

## Exploring Caves • Level N • 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 about how caves are formed. You will read about the formations in caves—stalactites that hang from the ceiling and stalagmites that come up from the floor. Read to learn all about caves.

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

Page	Text		E	SC
	<i>Exploring Caves</i> Level N, RW: 281, E: 16			
2	<p>Caves and Cavers</p> <p>Caves are dark, hidden worlds that some people like to explore. These people are called <i>cavers</i>. Some big caves, called <i>caverns</i>, have rooms that connect, just like a house. Cavers have fun crawling, climbing and sliding through rocky spaces—some tiny, some huge—to learn about these interesting places.</p>			
	<b>Subtotal</b>			


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Page	Text	E	SC
4	<p>How Are Caves Formed?</p> <p>Scientists know that caves are formed in many different ways. Most caves are created by water.</p> <p>When rain falls, it mixes with an invisible gas in the air. When the water reaches the ground, it seeps into the earth.</p>		
5	<p>The water continues going deeper into the earth until it touches rock. Very slowly, the water eats away at the rock and causes tiny cracks to develop. The cracks in the rock grow wider with time. Then the water flows out and leaves behind a cave.</p>		
<b>Subtotal</b>			

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Page	Text	E	SC
6	<p>Safety First</p> <p>Guides work at many cave sites.</p> <p>These experts can lead people through the twisting tunnels and paths inside caves without getting lost.</p> <p>Cavers love adventure, but they have to be smart and careful. One rule they follow is never to explore alone. There must be at least three people in a group. That way, if there's an accident, someone can go get help.</p>		
7	<p>Cavers follow another rule—be prepared! It can get very cold inside a cave, so cavers wear warm clothing. They also wear helmets to protect their heads from falling rocks. Sturdy hiking boots help them walk along bumpy or slippery paths.</p>		
<b>Subtotal</b>			


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Page	Text	E	SC
8	It's very dark inside a cave, but instead of carrying torches, many cavers wear helmets with lights attached to them. That way their hands are free to hold on as they climb on rocks.		
<b>Subtotal</b>			
 <b>End Time</b> ____ min. ____ sec.		<b>Total</b>	


Have the student finish reading the book silently.

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 <b>Accuracy Rate</b>	<b>Errors</b>	<b>16 or more</b>	<b>13-15</b>	<b>10-12</b>	<b>8-9</b>	<b>5-7</b>	<b>1-4</b>	<b>0</b>
	<b>%</b>	Below 95%	95%	96%	97%	98%	99%	100%

 <b>Self-Corrections</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   _____  $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $16860 \div \text{_____} = \text{_____ WPM}$
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## Exploring Caves • Level N

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>Caves are spaces underground. Water eats away rock to make a cave. It takes a long time to make a cave. Water drips from caves and causes formations called stalactites and stalagmites.</p> <p>People who explore caves are called cavers. They explore in groups for safety. Cavers wear warm clothes, helmets with lights and hiking boots.</p> <p>Some animals live in caves. Plants cannot grow in caves because they need sunlight to grow.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the important information the writer tells about caves.</p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p><b>Beyond the Text</b></p> <p>It takes a long time for a cave to be formed. Caves can be beautiful. They are like no other place on Earth.</p> <p>Caves are home to many animals. We can learn a lot about Earth from exploring caves.</p> <p>Going into caves can be dangerous. There can be accidents, so it’s important to go in a group. Special clothing like helmets with lights, sturdy boots and warm clothing keeps cavers safe, too.</p> <p>The writer thinks caves are amazing because she describes lots of interesting facts about them and shows how fun and exciting it is to explore them.</p> <p><i>Note any additional understandings:</i></p>	<p>What makes caves so amazing that people want to explore them?</p> <p>Why is it important for people to learn about caves?</p> <p>Why is safety important for cavers?</p> <p>How do you think the writer feels about caves?</p>	<p>0 1 2 3</p>

*Continued on next page*

## Exploring Caves • Level N

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>This book is non-fiction. It includes a lot of facts/information about caves.</p> <p>The writer organises the information under different headings. Each section has one kind of information. The table of contents helps you find the different sections. I think the writer does this to keep the information about each topic together. It's easier to understand information if it's grouped by topic.</p> <p>The diagrams show step-by-step how caves and stalactites are formed.</p> <p>Sample response: The writer tells the information in different ways, including the text, photographs with captions and diagrams. (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 organise the book? Why do you think she chose this organisation?</p> <p>What can you learn from the diagrams in this book? Talk about an example.</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.

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What might you see if you explored a cave? Use evidence from the book to support your thinking. 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/>