

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:* This book is all about fishing. Read to find out what you need to know to go on a fishing expedition.


Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Fishing Smarts Level R, RW: 230						Sources of Information Used						
		E	SC	E			SC							
				M	S	V	M	S	V					
1	If you've ever seen someone fishing, you may have thought it looked like fun—and effortless! But like many things, fishing is more complicated than it appears.  [Getting Started]  So what do you need for a well-equipped fishing expedition? First, start with the tackle. Tackle is the fishing rod and reel. The rod, or fishing pole, should be about as long as you are tall. The reel is a spool that holds the fishing line. You also need terminal tackle. (That's what the													
2	professionals call it.) Terminal tackle consists of hooks and sinkers for the end of your line. The hook holds your bait—whatever													
<b>Subtotal</b>														

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	<p>you use to attract the fish. The sinker is a small weight that pulls your hook into the water so it doesn't float on the surface.</p> <p>If you go fishing in a lake, you might want some colorful bobbers. Bobbers are little balls tied to the line about two or three feet above the hook and sinker. If your bobber is bobbing, that means a fish is nibbling at your line! If you are fishing in a stream, you'll need wading boots and</p>								
3	<p>a net. For deep-sea fishing, you'll need a sturdy boat!</p> <p>The most important item of all is the bait. Worms are the top choice because they attract almost any fish. Another favorite bait is minnows—small fish used to catch larger fish.</p>								
<b>Subtotal</b>									
<b>Total</b>									
 <b>End Time</b> ____ min. ____ sec.									


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Have the student finish reading the book silently.

 <b>Accuracy Rate</b>	<b>%</b>	Below 95%	95%	96%	97%	98%	99%	100%
	<b>Errors</b>	13	11–12	9–10	6–8	4–5	1–3	0

 <b>Self-Corrections</b>	_____
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<b>Fluency Score</b>	0 1 2 3	<p><b>Fluency Scoring Key</b></p> <p><b>0</b> 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><b>1</b> Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth or expressive interpretation and pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p><b>2</b> 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><b>3</b> 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>

 <b>Reading Rate</b> <i>(Optional)</i>	End Time _____ min. _____ sec.
	Start Time _____ min. _____ sec.
	Total Time _____ min. _____ sec.
	Total Seconds _____
	$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,800 \div \text{_____} = \text{_____ WPM}$

## 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><b>Within the Text</b></p> <p>Tells 4–5 examples of equipment you need for fishing, such as: tackle (rod and reel); terminal tackle (hooks and sinkers to hold the bait and weight the hook); bait (to attract the fish); bobbers (to let you know the fish is nibbling); insect repellent; sun block, hat, and sunglasses; first-aid kit; snacks and water.</p> <p>Casting is important and takes practice.</p> <p>When you catch a fish, you can keep it or “catch and release.”</p> <p>The drawing on page 2 describes the parts of the fishing rod and tells where bait is placed.</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the kinds of equipment and supplies you need for a good fishing trip.</p> <p>Talk about casting and why it is important.</p> <p>What are your choices once you have caught a fish?</p> <p><i>Text Feature Probe:</i> Look at the drawing on page 2. What kind of information do you find there?</p>	<p>0 1 2 3</p>
<p><b>Beyond the Text</b></p> <p>Fishing is really complicated because of all the supplies you need and what you need to do.</p> <p>It’s better to throw small fish back; you have the fun of fishing but the fish have a chance to grow bigger.</p> <p><i>Note any additional understandings:</i></p>	<p>Explain why fishing is complicated.</p> <p>Tell why people might “catch and release” fish instead of keeping them.</p>	<p>0 1 2 3</p>

*Continued on next page.*

**Part Two: Comprehension Conversation** *continued*

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>The title, <u>Fishing Smarts</u>, is a good one because you have to be smart to fish, you can't just depend on luck.</p> <p>The writer tells about superstitions (having good luck or bad luck) and compares it to knowing what you are doing (casting, having know-how).</p> <p><i>Note any additional understandings:</i></p>	<p>Why is <u>Fishing Smarts</u> a good title for this book ?</p> <p>Why did the writer discuss fishing superstitions like bananas being bad luck? (Can use the glossary to define <i>superstition</i> if needed.)</p>	<p>0   1   2   3</p>

<p><b>Guide to Total Score</b></p> <p><b>9–10 Excellent</b> Comprehension</p> <p><b>7–8 Satisfactory</b> Comprehension</p> <p><b>5–6 Limited</b> Comprehension</p> <p><b>0–4 Unsatisfactory</b> Comprehension</p>
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Subtotal Score: \_\_\_\_\_ /9

Add 1 for any additional understandings: \_\_\_\_\_ /1

Total Score: \_\_\_\_\_ /10

**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.)

<p><b>Writing About Reading</b></p> <p><b>0</b> Reflects <b>no</b> understanding of the text.</p> <p><b>1</b> Reflects <b>very limited</b> understanding of the text.</p> <p><b>2</b> Reflects <b>partial</b> understanding of the text.</p> <p><b>3</b> Reflects <b>excellent</b> understanding of the text.</p>
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Pretend you are going fishing. Describe what you need to do to prepare for your fishing trip and what you will do once you are there. You can draw a sketch to go with your writing.