The Thing About Nathan • Level M • Fiction

Student _____   Year _____   Date _____

Teacher _____   School _____

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

Introduction: A girl named Hanna is tired of her younger brother Nathan, so she trades him for her friend Jerry's little brother William for a day. Read to find out what happened.

Summary of Scores:

Accuracy	_____	Comprehension	_____
Self-correction	_____	Writing About	
Fluency	_____	Reading	_____

Page	Start Time ____ min. ____ sec. *The Thing About Nathan* Level M, RW: 265, E: 15	E	SC
2	"My little brother drives me crazy," said Hanna. "He is so messy! Nathan doesn't eat food. He wears it. And you wouldn't believe his room!" Hanna rolled her eyes. "It looks like a herd of cattle lives there."		
3	"My brother is a neat freak," moaned Jerry. "William puts all his stuff away on a shelf in his room, with everything in perfect order, like the books in the library. And you'd better not touch anything."		
	Subtotal		

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Page	Text	E	SC
4	"I'd trade my messy brother for your neat one any day," said Hanna. "This Saturday, my parents are building a rock garden in the backyard. I'm supposed to keep Nathan busy. I know I'll go nuts." "Can Nathan swim?" Jerry asked. "He swims like a fish," said Hanna. "He could come with us on Saturday," Jerry suggested. "My family is going to the pool. William doesn't really enjoy swimming. He'd rather stay home and work on his models."		
5	"If you take Nathan swimming," said Hanna, "I'll ask my mum if William can come to our house. He can work on his models or do whatever he wants." "It's a deal!" shouted Jerry.		
	Subtotal		

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Page	Text	E	SC
6	On Saturday morning, Jerry's parents picked up Nathan and dropped off William. Nathan ran off with just his bathers and thongs. William brought a backpack bursting with stuff. He brought a toothbrush and toothpaste. "I always brush after I eat," he said. He brought a clean shirt. "I might spill something on this one." And he brought two model kits and two movies. "We have movies you can watch," said Hanna. "I like my own, thanks," said William.		
	Subtotal		
	End Time _____ min. _____ sec. **Total**		

Have the student finish reading the book silently.

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Accuracy Rate	Errors	15 or more	12-14	10-11	7-9	4-6	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

Self-Corrections	_____

Fluency Score	0 1 2 3	**Fluency Scoring Key**

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 *(Optional)*

End Time _____ min. _____ sec.

Start Time _____ min. _____ sec.

Total Time _____ min. _____ sec.

Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)

15 900 ÷ _____ = _____ 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
Within the Text Hanna is annoyed by her little brother Nathan. She decides to trade him for her friend's little brother William for the day. William turns out to be very different from Nathan. He is fussy, a picky eater and no fun. He just wants to stay inside and watch movies. Hanna can't believe it, but she misses Nathan. Nathan returns home, and Hanna gives him a big hug. They go for a bike ride together. *Note any additional understandings:*	Tell the important things that happen in the story. Is there anything else?	0 1 2 3
Beyond the Text Hanna is annoyed with Nathan. He drives her crazy. Nathan is messy and she wishes she could have a brother who is neat. Hanna discovers that having a brother who is neat can be frustrating. William is so neat and picky that he annoys Hanna. She starts to appreciate the fun she has with Nathan. You need to appreciate what you have. She realises that Nathan isn't so bad after all and his good qualities outweigh the bad. Sample response: I need to be thankful for the good things about my family. (Accept logical responses that make a connection between the student's experiences and the content.) *Note any additional understandings:*	How does Hanna feel about Nathan at the beginning of the story? What happens that causes Hanna to change her feelings about Nathan? What lesson does Hanna learn in the story? How does this lesson make you think about what you can do in your life?	0 1 2 3

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Key Understandings	Prompts	Score
About the Text This story is fiction. It is realistic fiction because it could really happen. It is a made up story about characters named Hanna, Nathan and William. The main character is Hanna. The writer tells the story from her point of view. The reader sees what the boys are like in Hanna's eyes. The writer wants readers to understand the lesson Hanna learns. Sample response: The writer makes the two boys very different, so it's interesting to compare them. William is neat and fussy, like when he picked out all the green bits from his potato salad and lined them up. Nathan is messy but likes to have fun. (Accept logical opinions and note how well students support their ideas with evidence from the text.) *Note any additional understandings:*	What is the genre of this book? How do you know? Who is the main character in the story? Why do you think the writer chose to tell it from this character's perspective? What does the writer do to keep you interested? What else? Show an example.	0 1 2 3

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)*

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.

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.)

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Write about what Hanna learns when she trades her brother, Nathan, for William. 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.

Processing Actions	What did the reader do at difficulty or after error? (e.g., stop, appeal, attempt, reread, self-correct) _____ _____ _____ _____
Phonics / Word Analysis	How did the reader use phonics skills? (e.g., letter-sound relationships [initial, medial, final], phonograms/spelling patterns, word parts, syllables, high-frequency words) _____ _____ _____ _____
Fluency	How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration) _____ _____ _____ _____
Language / Comprehension	What is the evidence that the reader used syntax and understood the text? _____ _____ _____ _____
TEACHING PRIORITIES	Tomorrow I will need to: _____ _____ _____ _____