

The Nice Little House • Level D • Fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, each animal went in a little house and said, "What a nice little house!" Read to find out what happened when all the animals went in.

Summary of Scores:			
Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About	_____
Fluency	_____	Reading	_____

Page	Text	<i>The Nice Little House</i> Level D, RW: 129, E: 14		E	SC
2	The horse went in the little house. "What a nice little house!" said the horse.				
4	The cow went in the little house. "What a nice little house!" said the cow.				
6	The pig went in the little house. The pig said, "What a nice little house!"				
Subtotal					

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The Nice Little House • Level D


Page	Text	E	SC
8	<p>The chicken went in the little house. "What a nice little house!" she said.</p>		
10	<p>The duck went in the little house. She said, "What a nice little house!"</p>		
12	<p>The skunk went in the little house. Then . . .</p>		
14	<p>The horse went out of the little house. The cow went out of the little house.</p>		
Subtotal			

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The Nice Little House • Level D

Page	Text	E	SC
15	The pig went out of the little house. The chicken went out of the little house. The duck went out of the little house.		
16	“What a nice big house!” said the skunk.		
Subtotal			
Total			

Accuracy Rate	Errors	14 or more	13	11-12	10	9	8	6-7	5	4	2-3	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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The Nice Little House • Level D

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing and no attention to author's meaning or punctuation; no stress or inappropriate stress and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>
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Part Two: Comprehension Conversation

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3** Student demonstrates **proficiency** in understanding the text.
- 2** Student is **approaching proficiency** in understanding the text.
- 1** Student demonstrates **limited proficiency** in understanding the text.
- 0** Student's comprehension is **not proficient**.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Different animals go into the house (horse, cow, pig, chicken, duck). They like the little house.</p> <p>Each animal that goes inside takes up more room until the house is crowded. When a skunk goes into the house, all of the other animals run away.</p> <p>The skunk is alone in the house. The skunk says it is a big house.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell what happens in the story.</p> <p>Is there anything else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>The animals don't want to stay in the house with the skunk because skunks smell bad.</p> <p>When all of the other animals were in the house it was crowded. The skunk has the house all to himself, so it seems big.</p>	<p>Why do the animals run away?</p> <p>Why does the skunk call it a "nice big house" when all the other animals called it a "nice little house"?</p>	0 1 2 3

Continued on next page

The Nice Little House • Level D

Key Understandings	Prompts	Score
<p>Beyond and About the Text <i>(cont.)</i></p> <p>The skunk feels good when he sees how big the house seems when he is there by himself. He looks like he is comfortable in his new house.</p> <p>Sample response: I would have left the house because skunks stink. It's like the story because I would run away like all the animals ran away. (Accept logical responses that make a connection between the student's personal experiences and the content.)</p> <p>Sample response: It's a good ending because it's funny when the animals leave the house. The skunk's stink turns out to be good for the skunk. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p><i>Note any additional understandings:</i></p>	<p>Look at the picture on the last page. How do you think the skunk feels at the end of the story? What makes you think that?</p> <p>What would you have done if you were in the house when skunk came in? Why? How would that be like the story?</p> <p>Was this a good ending? Why?</p>	<p>0 1 2 3</p>

<p>Guide to Total Score, Levels A-K</p> <p>5-6 Proficient</p> <p>4 Approaching Proficiency</p> <p>3 Limited Proficiency</p> <p>0-2 Not Proficient</p>
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Total Score: _____ /6

Part Three: Writing About Reading *(optional)*

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

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

Write about how the skunk feels at the end of the story. Be sure to tell how you know. You can draw a picture to go with your writing.

ANALYSIS OF ORAL READING

After determining a reader's instructional level, use this chart to analyse the reader's strengths and needs.

<p>Processing Actions</p>	<p>What did the reader do at difficulty or after error? (e.g., stop, appeal, attempt, reread, self-correct)</p> <hr/> <hr/> <hr/> <hr/>
<p>Phonics / Word Analysis</p>	<p>How did the reader use phonics skills? (e.g., letter-sound relationships [initial, medial, final], phonograms/spelling patterns, word parts, syllables, high-frequency words)</p> <hr/> <hr/> <hr/> <hr/>
<p>Fluency</p>	<p>How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)</p> <hr/> <hr/> <hr/> <hr/>
<p>Language / Comprehension</p>	<p>What is the evidence that the reader used syntax and understood the text?</p> <hr/> <hr/> <hr/> <hr/>
<p>TEACHING PRIORITIES</p>	<p>Tomorrow I will need to:</p> <hr/> <hr/> <hr/> <hr/>