



Odysseus and the Cyclops

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)



PAGE		Count	
		E	SC
2	<p>The war with Troy was over. Odysseus and his fellow Greek soldiers began to sail home, but it was a long, perilous journey across the turbulent seas.</p> <p>“The gods are punishing us! What has happened to enrage them?”</p>		
3	<p>“Why is Zeus, the god of the skies, hurling lightning bolts at us?”</p> <p>“Why is Poseidon, lord of the seas,</p>		

PAGE		Count	
		E	SC
	<p>sending waves over our ship?”</p> <p>“Lift your oars! Row! Row to shore, or we are doomed!”</p>		
4	<p>Fighting for their lives, the Greeks rowed their battered ship to a strange rocky shore.</p> <p>“There are no edible plants here to fill our empty stomachs. We’ll starve!”</p> <p>“I think I hear a goat bleating.</p> <p>Could there be a goat inside this cave that we could eat?”</p> <p>“Twelve of us will.</p> <p>go in together to explore; the rest of you, stay with the ship to guard it.”</p>		

PAGE		Count	
		E	SC
5	<p>“The cave looks like it’s someone’s residence.”</p> <p>“I’ve filled this goatskin with juice, and we can offer it as a gift of hospitality to anyone who might welcome us.”</p>		
6	<p>The cave was filled with goats, sheep, cheese, milk, and other provisions.</p>		

1. ACCURACY RATE

Directions:

Count the number of errors that are not self-corrected. Circle the percentage of accuracy based on the number of errors. If the student's score falls in the shaded area (Hard), STOP! Reassess with a lower-level text.

	INDEPENDENT			INSTRUCTIONAL			HARD
Number of Errors	0	1–2	3–4	5–6	7–8	9–10	11 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94% or less

2. RATE FLUENCY

Directions:

While the overall sound of the student's reading is fresh in your mind, use the Fluency Rubric to determine the student's reading fluency rating.

3. ASSESS COMPREHENSION

Directions:

Since students have read the entire text during their small-group lesson, you will be assessing their understanding of the whole text here. Start a conversation about the text by saying, *Talk about what happened in this story.* Circle key understandings. Use prompts as needed to encourage students to talk about the text. It is not necessary to use every prompt. Score for evidence of all understandings that are expressed with or without the prompt. Using the comprehension rubric, circle the number in the score column that reflects the level of understanding demonstrated.

FLUENCY RUBRIC	
Word-by-word reading No expression	1
Slow reading with a mix of word-by-word and phrased reading Some expression	2
Mostly phrased reading with a moderate pace Mostly appropriate expression	3
Smooth and fast-paced reading Consistent, appropriate expression	4

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p>ATTEND AND REMEMBER</p> <p>Odysseus and his soldiers were sailing home after a war. The sailors landed on an island after a bad storm. Their ship was destroyed. They found a cave. The cave was filled with goats, sheep, cheese, milk, and other provisions, so they knew someone lived there. Odysseus wanted to meet the person who lived there. They heard loud noises and a one-eyed giant appeared. They asked if they could stay in his cave and the Cyclops announced he was the son of Poseidon. He didn't welcome them, instead he killed two of the soldiers. When the Cyclops left the cave with the soldiers trapped inside, Odysseus and his soldiers sharpened a spike and made a plan to kill the Cyclops while he was asleep. They stabbed the red-hot spike into the Cyclops's eye. The soldiers tied themselves to the underbelly of the sheep and escaped from the cave. The men made their way back to their ship and sailed away. (Key Details)</p>	<p><i>Why were Odysseus and his soldiers on the island?</i></p> <p><i>What did they go in search of?</i></p> <p><i>Whose animals lived in the cave?</i></p> <p><i>What did he do?</i></p> <p><i>How did Odysseus trick the Cyclops?</i></p>	0 1 2 3
<p>CONNECT AND INFER</p> <p><i>Perilous</i> means dangerous. (Vocabulary)</p> <p>They thought the bad weather came from the gods. (Infer)</p>	<p><i>The text says, Odysseus and his fellow Greek soldiers began to sail home, but it was a long, perilous journey across the turbulent seas. What does perilous mean?</i></p> <p><i>Why did the sailors think the gods were angry at them?</i></p>	0 1 2 3
<p>ANALYZE AND EVALUATE</p> <p>Odysseus was a brave (clever) problem solver. Even though he and his soldiers were in a very scary situation with the Cyclops, he made a plan, tricked the Cyclops, and saved the rest of his soldiers. (Analyze)</p> <p>He didn't want to steal the provisions. (Analyze)</p> <p>(Note any additional understandings.)</p>	<p><i>What is a good word to describe Odysseus? Why?</i></p> <p><i>Why do you think Odysseus was curious to see who lives in the cave?</i></p>	0 1 2 3

COMPREHENSION FICTION RUBRIC – FLUENT

		Score
ATTEND AND REMEMBER	Does not communicate any important events in the story.	0
	Communicates only a few (1–2) important events in the story.	1
	Communicates some important events in the story.	2
	Communicates most of the important events in the story.	3
CONNECT AND INFER	Shows no understanding of the message or deeper meaning of the text.	0
	Shows limited understanding of the message or deeper meaning of the text.	1
	Shows some understanding of the message or deeper meaning of the text.	2
	Shows complete understanding of the message and meaning of the text.	3
ANALYZE AND EVALUATE	Shows no analysis or evaluation of the text.	0
	Shows limited analysis or evaluation of the text.	1
	Shows some analysis or evaluation of the text.	2
	Demonstrates the ability to analyze and evaluate the text.	3
Total Comprehension Score:		_____

COMPREHENSION SCORING	
8–9	Proficient
6–7	Approaching Proficiency
4–5	Limited Proficiency
3	Not Proficient