

Surprising Animal Senses • Level K • Non-fiction

Student _____

Year _____ Date _____


Teacher _____

School _____

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

Introduction: Animals and people have five senses. But animal senses do not always work like people's senses work. Read to find out how some animals see, touch, taste, smell and hear.

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

Page	 Start Time ____ min. ____ sec.	Surprising Animal Senses Level K, RW: 272, E: 29	E	SC
2		<p>Introduction</p> <p>You may already know about your five senses. People can see, touch, taste, smell and hear.</p> <p>Animals also use their senses to learn about the world. But animal senses do not always work the way people's senses work.</p> <p>In this book you will read about animal senses (how many animals see, touch, taste, smell and hear) and how they work in ways that are different from human senses.</p>		
4		<p>Sight</p> <p>Who is the mother and who is the child in this picture? How can you tell?</p> <p>You use your sense of sight.</p>		
Subtotal				


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Page	Text	E	SC
5	<p>Your eyes are on your head. A sea star has small spots at the ends of its arms.</p> <p>These spots are its eyes. They help the sea star see light and dark.</p>		
6	<p>Touch</p> <p>If your eyes are closed, how can you tell the difference between a soft chick and rough sandpaper? You use your sense of touch.</p>		
7	<p>You use your skin to touch. Cats do, too.</p> <p>But cats also use their whiskers! The touch of the whiskers helps cats know whether they can fit through small openings.</p>		
8	<p>Taste</p> <p>How can you tell if you like salad? You use your sense of taste.</p>		
Subtotal			


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Page	Text	E	SC
9	You use your tongue to taste. A butterfly tastes with its feet! When butterflies land on flowers, they use taste buds on their feet to know if the flowers are good to eat.		
10	Smell Do you like the smell of fresh flowers? Most people do. Your sense of smell tells you that flowers smell good.		
11	You use your nose to smell. Snakes use their mouths! Instead of sniffing, they flick their tongues to bring smells into their mouths.		
Subtotal			
 End Time ____ min. ____ sec.		Total	


Have the student finish reading the book silently.

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 Accuracy Rate	Errors	29 or more	26-28	24-25	21-23	18-20	15-17	13-14	10-12	7-9	5-6	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 _____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $16\,320 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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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>Some animals’ senses work in different ways than human senses. They use different parts of their bodies to sense the world around them than humans do: a sea star sees with eyes on its arms; a cat feels with its whiskers; a butterfly tastes with its feet; a snake smells with its tongue and a cricket hears with its front legs.</p> <p>Some animals like birds, dogs and bats have super senses that are much stronger than human senses.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the important information the writer tells about animal senses.</p> <p>Is there anything else?</p>	0 1 2 3
<p>Beyond and About the Text</p> <p>Comparing humans to animals helps us understand how their senses are the same and different.</p> <p>The writer includes headings to separate the information about each of the five senses. Under each heading, the writer compares how human senses work with how animal senses work.</p> <p>Sample response: Some animals have really strong senses, like bats who have super hearing that allows them to fly in the dark without hitting anything. I don’t have super senses like those animals, but I would like to. These animals are kind of like superheroes with super powers. (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>Why do you think the writer compares humans to animals?</p> <p>How does the writer organise the information in the book? What does the writer do in each section?</p> <p>How are animal senses “super”? Have you ever noticed super senses in your own life or heard about them?</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

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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.

Choose one of the senses. Write about how animals and humans use this sense differently. 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/>