

More Than a Pet • Level J • Non-fiction

Student _____

Year _____ Date _____


Teacher _____

School _____

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

Introduction: Dogs can be more than pets. They can help people. Therapy dogs help people feel better, and service dogs help people do things. Read to find out about these two kinds of dogs and what they do.

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

Page	Start Time  ____ min. ____ sec.	More Than a Pet Level J, RW: 284, E: 30	E	SC
2	<p>Do you know anyone who has a pet dog?</p> <p>Maybe you have a dog in your family.</p> <p>Dogs are good pets.</p>			
3	<p>Two Kinds of Dogs</p> <p>Some dogs are more than pets.</p> <p>Two kinds of dogs do special jobs.</p> <p>Dogs that make people feel better are called therapy dogs. Dogs that work are called service dogs.</p>			
Subtotal				

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Page	Text	E	SC
4	<p>Therapy Dogs</p> <p>Therapy dogs can help people feel better.</p> <p>People feel better when they can pat a dog.</p> <p>Sometimes people can't stay at home because they are not well. They must stay in a hospital or in a nursing home. They miss their homes and families.</p>		
7	<p>People like to pat dogs and feel their soft fur.</p> <p>Therapy dogs cheer people up when they are sad because they are not feeling well.</p>		
Subtotal			

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Page	Text	E	SC
8	<p>May is a friendly and snuggly dog.</p> <p>She visits Sam in the hospital.</p> <p>She curls right up in bed, and Sam smiles.</p>		
9	<p>Addie is a gentle pup.</p> <p>Her owner takes her to visit people in a nursing home.</p> <p>She stays very still when they pat her.</p>		
10	<p>Service Dogs</p> <p>Service dogs are more than pets.</p> <p>They help people do many things.</p> <p>Service dogs live with the people they help.</p> <p>They work, play and go everywhere with their owners.</p>		
Subtotal			


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Page	Text	E	SC
11	<p>Service dogs go to a special school where they are trained to help their owners.</p>		
12	<p>Royal is a service dog who helps Lily, his owner. Lily needs help because she can't see well. Royal came to live with Lily when he was a puppy. He and Lily were trained together.</p> <p>Now, Royal and Lily are together all the time. Lily holds on to Royal's harness at the shops or on the train. Royal makes sure it's safe for Lily to walk.</p>		
Subtotal			
 End Time ____ min. ____ sec. Total			

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Have the student finish reading the book silently.

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 Accuracy Rate	Errors	30 or more	27-29	25-26	22-24	19-21	16-18	13-15	10-12	8-9	5-7	1-4	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	Fluency Scoring Key 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. 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. 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.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $17040 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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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>There are two kinds of dogs that help people. Some dogs help people feel better and some dogs work. (May or may not use the terms <i>therapy</i> and <i>service</i>.)</p> <p>Dogs help people in many different ways. Therapy dogs cheer people up. They visit people who are in hospitals and nursing homes. Service dogs are trained to help their owners. They make sure their owners are safe. They get things for their owners.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the dogs in this book.</p> <p>What else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Dogs are smart. They seem to know how to behave to make people feel better. They are good at learning how to help people.</p> <p>Dogs are important to people. They are more than just pets and they help people in many ways.</p> <p>I knew dogs make good pets and can be guide dogs. I learnt that they can be trained to help people who can’t get things for themselves or who are sick.</p> <p><i>Note any additional understandings:</i></p>	<p>Do you think dogs are smart? How can you tell?</p> <p>What does the writer want you to know about dogs?</p> <p>What did you already know about dogs and what was new to you?</p>	0 1 2 3

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 ways dogs help people. You can draw a picture to go with your writing.

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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/>