

# Trucks • Level H • Non-fiction

Student \_\_\_\_\_

Year \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

**Introduction:** There are many kinds of trucks and they do important jobs. Read to find out about the different kinds of trucks and the jobs they do.

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

Page	Text	<i>Trucks</i> Level H, RW: 193, E: 21		E	SC
2	<p>Big trucks are on the road.</p> <p>They are going to many different places.</p> <p>They are going to do many important jobs.</p>				
4	<p>This is a fire truck.</p> <p>Fire trucks help put out fires.</p> <p>This truck has a long hose that shoots water on the fire.</p>				
6	<p>This truck picks up rubbish.</p> <p>The rubbish goes in the back of the truck.</p>				
<b>Subtotal</b>					

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**Trucks • Level H**


Page	Text	E	SC
6 <i>cont.</i>	<p>The truck crushes the rubbish to make it smaller.</p> <p>Then the truck carries the rubbish away.</p>		
8	<p>This is a mail truck.</p> <p>It picks up mail from the post office.</p> <p>Then the truck carries the mail all over town.</p>		
10	<p>This big truck is a snowplough.</p> <p>It pushes the snow to the side of the road.</p> <p>Then big trucks come to carry the piles of snow away.</p>		
<b>Subtotal</b>			


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Page	Text	E	SC
12	<p>This truck carries all kinds of food.</p> <p>The truck picks up wheat at the farm.</p> <p>Then it takes the wheat to the market.</p>		
14	<p>This is an ice cream truck.</p> <p>The ice cream truck plays a song.</p> <p>When they hear the song, the children run to the truck to get ice cream.</p>		
16	<p>All kinds of trucks are on the road.</p> <p>Some trucks are for work.</p> <p>And some trucks are for play.</p>		
<b>Subtotal</b>			
<b>Total</b>			

## Trucks • Level H

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

 <b>Self-Correction Ratio</b>	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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<b>Fluency Score</b>	0 1 2 3	<b>Fluency Scoring Key</b> <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. <b>1</b> 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. <b>2</b> 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
<p><b>Within the Text</b></p> <p>There are different kinds of trucks: fire trucks; rubbish trucks; mail trucks; snowploughs; farming trucks and ice cream trucks.</p> <p>Trucks do many kinds of jobs. Fire trucks put out fires. Rubbish trucks collect and crush rubbish. Mail trucks pick up and deliver mail. Snowploughs carry snow away. Some trucks carry food from farms to market. Ice cream trucks sell ice cream. Toy trucks are for play.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell about the trucks in this book.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p><b>Beyond and About the Text</b></p> <p>This truck is little. It is a toy for playing. The other trucks are big. They are for work and they do many important jobs.</p> <p>People need trucks to do important jobs like put out fires and remove rubbish. (Accept logical responses.)</p> <p>Sample response: The rubbish truck takes away our rubbish. If it didn’t, the rubbish would pile up in a big mess. (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 the truck on page 16 is different from all the other trucks.</p> <p>Why are trucks important to us? Can you show an example?</p> <p>Talk about how trucks help you and your family. Why is that important?</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 three important jobs trucks do. 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><b>Processing Actions</b></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><b>Phonics / Word Analysis</b></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><b>Fluency</b></p>	<p>How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)</p> <hr/> <hr/> <hr/> <hr/>
<p><b>Language / Comprehension</b></p>	<p>What is the evidence that the reader used syntax and understood the text?</p> <hr/> <hr/> <hr/> <hr/>
<p><b>TEACHING PRIORITIES</b></p>	<p>Tomorrow I will need to:</p> <hr/> <hr/> <hr/> <hr/>