

The Loose Tooth • Level E • Fiction

Student _____

Year _____ Date _____

Teacher _____

School _____

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

Introduction: Kate had a loose tooth and she tried lots of things to make it come out. Read to find out what happened to Kate's loose tooth.

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

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

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

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Page	Text	E	SC
8	<p>Kate went to school.</p> <p>She played with her tooth at school.</p>		
9	<p>“Don’t play with your tooth,” said Kate’s teacher.</p>		
10	<p>Kate played with her tooth at lunch.</p> <p>She wiggled it and wiggled it.</p>		
11	<p>“Don’t wiggle your tooth,” said Ben.</p> <p>“I want to eat my lunch.”</p>		
Subtotal			

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

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Page	Text	E	SC
15	Kate took a big, big bite of her apple.		
16	"Look, Mum!" Kate said. "Look at my tooth now! "		
Subtotal			
Total			

Accuracy Rate	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
	%	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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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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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>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.</p> <p>In the end, she eats an apple and her tooth falls out.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the important things that happen in the story.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>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.</p> <p>Kate’s mum isn’t worried because she knows the tooth will fall out on its own.</p> <p>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.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about how Kate feels about her tooth at the beginning of the story and at the end of the story.</p> <p>What do you think Kate’s mum is thinking?</p> <p>Tell about a time when you had to wait for something to happen. How was it like this story?</p>	<p>0 1 2 3</p>

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.

<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/>