

The Life of a Monarch Butterfly • Level M • 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 how an egg changes to a caterpillar. Read to find out how a caterpillar changes to a Monarch butterfly.

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

Page	 Start Time ____ min. ____ sec.	<i>The Life of a Monarch Butterfly</i> Level M, RW: 225, E: 13	E	SC
2		Do you see the speck on this leaf? It's a tiny egg! A Monarch butterfly laid the egg. Someday, after many changes have taken place, the egg will become a beautiful butterfly.		
3		Egg Every butterfly starts out as an egg. The female butterfly looks for a good place to lay her eggs. Monarch butterflies lay their eggs on milkweed plants.		
Subtotal				


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Page	Text	E	SC
4	<p>Caterpillar</p> <p>The eggs hatch after a few days. You might be expecting a tiny butterfly. But instead, a tiny caterpillar crawls out of each egg. A newborn caterpillar is so small you can hardly see it. But it will not stay small very long.</p> <p>As soon as the caterpillar hatches, it starts to eat.</p>		
5	<p>First the newborn caterpillar eats its own eggshell. Then it starts to eat the milkweed plant. It crunches and munches like an eating machine! The caterpillar</p>		
Subtotal			


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Page	Text	E	SC
5 <i>cont.</i>	<p>eats and eats and eats. The more it eats, the larger it grows. The caterpillar's skin starts to get tight, like a pair of pants that are too small.</p>		
6	<p>Soon the caterpillar's old skin splits open! But the caterpillar has been growing a new, larger skin underneath the old skin. When the old skin breaks, the caterpillar crawls right out of it. This happens again and again. Because it grows so fast, the caterpillar will change its skin five times before it is fully grown.</p>		
Subtotal			
	End Time ____ min. ____ sec.	Total	


Have the student finish reading the book silently.

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 Accuracy Rate	Errors	13 or more	11-12	8-10	6-7	4-5	1-3	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.

 Reading Rate <i>(Optional)</i>	End Time ___ min. ___ sec. Start Time ___ min. ___ sec. Total Time ___ min. ___ sec. Total Seconds _____ (RW × 60) ÷ Total Seconds = Words Per Minute (WPM) 13 500 ÷ _____ = _____ 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>Describes the important parts of the Monarch butterfly’s life cycle in order: the butterfly lays an egg; the egg hatches; a caterpillar crawls out; the caterpillar eats and eats; the caterpillar’s skin splits five times; the caterpillar develops a chrysalis; the caterpillar changes into a butterfly; the butterfly lays eggs.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the important information the writer tells about butterflies.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>The egg becomes a butterfly, then the butterfly lays an egg, and then the egg becomes a butterfly again. The cycle is important because it helps the butterfly to survive. They have babies so there will continue to be more butterflies.</p> <p>Milkweed plants are a good place for the butterflies to lay their eggs. Later, the caterpillars eat the milkweed plants to help them grow.</p> <p>Life is a cycle of being born, growing and dying. When butterflies and other creatures have babies, life continues.</p> <p>Sample response: My life is a cycle, too. I was born, and then I’m a kid, and then a teenager and then an adult. (Accept logical responses that make a connection between the student’s experiences and the content.)</p> <p><i>Note any additional understandings:</i></p>	<p>How does the life cycle of a Monarch butterfly keep repeating? Why is this process important?</p> <p>Talk about how milkweed plants are important to Monarch butterflies.</p> <p>Tell what big ideas you learnt from this book.</p> <p>How do the big ideas in this book make you think about your life?</p>	<p>0 1 2 3</p>

Continued on next page

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Key Understandings	Prompts	Score
<p>About the Text</p> <p>This book is non-fiction. It gives facts/information about butterflies.</p> <p>The writer describes each step or part of the life cycle of the Monarch butterfly. If you understand each step, it is easier to understand the whole cycle.</p> <p>The writer uses headings for the sections of the book, diagrams, photographs and captions. The writer summarises the cycle with a diagram on the last page. The illustrations and their captions make the information easier to understand.</p> <p>Sample response: The writer includes photographs of real butterflies that show exactly what happens at each stage of the butterfly's life. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p>It helps you know what the stages are in the life cycle of a butterfly.</p> <p><i>Note any additional understandings:</i></p>	<p>What is the genre of this book? How do you know?</p> <p>What does the writer of this book do to help you understand the information? Why is it important to look at the life of the Monarch butterfly in order of time?</p> <p>What are some of the different ways the writer gives information about the Monarch butterfly? How do the illustrations help you as a reader?</p> <p>What does the writer do to keep you interested? What else? Show an example.</p> <p>Why do you think the writer included the diagram on the last page?</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 the life cycle of the Monarch butterfly. 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/>