Pecos Bill

Name: _____   Date: _____

Accuracy Rate %: _____   SC Rate 1: _____

Check One

☑   ☐ Independent (98–100%)   ☐ Instructional (95–97%)   ☐ Hard (90–94%)

Analysis
of Errors and
Self-Corrections

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
2	"This place has gotten too dang crowded!" said Pecos Bill's pa. "We need to move out west where we can have more space!" So when Pecos Bill was just a baby, his ma and pa packed everything they owned into a covered wagon and headed west with Pecos Bill and his 15 brothers and sisters.					

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			Count		Analysis of Errors and Self-Corrections	
PAGE			E	SC	E MSV	SC MSV
4	One day, Pecos Bill was napping in the wagon when his pa drove the wagon across the Pecos River in Texas. Water rushed over the shallow, rocky, river bottom. The wagon bounced up and down as it passed over the rocks. Pecos Bill bounced up and down, up and down, and then up and out of the wagon. He was swept downstream before anyone noticed.					
6	Pecos Bill was a tough baby and he had already learned how to swim. He swam to shore and crawled up and sat					

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
	on the river bank. He didn't cry.				
	He just waved to the wagon				
	disappearing into the distance.				
7	A mama coyote came down				
	to the river for a drink				
	and saw Pecos Bill sitting there.				
	She took Pecos Bill home with her				
	and raised him along with				
	her other young, coyote cubs.				

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 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 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	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 Pecos Bill's pa wanted more space, so they moved out west in a covered wagon. When they went across a river, Pecos Bill fell out of the wagon. A coyote mother found him and took care of him. Later, his family found him. (**Key Details**)	*Why did Pecos Bill's pa want to move?* *Where did they go?* *What happened on the trip?* *Who took care of Pecos Bill when he was a baby?* *Who found Pecos Bill?* *What happened at the end of the story back at the farm?*	0 1 2 3
CONNECT AND INFER The family wanted to move because there were so many of them, and they wanted a bigger house or ranch. (Accept any answer that makes sense.) (**Infer**) *Swept* means to be carried away. (**Vocabulary**) Pecos Bill told his brother he was a coyote because he had been raised by the coyotes and was so young he forgot about his real family. (**Infer**)	*Why do you think Pecos Bill's family needed more space?* *Pecos Bill was swept downstream. What does* swept *mean?* *Why did Pecos Bill believe he was a coyote?*	0 1 2 3
ANALYZE AND EVALUATE A tall tale has exaggerated elements, like when Pecos Bill's family didn't notice he was gone, he could swim, and a coyote raised him. Also, Pecos Bill lassoed a tornado and squeezed all the rain out of the tornado, which ended the drought. (**Analyze**) Pecos Bill is able to tell the cows apart. He also is good at riding wild horses and knows how to make a lasso. (**Evaluate**) (Note any additional understandings.)	*This is a tall tale because things happen in the story that cannot happen in real life. What are some events that make this a tall tale?* *What makes Pecos Bill a good cowboy?*	0 1 2 3

COMPREHENSION FICTION RUBRIC – TRANSITIONAL (LEVELS J–P)

		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
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
	Notices 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	

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