The Sweet Surprise of Spring

Name: _____ Date: _____

Accuracy Rate %: _____ SC Rate 1: _____

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

Analysis
of Errors and
Self-Corrections

| | | Count | | Analysis of Errors and Self-Corrections | |
		E	SC	E MSV	SC MSV
PAGE					
14	Long ago, as the first melting sun of the season soaked the trees in a forest near a vast lake, a young Iroquois boy by the name of Nanani (*nah-NAH-nee*) slept late into the morning. THUMP. Nanani pried his eyes open and listened carefully. THUMP. There it was again! He looked around. His normally snug longhouse felt like a chilly tunnel with light tumbling in from both ends. Instead of people gathered around the fire rings talking noisily, everything was perfectly still.				

PIONEER VALLEY BOOKS • 2021 • LITERACYFOOTPRINTS.COM
This page may be downloaded and printed for educational and noncommercial use only.

1

		Count			Analysis of Errors and Self-Corrections	
PAGE		E	SC		E MSV	SC MSV
15	His mother glanced up from her cooking					
	and murmured, "The sun has risen, sleepyhead."					
	THUMP. Nanani sat straight up.					
	"Oh, Nanani!" his mother said, laughing.					
	"That sound is just snow sliding off our roof.					
	Good Brother is finally waking up."					
	Spring has come! thought Nanani as he					
	scrambled out from under his deerskin robe					
	and pulled on his leggings and moccasins.					
	"Where is everyone?" he asked.					
	"The men are hunting," answered					
	his mother, "and everybody else					
	is outside welcoming this day."					
	"Why didn't they take me hunting?"					
	"The men started early, and you were not yet awake,"					
	his mother said, handing him a mug of tea and a small					
	portion of warm corn bread.					

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 Nanani lived in a longhouse. He heard the thump of snow sliding off the roof. Nanani wanted to go hunting with the men so he could help feed his family, but he overslept. When he was out getting water for the broth, he ran into a friend, and they decided to play a bit. He was so busy playing, he forgot to get water for the broth. When he picked up the bucket, it was filled to the brim. He took it home to his mother and went to bed. To his surprise, the bucket was filled by sweet tree water from melting snow on the maple trees. When it was boiled down, it made the best maple syrup. Every year after that, they celebrated the gift of maple syrup. (**Key Details**)	*Where did Nanani live?* *Why didn't he go hunting with the men?* *What happened when he went to get water for the broth?* *What do they celebrate every year?*	0 1 2 3
CONNECT AND INFER A vast lake is a large lake. (**Vocabulary**) He hears snow sliding off the roof, which means it is melting. (**Infer**)	*The text includes the phrase* a forest near a vast lake. *What does* vast *mean?* *Why does Nanani think spring has come?*	0 1 2 3
ANALYZE AND EVALUATE Water and sap dripped into the bucket from the tree. (**Analyze**) At the beginning of the story, he is disappointed that he missed the opportunity to go hunting with the men. At the end, he felt proud that he had made a discovery that would be celebrated year after year. (**Evaluate**) (Note any additional understandings.)	*How did Nanani discover maple syrup?* *How did Nanani's feelings change in the story?*	0 1 2 3

PIONEER VALLEY BOOKS • 2021 • LITERACYFOOTPRINTS.COM
This page may be downloaded and printed for educational and noncommercial use only.

3

COMPREHENSION FICTION RUBRIC – FLUENT (LEVELS O–Z)		
		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

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)	
	Takes apart multisyllabic words on the run and demonstrates flexibility when word solving	
	Uses more complex punctuation to regulate phrasing and fluency	
	Uses a variety of vocabulary strategies to determine the meaning of unknown words	
	Demonstrates an understanding of domain specific and usual words	
	Demonstrates strong literal and deeper understanding of the text	