	
		7–8½	Instructional		# sec/60 = ___ min/___ secs	
		6½ or less	Frustrational		≤ 3 min?	

Appendix D

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Retelling Protocol

Story Element	Student's Response	1	$\frac{1}{2}$	0
Characters	Pam, Dr. Mack			
Problem/Issue	Pam doesn't want to work in the nursery at the zoo because she thinks it will not be exciting enough			
Events	Pam wants to be a veterinarian (she is great with animals)			
	Pam had been doing volunteer work at the zoo			
	This year Pam was going to work at the zoo for pay			
	Pam was supposed to work in the nursery at the zoo			
	Pam wanted to work somewhere more exciting (such as with the reptiles)			
	Pam went to the zoo to ask the zoo's vet to change her assignment			
	Dr. Mack (zoo's vet) was in the nursery			
	Pam watch Dr. Mack operating on a baby orangutan			
	Dr. Mack explained that they had put the hospital in the nursery because it had separate rooms for sick or injured animals			
Resolution	Pam decided not to ask for a different placement			
Total				
Check	IND = 11 $\frac{1}{2}$–13	INST = 9–11	FRUS = $\leq 8\frac{1}{2}$	
IND/INST/FRUS				

Other information included in retelling:

Level 7, Silent Passage**360 Words****Background Question:** *What do people do in gymnastics?***Prompt:** *Read this passage to find out about what happens when Debbie and Kim do gymnastics in gym class.***Gym Class**

Sometimes, Debbie wondered how she and Kim even tolerated each other, much less remained best friends. While Debbie was outgoing, Kim was quiet and shy. While Debbie was famous for her total lack of coordination, Kim was the most acrobatic person in the entire school. Yet the girls were inseparable, best friends since kindergarten. They were thrilled to find out they would be in gym class together. But as usual, they had opposite opinions about actually taking gym. Kim greeted the class enthusiastically, and Debbie had nothing but contempt for it.

Today, they began the gymnastics unit, and Debbie wished she could crawl into a deep hole and disappear. Down the hall came the new gymnastics teacher, Ms. Bain. She announced that today they would be tumbling. Then Ms. Bain described some of the moves the girls would be doing, the forward roll, the backward roll, and the cartwheel.

Ms. Bain asked if anyone could demonstrate any of the moves for the class. The whole class sang out in unison, "Kim!" Then Ms. Bain asked Kim if she had taken lessons, and she nodded shyly. When Ms. Bain asked if Kim had gotten far enough along to demonstrate any of these moves, the class giggled. Debbie realized that Kim was too modest to tell Ms. Bain the truth, so she spoke up proudly, "Ms. Bain, Kim is the state champion in gymnastics. She's a competitor at the national level."

Ms. Bain smiled at Kim and said, "Maybe you could give us a demonstration of the routine you performed at the state meet." With some encouragement from her classmates, Kim agreed to show the class part of her tumbling routine.

As Debbie watched in admiration, Kim stepped onto the floor mat. As soon as she started to perform, her whole personality changed. Usually Kim was awkward in front of people, but when she stepped onto the gym floor, her body became elegance in motion. Kim's normal shyness disappeared, and she seemed to be an actress playing the part of a gymnast. Even Ms. Bain was taken aback! She applauded approvingly and said she hoped Kim would invite her to her next meet.

Appendix D

Comprehension Questions

- Inf-1 Why didn't Debbie like gym class?
She is clumsy*
- Inf-2 Why did Kim like gym class?
Accept either: she is acrobatic or she likes gymnastics*
- Lit-3 When did Debbie and Kim become friends?
In kindergarten*
- Lit-4 What tumbling moves did the teacher want the girls to do?
Accept any: forward roll, backward roll, or cartwheel*
- Inf-5 Why did the girls in the gym class suggest that Kim demonstrate the tumbling moves?
Accept either: they knew she was good at gymnastics or she was state champion*
- Inf-6 Why did the girls giggle when Ms. Bain asked if Kim had enough experience to demonstrate for the class?
Accept either: they all knew that Kim was state champion or they knew that Kim had been taking gymnastics a long time*
- Lit-7 Why didn't Kim tell the teacher about her experience in gymnastics?
Accept either: she was too modest or she was too shy*
- Inf-8 Why did Kim need encouragement from her classmates before she would perform?
Accept any one: she was shy, she felt awkward in front of people, or she was modest*
- Inf-9 Why did Debbie admire Kim?
Accept any: she was coordinated, she was state champion, or she was good at gymnastics*
- Lit-10 What did Ms. Bain do when Kim finished her performance?
Accept either: she applauded, or she said she would like to go to Kim's next meet*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	9–10	Independent		# of seconds	
		7–8½	Instructional		# sec/60 = ___ min/___ secs	
		6½ or less	Frustrational		≤ 2 min, 40 sec?	

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Retelling Protocol

Story Element	Student's Response	1	½	0
Characters	Debbie, Kim, Ms. Bain (and classmates)			
Problem/Issue	Debbie and Kim are best friends in spite of their opposite personalities			
Events	Debbie and Kim have opposite personalities			
	Debbie was outgoing and Kim shy or Kim was athletic and Debbie was not			
	Girls have been best friends (since kindergarten)			
	Today was the beginning of the gymnastics unit (they would be tumbling)			
	Teacher asked someone to demonstrate			
	Class suggested Kim			
	Kim was too shy to admit her abilities in gymnastics			
	Debbie announced Kim was state champion			
	When Kim performed, her personality changed			
Resolution	Teacher was impressed, asked to come to Kim's next meet			
Total				
Check	IND = 11–12	INST = 8½–10½	FRUS = ≤ 8	
IND/INST/FRUS				

Other information included in retelling:

Appendix D

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Level 8, Silent Passage**298 Words****Background Question:** *What does a journalist do?***Prompt:** *Read this passage to find out how Kate becomes a special kind of journalist.***Kate Becomes a Journalist**

Kate's greatest ambition is to be a journalist. Throughout her high school years, she has been a photographer on the school newspaper. Now she is the senior editor of the school paper, but her goal is to be a foreign correspondent. Kate is taking a class in photography and learning how to use pictures to tell a story. Kate would like to find a way to combine writing about international relations and photography, perhaps writing for a news magazine or for a TV news show but using her own photographs.

Two years ago, Kate's history class took a trip to the southeastern states. She took her camera and photographed the eroded seacoasts. When Kate's pictures were published in the local newspaper, there were many letters to the editor, praising her work.

Last year, when Kate was a junior, her class went to Mexico. Kate took pictures of how the recent earthquake had devastated the entire region. When Kate showed her pictures to the editor of the town newspaper, he asked her to write an article to go with her pictures. He told Kate that she had a unique talent for capturing people's attention with a profound photograph. He said if she wrote an article go with the pictures, people would understand the message in the photographs better. This time, public reaction was phenomenal! Kate could finally see a way to combine her ability to write with her interest in photography.

Now in her senior year, Kate is deciding where to go to college. Kate's inclination is to go to a prestigious college in Washington, DC or New York. She wants to be near the ambassadors and diplomats. Kate has never abandoned her goal to be a foreign correspondent. She keeps that in mind through all her decisions.

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Comprehension Questions

- Lit-1 What does Kate want to be?
Accept either: a journalist or a foreign correspondent*
- Lit-2 How did Kate get started in journalism?
She is on the staff of the high school newspaper*
- Inf-3 How will Kate's experiences in high school help her accomplish her goals?
Accept any of these: she is the editor of the high school newspaper, she is the photographer for the high school paper or she is taking a class to learn about photography*
- Inf-4 Why did Kate take her camera with her to Mexico?
So she could take pictures of earthquake damage*
- Lit-5 How did Kate get her pictures published the first time?
The local newspaper published them*
- Inf-6 How did the newspaper readers respond to Kate's pictures of the eroded seacoast?
They liked her work*
- Lit-7 Who first helped Kate get her work published?
The local newspaper editor*
- Inf-8 How did the local newspaper editor help Kate accomplish her goal?
He asked her to write about her pictures*
- Lit-9 Why did the newspaper editor suggest that Kate write an article to go with her pictures about the earthquake?
To help people understand the message of the photographs better*
- Inf-10 How will Kate decide which college to attend?
She will go where she can be near people who make political decisions*

Background		Comprehension			Rate/Fluency	
Check + or –		# correct	Check IND, INST, or FRUS		Adequate/Inadequate + or –	
+	–	9–10	Independent		# of seconds	
		7–8½	Instructional		# sec/60 = ____ min/____ secs	
		6½ or less	Frustrational		≤ 3 min, 13 sec?	

Appendix D

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Retelling Protocol

Story Element	Student's Response	1	½	0
Characters	Kate, (newspaper editor)			
Problem/Issue	Kate wants to be a foreign correspondent, combining writing and photography			
Events	Kate wants to be a journalist			
	She wants to be a foreign correspondent and use her own photographs			
	She has been a photographer for her high school newspaper (now senior editor)			
	When Kate's class went to the southeastern states, she took her camera and photographed erosion of seacoasts or her work was published in the local newspaper and was praised			
	When Kate's class went to Mexico, Kate took pictures of earthquake damage or the local newspaper editor asked Kate to write an article to go with her pictures and the public liked her work			
Resolution	Kate will go to her college where she can be near ambassadors and diplomats to help her reach her goal of becoming a foreign correspondent			
Total				
Check	IND = 7–8	INST = 5½–6½	FRUS = ≤ 5	
ND/INST/FRUS				

Other information included in retelling: