

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Bubbles are filled with air like balloons. Read to find out about all different kinds of bubbles and how they are made.

Sources of Information Used

Page	Text	Sources of Information Used					
		E			SC		
		M	S	V	M	S	V
2	Look at all the bubbles! Some bubbles are big and some are little.						
3	All these bubbles are made with soap and water. They are called soap bubbles.						
4	Soap bubbles are pretty. They are very shiny, and they have lots of colors, just like a rainbow.						
6	What is inside all the bubbles? Bubbles are like little balloons. They are filled with air.						
Subtotal							

© 2008 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.

Part One: Oral Reading *continued*


Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	Little bubbles have a little air inside. Big ones have more air inside.								
9	This boy is blowing air to make a soap bubble.								
10	This girl is blowing air into a straw. The air is going into the girl's milk to make bubbles.								
12	Here is an enormous bubble. This bubble is as long as a van! It has lots of air inside.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC						
				M	S	V	M	S	V				
14	Don't forget about bubble gum! This boy is blowing air into his gum to make a big, big bubble. If he blows in too much air . . .												
16	. . . the bubble will pop!												
Subtotal													
Total													

 Accuracy Rate	Errors	16 or more	15	13-14	12	10-11	9	7-8	6	4-5	3	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
---	--

Fluency Score	0 1 2 3	<p>Fluency Scoring Key</p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>

© 2008 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann. This page may be photocopied.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are all kinds of bubbles. (Names 2–3 examples, such as soap bubbles, milk bubbles, or bubble gum.)</p> <p>Recounts 3–4 facts about bubbles from the book such as: can be made with soap and water; can have colors in them; are filled with air; can be made by blowing air; can be big or little; will pop if you blow in too much air.</p> <p><i>Note any additional understandings:</i></p>	<p>What are some kinds of bubbles?</p> <p>What did you learn about bubbles?</p> <p>What else did you learn about bubbles and how they are made?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Bubbles get bigger when they have more air inside them.</p> <p>Bubbles are like balloons because they have air inside them.</p> <p>Bubbles can pop if they get too much air inside them.</p> <p><i>Note any additional understandings:</i></p>	<p>How do bubbles get bigger?</p> <p>How are bubbles like balloons?</p> <p>Why do bubbles pop?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. Specify the amount of time for the student to complete the task on a sheet of paper provided separately. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Write about three interesting things you learned about bubbles.
You can draw a picture to go with your writing.