

# The Big Snow • Level N • Fiction

Student \_\_\_\_\_

Year \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

**Introduction:** It was the first big snowstorm in Patrick Waite's town. When Patrick left school at the end of the day, the problems began. Read to find out what happened to Patrick and his family.

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


Page	Start Time ____ min. ____ sec.	The Big Snow Level N, RW: 258, E: 15	E	SC
2	<p>With five minutes left in the school day, not a single student in room 314 was thinking about school. Outside, snow was falling, piling up like a thick blanket on the street. It was the first big storm of the year. From Patrick Waite's seat two rows from the window, it looked like 15 centimetres had already fallen. The snowflakes were huge and fluffy. Patrick felt dizzy watching them tumble from the sky.</p> <p>When the bell finally rang, he hurried out the door and down the footpath in ankle-deep snow.</p>			
<b>Subtotal</b>				

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**The Big Snow • Level N**


Page	Text	E	SC
3	<p>"Looks like the number six bus is stuck!"</p> <p>Mr Henry shouted.</p> <p>A stuck bus didn't matter to Patrick.</p> <p>His family's apartment was just five blocks from the school, and he always walked. Patrick grinned. Today, he could imagine he was hiking at the North Pole.</p>		
4	<p>Patrick's good mood vanished after two blocks. His feet were soaked and his face felt frozen. As he waited to cross the street, a huge snowplough rolled past. It sprayed him with snow and slush. "Thanks a lot!" Patrick yelled. The driver smiled and waved.</p>		
<b>Subtotal</b>			

## The Big Snow • Level N

Page	Text	E	SC
6	<p>It seemed to take hours to walk home.</p> <p>Finally, Patrick stepped into the warm entrance of his apartment building. He got the mail and took the lift up to the tenth floor.</p> <p>As he opened the door, Patrick was surprised to find the apartment empty. Where was everyone? Dad and his brothers always beat him home.</p> <p>Patrick shook off his soggy coat and tried to ignore the uneasy feeling growing in his stomach. Maybe he was just hungry.</p>		
<b>Subtotal</b>			
	<b>End Time</b> ____ min. ____ sec.	<b>Total</b>	


Have the student finish reading the book silently.

## The Big Snow • Level N

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

 <b>Self-Correction Ratio</b>	_____
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<b>Fluency Score</b>	0 1 2 3	<b>Fluency Scoring Key</b> <b>0</b> 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. <b>1</b> 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. <b>2</b> 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. <b>3</b> 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.

 <b>Reading Rate</b> <i>(Optional)</i>	End Time        ___ min. ___ sec. Start Time     ___ min. ___ sec. Total Time      ___ min. ___ sec. Total Seconds   _____  $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 15 480 $\div$ _____ = _____ 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><b>Within the Text</b></p> <p>Patrick and his family live in a city. As he leaves school, snow begins to pile up.</p> <p>The storm gets worse as Patrick struggles to walk home. When he gets home, no one in the family is there and he starts to worry. Later his brothers and mother make it home, but his father is still not home. Patrick worries more.</p> <p>Dad finally makes it home and tells the family about his difficult day.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the important things that happen in the story.</p> <p>Is there anything else?</p>	<p>0   1   2   3</p>
<p><b>Beyond the Text</b></p> <p>Patrick likes the snow at first, but as he gets wet on the walk home, he becomes unhappy. When he is waiting for his family to come home, he’s worried. But he waits patiently and feels happy when each person finally comes home.</p> <p>Patrick cares about his family. You can tell because he worries about them.</p> <p>Patrick’s dad is a good person. He stops to help someone whose car is stuck. Patrick says Dad is always helping people.</p> <p>When things go wrong it’s important to stay calm and make the best of the situation.</p> <p><i>Note any additional understandings:</i></p>	<p>Patrick’s feelings change several times in the story. How do they change and why? Can you give an example?</p> <p>What kind of person do you think Patrick is? What evidence from the book helps you know what Patrick is like?</p> <p>What kind of person is Patrick’s dad? Can you show evidence of that from the text?</p> <p>What lesson can you learn from Patrick’s experience?</p>	<p>0   1   2   3</p>

*Continued on next page*

## The Big Snow • Level N

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>The book is fiction. It is realistic fiction because it could really happen. Patrick is the main character. He has a problem that there's a storm and when he gets home there's no one there. At the end of the story, everyone comes home, so the problem is solved.</p> <p>Sample response: The story is told in time order from Patrick's point of view, so you know how he is feeling through the whole story. (Accept responses that use academic language to address structure or organisation, craft elements and graphics.)</p> <p>Sample response: The story is suspenseful. At first, Patrick is the only one home. Then when the door opens each time, you wonder who will be home. You're wondering if Patrick's dad will come home safely, until at the end he does. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</p> <p>Patrick loves his dad and is worried about him. When his dad comes home, the bad feeling in Patrick's stomach goes away.</p> <p><i>Note any additional understandings:</i></p>	<p>What is the genre of this book? How do you know?</p> <p>What do you notice about how the writer tells the story? What else?</p> <p>What does the writer do to keep you interested? What else? Show an example.</p> <p>How does the writer show how Patrick feels about his dad? Give a specific 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 <b>excellent</b> understanding of the text.
2	Reflects <b>partial</b> understanding of the text.
1	Reflects <b>very limited</b> understanding of the text.
0	Reflects <b>no</b> understanding of the text.

Write about Patrick's feelings and how they change from the beginning to the middle and at the end of the story. Be sure to tell why his feelings change. 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><b>Processing Actions</b></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><b>Phonics / Word Analysis</b></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><b>Fluency</b></p>	<p>How did the reading sound? (e.g., pausing, phrasing, stress, intonation, rate, integration)</p> <hr/> <hr/> <hr/> <hr/>
<p><b>Language / Comprehension</b></p>	<p>What is the evidence that the reader used syntax and understood the text?</p> <hr/> <hr/> <hr/> <hr/>
<p><b>TEACHING PRIORITIES</b></p>	<p>Tomorrow I will need to:</p> <hr/> <hr/> <hr/> <hr/>