

Giants of the Sea • Level L • Non-fiction

Student _____

Year _____ Date _____


Teacher _____

School _____

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

Introduction: In this book, you will learn many things about whales, such as what they look like, how they live, how they are born and where you can see them. Read to learn about the largest animals in the world.

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

Page	Start Time  ____ min. ____ sec.	<i>Giants of the Sea</i> Level L, RW: 275, E: 16	E	SC
2	<p>The Largest Animal</p> <p>Think of the biggest animal you know.</p> <p>Is it a horse? Is it an elephant?</p> <p>The largest animal lives in the sea. It is much bigger than a horse or an elephant.</p> <p>It is the blue whale, a giant of the sea.</p>			
3	<p>The blue whale is the largest animal on Earth.</p>			
4	<p>Other whales are big, too.</p> <p>They may be different colours and different shapes, but they are all very large.</p>			
Subtotal				

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Page	Text	E	SC
6	<p>Breathing and Diving</p> <p>Whales look like fish, but they are not fish. Whales live in the water, but they cannot breathe underwater the way fish can. All whales breathe air.</p>		
7	<p>Whales have lungs, like you do. You breathe through your nose or mouth. Whales breathe through holes on the tops of their heads. The holes are called <i>blowholes</i>.</p>		
8	<p>A whale swims up to the top of the water. It blows air out of its blowhole. The whale blows so hard that it makes a cloudy spray called <i>blow</i>.</p>		
Subtotal			


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Page	Text	E	SC
9	<p>Then the whale takes a deep breath.</p> <p>Air goes in through the blowhole. The blowhole snaps shut, and the whale is ready to dive under the water again.</p> <p>Some whales can stay underwater for one hour or more.</p>		
10	<p>Baby Whales</p> <p>A baby whale is called a <i>calf</i>. As soon as a calf is born, the mother whale helps it swim up to the surface of the water. Then the newborn calf takes its first breath.</p>		
Subtotal			

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Page	Text	E	SC
11	A baby whale swims as soon as it is born. The calf stays close to its mother for about a year. A whale calf grows fast. A baby blue whale can gain as much as 90 kilograms a day!		
		Subtotal	
 End Time ____ min. ____ sec.		Total	


Have the student finish reading the book silently.

 Accuracy Rate	Errors	16 or more	13-15	10-12	7-9	5-6	1-4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	_____
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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.

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 <p>Reading Rate <i>(Optional)</i></p>	End Time	_____ min. _____ sec.
	Start Time	_____ min. _____ sec.
	Total Time	_____ min. _____ sec.
	Total Seconds	_____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $16\,500 \div \text{_____} = \text{_____ WPM}$	

Part Two: Comprehension Conversation

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.

<p>Comprehension Scoring Key</p> <p>3 Student demonstrates proficiency in understanding the text.</p> <p>2 Student is approaching proficiency in understanding the text.</p> <p>1 Student demonstrates limited proficiency in understanding the text.</p> <p>0 Student’s comprehension is not proficient.</p>
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Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are many different kinds of whales.</p> <p>The blue whale is the biggest animal on Earth.</p> <p>Whales live in the water, but they are not fish. They have lungs like people and breathe air through holes on top of their heads called blowholes.</p> <p>A baby whale is called a calf. It can swim as soon as it is born and stays with its mother for about a year.</p> <p>Whales make sounds to communicate with each other. Some use sounds to help them find their way in dark seas.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the important information the writer tells about whales.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>It’s important for whales to be able to communicate with each other because their sounds let each other know where they are. Some whales use sounds to find their way through dark seas.</p> <p>Whales breathe air through their lungs. The baby needs to get to the surface so it can breathe.</p>	<p>How is communication important to whales?</p> <p>Why does the mother whale help her baby swim to the surface as soon as it’s born?</p>	

Continued on next page

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Key Understandings	Prompts	Score
<p>Beyond the Text <i>(continued)</i></p> <p>It's important to know about the world around you. When we learn about animals, we begin to understand how important they are to the earth.</p> <p><i>Note any additional understandings:</i></p>	<p>Why might information about whales be important for people to learn?</p>	<p>0 1 2 3</p>
<p>About the Text</p> <p>This book is non-fiction. It includes facts/true information about whales.</p> <p>The writer compares whales and people. It helps readers to understand how whales breathe. The writer includes a drawing that compares the size of a blue whale to 25 elephants. Another drawing compares the smallest whale to the size of a pony. It helps me understand the size of different whales.</p> <p>The writer uses headings to organise the information. Every section has one kind of information. Headings help you find the information and know what topics you will read about.</p> <p>Sample response: The writer tells about some amazing whale facts, like how the blue whale is as big as 25 elephants. The drawings and photographs help you picture just how big whales are. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p><i>Note any additional understandings:</i></p>	<p>What is the genre of this book? How do you know?</p> <p>How does the writer use compare and contrast in this book? How does it help your understanding? Can you show an example?</p> <p>Talk about how the writer organises the information in this book.</p> <p>What does the writer do to keep you interested? What else? Show an example.</p>	<p>0 1 2 3</p>

Guide to Total Score, Levels L-Z

- 8-9 Proficient
- 6-7 Approaching Proficiency
- 4-5 Limited Proficiency
- 0-3 Not Proficient

Total Score: _____ /9

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 why you think the author chose to write about blue whales. 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/>