Rampaging Reptiles

Name: _____   Date: _____

Accuracy Rate %: _____   SC Rate 1: _____

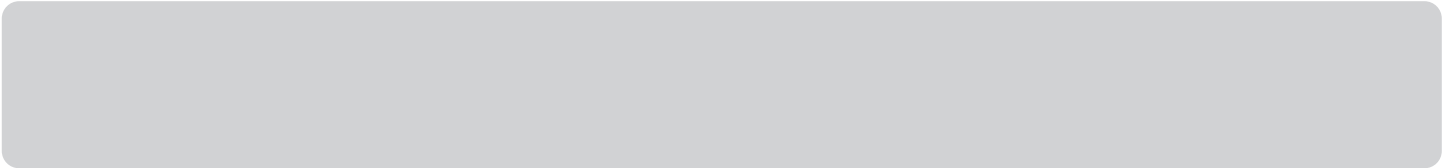**Check One**   ☑ Independent (98-100%)   ☐ Instructional (95-97%)   ☐ Hard (90-94%)

		Count	
PAGE		E	SC
13	The beginning of the end for dragons came in 1735. A famous Swedish scientist was asked to admire the corpse of a seven-headed dragon. The dragon, called a hydra, was on display in the city of Hamburg, Germany. But instead of admiring the dragon, the scientist praised the skill of the craftsman who had stitched animal parts into a convincing fake. The outraged owners had paid a fortune for the dragon. They threatened the scientist with prosecution, and he had to leave town in a hurry.		

PAGE		E	SC
		Count	

PAGE		E	SC
	Why did so many people believe in dragons for so many years? All over the world, for more than 4,000 years, people told stories of dragons they had seen. In some stories, the dragons had clawed feet and wings. Others told of dragons that were poisonous or breathed fire. Dragons were carefully recorded in brick, paint, rock, and precious metals. Dragon images were carved into cliffs, woven into bracelets, and stitched onto clothing. Did the dragon legends come from rare glimpses of pythons or crocodiles? Were dragons human attempts to explain fossil bones of extinct animals? Or was the dragon a nightmare combination of snakes, birds of prey, and other animals people instinctively feared?		

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	1–3	4–5	6–7	8–9	10–11	12 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 text.* 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
ATTEND AND REMEMBER A famous scientist saw a dragon on display and said someone skilled made it. The owner was angry, and the scientist needed to leave town fast. There were lots of stories and pictures of dragons. They may have seen fossils of extinct animals like dinosaurs that made them think it was a dragon. (**Key Details**)	*What might have led people to believe in dragons?*	0 1 2 3
CONNECT AND INFER *Resemble* means to look very similar to or like something else. (**Vocabulary**) Dragons have always been a mystery to people. They wonder if they ever really existed. So people would pay to see what dragons might have looked like. (**Infer**) Carol Linnaeus knew the seven-headed dragon was a fake because he studied many different plants and animals in order to establish a system for classifying them. He knew a seven-headed creature could not have existed. (**Infer**)	*The text says,* Many dragons resemble giant snakes. *What does* resemble *mean?* *Why would someone create a fake dragon to display?* *How did Carol Linnaeus know it was a fake?*	0 1 2 3
ANALYZE AND EVALUATE The Komodo dragon was probably given the name with dragon in it because it looks like a dragon or what the mythical dragons may have looked like. It acts the way dragons may have acted and is dangerous and will even eat a person. (**Analyze**) *Yes/no, because _____.* (Accept any answer that makes sense.) (**Evaluate**) (Note any additional understandings.)	*Why do you think they named the Komodo dragon with the name "dragon"? Do you think it is a good name for the animal, yes or no?* *Do you think* Rampaging Reptiles *is a good title for this article? Why or why not?*	0 1 2 3

COMPREHENSION NONFICTION RUBRIC – FLUENT

		Score
ATTEND AND REMEMBER	Does not communicate any important ideas and information explicit in the text.	0
	Communicates only a few (1–3) important ideas and information explicit in the text.	1
	Communicates some important ideas and information explicit in the text.	2
	Communicates most of the important ideas and information explicit in the text.	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