

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Excerpt is taken from pages 8–14, through paragraph 3

Running words: 211

Teacher: Allie's dad had an accident and her mom had to go to the hospital. She asked Allie to keep her brother, Mack, safe for one hour until the babysitter arrived. Mack wanted fish sticks for lunch but Allie knew she shouldn't use the stove. Read what happened next.

Summary of Scores:

Accuracy _____
 Self-correction _____
 Fluency _____
 Comprehension _____

Sources of Information Used

Page	Text	Sources of Information Used		E			SC				
		E	SC	M	S	V	M	S	V		
	<i>Allie and the Everything Sandwich</i> Level L, RW: 211										
8	<p>"How about a special sandwich?" I asked. "An Everything Sandwich. We can make it together."</p> <p>He nodded.</p> <p>Phew!</p>										
9	<p>I let Mack put anything he wanted on the sandwich.</p> <p>Ham, pickles, and mustard.</p> <p>Cheese, ketchup, and potato chips.</p> <p>Banana slices.</p> <p>And peanut butter and jelly beans.</p> <p>The sandwich piled up and up.</p>										
10	<p>Mack ate every bite.</p> <p>Then he washed it down with Everything Punch.</p> <p>That was just lemonade, grape juice, and chocolate milk mixed together.</p>										
Subtotal											

© 2013 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*


Sources of Information Used

© 2013 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
11	<p>I cleaned up the kitchen. Then I saw Mack out the window.</p> <p>He was climbing up the oak tree. He had a hammer in his pocket and boards under his arm.</p> <p>What if he fell?</p>								
12	<p>I ran out there.</p> <p>If I told him not to climb that tree, he'd just want to do it more.</p> <p>So I said, "Hey! Did you forget something?"</p> <p>"What?" he asked.</p> <p>"Dessert!" I shouted.</p>								
13	<p>We made an Everything Sundae for dessert. It had ice cream, walnuts, banana slices, and strawberries. It also had chocolate syrup, grapes, and marshmallows.</p> <p>And more jelly beans.</p> <p>It took Mack a long time to eat it all.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used						
				E			SC			
				M	S	V	M	S	V	
14	<p>Then he looked like he was thinking.</p> <p>“Do you think I could ride my skateboard down the stairs?” he asked.</p> <p>But I didn’t care. Because just then, the doorbell rang.</p>									
Subtotal										
 End Time min. sec.		Total								

© 2013 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.

Accuracy Rate	Errors	12 or more	10-11	8-9	6-7	4-5	2-3	0-1
	%	below 95%	95%	96%	97%	98%	99%	100%

 Self-Corrections	<hr style="width: 50%; margin: 0 auto;"/>
---	---

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <ul style="list-style-type: none"> 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.
----------------------	---------------	---

© 2013 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part Two: Comprehension Conversation Introduction

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Gives 4-5 details such as:</p> <p>Mack had an Everything Sandwich and Everything Punch for lunch.</p> <p>Then he tried to climb the tree in the backyard.</p> <p>Allie made him an Everything Sundae.</p> <p>Then he wanted to ride his skateboard down the stairs.</p> <p>The doorbell rang.</p> <p><i>Note any additional understandings:</i></p>	<p>What happened in this part of the story?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Mack was active and he liked to do dangerous things like climbing the tree and riding his skateboard down the stairs.</p> <p>Allie wanted to keep him busy and distract him from doing dangerous things.</p> <p>She didn't use the stove and kept him from climbing the tree.</p> <p>She let him eat too many unhealthy things.</p> <p>(Answers will vary. Gives 1-2 reasons.)</p> <p><i>Note any additional understandings:</i></p>	<p>How would you describe Mack's personality?</p> <p>Why did Allie make the Everything Sandwich, Punch, and Sundae for Mack?</p> <p>Do you think Allie made smart choices? Why or why not?</p>	<p>0 1 2 3</p>

© 2013 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The Everything Sandwich was a solution to one problem but it created another problem.</p> <p>Allie made the Everything Sandwich because she wanted to keep Mack busy and didn't want to use the stove.</p> <p>Eating the Everything Sandwich contributed to making Mack sick.</p> <p>(Answers will vary. Gives 1-2 reasons.)</p> <p><i>Note any additional understandings:</i></p>	<p>Why was the <i>Everything Sandwich</i> a good title for this story?</p>	<p>0 1 2 3</p>

Guide to Total Score

9-10 Excellent Comprehension

7-8 Satisfactory Comprehension

5-6 Limited Comprehension

0-4 Unsatisfactory Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

© 2013 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.