

# The Loose Tooth • Level E • Fiction

Student	Year Date	
Teacher	School	
Place the book in front of the student. Read the title and introduction.	Summary of Scores:	
Introduction: Kate had a loose tooth and she tried lots of things to make it come out. Read to find out what happened	· ·	mprehension
to Kate's loose tooth.		ting About ading

Page	Text The Loos	se Tooth Level E, RW: 198, E: 21	E	sc
2	Kate had a loose tooth.			
	Her tooth was <b>very</b> loose.			
	Kate played with her tooth.			
	But it did not come out.			
4	"Don't play			
	with your tooth,"			
	said Kate's mum.			
	"Eat your breakfast."			
	"I want my tooth			
	to come out,"			
	said Kate.			
		Subtotal		

# The Loose Tooth • Level E

Page	Text	E	SC		
_					
5	"Your tooth				
	will fall out," said Mum.				
	Kate wiggled her tooth.				
	But it did not fall out.				
6	Kate brushed her teeth				
	after breakfast.				
	She wanted her tooth				
	to come out.				
	She wanted it to come				
	out <b>now</b> .				
7	She brushed and brushed.				
	She brushed her loose tooth.				
	But it did not fall out.				
	Subtotal				

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# The Loose Tooth • Level E

Page	Text	E	sc
8	Kate went to school.		
	She played		
	with her tooth		
	at school.		
9	"Don't play with your tooth,"		
	said Kate's teacher.		
10	Kate played		
	with her tooth		
	at lunch.		
	She wiggled it		
	and wiggled it.		
11	"Don't wiggle your tooth,"		
	said Ben.		
	"I want to eat my lunch."		
	Subtotal		

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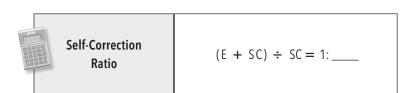
# The Loose Tooth • Level E

Page	Text	E	sc	
12	Kate went home.			
	Her brother played			
	with his blocks.			
	Kate played			
	with her tooth.			
13	"It is time to eat,"			
	said Mum.			
	"Come and have			
	some soup."			
14	Kate had some soup.			
	She said,			
	"Now I want an apple.			
	I want a big, big apple."			
	Subtotal			

# The Loose Tooth • Level E

Page	Text	E	sc
15	Kate took a big, big		
	bite of her apple.		
16	"Look, Mum!" Kate said.		
	"Look at my tooth <b>now</b> !"		
	Subtotal	_	$\dashv$
	Total		

Accuracy	Errors	21 or more	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
Rate	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Fluency Score	0 1	2 3	Fluency Scoring Key			
			<b>0</b> 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.			
			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.			
			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.			
			<b>3</b> 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.			

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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
Within the Text		
Kate has a loose tooth. She wants it to come out and is doing everything she can to make it come out. She wiggles it, plays with it and brushes it.	Tell the important things that happen in the story.	0 1 2 3
In the end, she eats an apple and her tooth falls out.	Is there anything else?	
Note any additional understandings:		
Beyond and About the Text		
In the beginning, Kate is frustrated that her loose tooth won't fall out. In the end she is happy when it finally falls out.	Talk about how Kate feels about her tooth at the beginning of the story and at the end of the story.	0 1 2 3
Kate's mum isn't worried because she knows the tooth will fall out on its own.	What do you think Kate's mum is thinking?	
Sample response: I had to wait in line to go on a ride at the park. I waited and waited, but finally I got to go on it. I waited and I was happy when it happened, just like Kate. (Accept logical responses that make a connection between the student's personal experiences and the content.)	Tell about a time when you had to wait for something to happen. How was it like this story?	
Note any additional understandings:		

## Guide to Total Score, Levels A-K

- 5-6 Proficient
  - 4 Approaching Proficiency
  - 3 Limited Proficiency
- 0-2 Not Proficient

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.)

## Writing About Reading Scoring Key

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

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