



# Henry and Little Knight

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuracy Rate %: \_\_\_\_\_

SC Rate 1: \_\_\_\_\_



**Check One**



Independent (95-100%)



Instructional (90-94%)



Hard (80-89%)

Analysis  
of Errors and  
Self-Corrections

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
2	<p>One day, Little Knight was playing with Marcus Mouse and his cousin Patty.</p> <p>They made a fort by putting a blanket over the table.</p> <p>Mother Mouse peeked inside the fort.</p> <p>"Little Knight," she said. "Please come out.</p> <p>I want you to meet someone special."</p>				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
4	<p>"We are busy playing," said Little Knight.</p> <p>"I don't want to stop."</p> <p>"Listen to me," said Mother Mouse sharply.</p> <p>"I want you to come out now!"</p> <p>"All right," said Little Knight in a grumpy voice.</p> <p>He crawled out of the fort and looked around.</p> <p><i>Who is so special?</i> he thought.</p> <p>"Little Knight," said Mother Mouse in a softer voice.</p> <p>"I want you to meet my friend Henry.</p> <p>He would like to be your friend too."</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
6	<p>Little Knight dropped his sword.</p> <p>It clanked onto the floor.</p> <p>Then he turned and ran to his room.</p> <p>He went inside and slammed the door behind him.</p> <p>"Little Knight," said his mother, running after him.</p> <p>"Come out. Come out right now!" she said.</p> <p>"No!" yelled Little Knight from the other side</p> <p>of the door. "I am never coming out.</p> <p>Not until he goes away."</p> <p>"Oh dear," muttered Mother Mouse.</p>				

## 1. ACCURACY RATE

Directions:

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

	INDEPENDENT						INSTRUCTIONAL					HARD
Number of Miscues	0	1–2	3–4	5–6	7–8	9–10	11–12	13–14	15	16–17	18–19	20 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	89% 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 book during their guided reading lesson, you will be assessing their understanding of the whole book 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	<b>1</b>
Slow reading with a mix of word-by-word and phrased reading Some expression	<b>2</b>
Mostly phrased reading with a moderate pace Mostly appropriate expression	<b>3</b>
Smooth and fast-paced reading Consistent, appropriate expression	<b>4</b>

KEY UNDERSTANDINGS	PROMPTS	SCORE
<b>ATTEND AND REMEMBER</b>  Little Knight was making a fort with his friend when his mother asked him to come meet someone. His mom's new friend was named Henry. Little Knight went into his room and said he wasn't coming out. Finally, Little Knight came out of his room to get some cheese to eat. When the mousetrap snapped and the cat came for him, Henry helped to save them from the cat by telling Little Knight to get into the mousehole. At the end, Henry and Little Knight shared the cheese and were friends. ( <b>Key Details</b> )	<i>What was Little Knight doing at the beginning of the story?</i> <i>Who did his mother want him to meet?</i> <i>What did Little Knight do?</i> <i>Why did Little Knight come out of his room? How did Henry help Little Knight?</i> <i>How did the story end?</i>	0 1 2 3
<b>CONNECT AND INFER</b>  Little Knight doesn't want to come out of the fort because he doesn't want to meet his mom's special friend. (Accept any answer that makes sense.) ( <b>Infer</b> )  It means she spoke with irritation or anger. ( <b>Vocabulary</b> )	<i>What do you think is the real reason Little Knight doesn't want to come out of the fort?</i>  <i>In the text, Mother Mouse talks to Little Knight sharply. What does sharply mean?</i>	0 1 2 3
<b>ANALYZE AND EVALUATE</b>  Little Knight is surprised and upset about his mom's new friend. Later, when Henry helps him, he is happy because he likes Henry. ( <b>Character Analysis</b> )  (Note any additional understandings.)	<i>How does Little Knight feel at the beginning of the story? How does this change?</i>	0 1 2 3

## COMPREHENSION FICTION RUBRIC – TRANSITIONAL (LEVELS J–P)

		Score
<b>ATTEND AND REMEMBER</b>	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
<b>CONNECT AND INFER</b>	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
<b>ANALYZE AND EVALUATE</b>	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
5–4	Limited Proficiency
3	Not Proficient

#### 4. OBSERVE READING BEHAVIORS

Directions:

Record what reading behaviors the student exhibited during the assessment, and note any additional observations in the space provided.

√	READING BEHAVIORS	NOTES
	Notifies errors and orchestrates multiple sources of information (meaning, structure, and visual information)	
	Reads text with greater accuracy and more efficient self-correction	
	Takes apart multisyllabic words; uses word parts (prefixes, suffixes, and compound parts)	
	Uses more complex punctuation to regulate phrasing and fluency	
	Uses a variety of vocabulary strategies to determine the meaning of unknown words	
	Demonstrates both a literal and deeper understanding of the text	