

How to Administer the Burns and Roe Independent Reading Inventory

I. Preparation

You will need the following materials to administer this exam.

Document	# of Copies	Purpose
List of PrePrimer – Level 3 Words	1 reusable master copy 1 per student	This list is used to determine speed and fluency in decoding. This will determine at which level to test a student's comprehension skills.
List of Level 4- Level 8 Words	1 reusable master copy 1 per student	See above
List of Level 9- 12 Words	1 reusable copy 1 per student	See above
Level PrePrimer Passage with Comprehension Questions	1 per student	This is used to evaluate a student's reading fluency in context. The comprehension questions evaluate specific reading comprehension skills.
Level Primer Passage with Comprehension Questions	1 per student	See above
Level 1 Passage with Comprehension Questions	1 per student	See above
Level 2 Passage with Comprehension Questions	1 per student	See above
Level 3 Passage with Comprehension Questions	1 per student	See above
Level 4 Passage with Comprehension Questions	1 per student	See above
Level 5 Passage with Comprehension Questions	1 per student	See above
Level 6 Passage with Comprehension Questions	1 per student	See above
Level 7 Passage with Comprehension Questions	1 per student	See above
Level 8 Passage with Comprehension Questions	1 per student	See above
Level 9 Passage with Comprehension Questions	1 per student	See above
Level 10 Passage with Comprehension Questions	1 per student	See above

Level 11 Passage with Comprehension Questions	1 per student	See above
Level 12 Passage with Comprehension Questions	1 per student	See above
Level Pre-Primer Passage	1 reusable master copy	This is the passage only, without the accompanying comprehension questions. This is the copy from which the student will read aloud.
Level Primer Passage	1 reusable master	See above
Level 1 Passage	1 reusable master	See above
Level 2 Passage	1 reusable master	See above
Level 3 Passage	1 reusable master	See above
Level 4 Passage	1 reusable master	See above
Level 5 Passage	1 reusable master	See above
Level 6 Passage	1 reusable master	See above
Level 7 Passage	1 reusable master	See above
Level 8 Passage	1 reusable master	See above
Level 9 Passage	1 reusable master	See above
Level 10 Passage	1 reusable master	See above
Level 11 Passage	1 reusable master	See above
Level 12 Passage	1 reusable master	See above

Modification:

To save materials, it may not be necessary to make 1 copy per student of every passage for every level. It is advisable to modify your number of copies based upon your particular grade level and your estimates of your students' reading levels.

For example, for a seventh grade classroom of 30 students, the following number of copies is recommended:

List of Level PrePrimer-Level 3 Words: 1 copy per student

List of Level 4- Level 8 Words: 1 copy per student

Levels PrePrimer-Level 4 Passages with Comprehension Questions: 10 copies each

Levels 5-7 Passages with Comprehension Questions: 1 per student (30 copies each)

Level 8-9 Passages with Comprehension Questions: 5 copies each

II. Procedure and Scoring

The Burns and Roe IRI is administered individually. Approximate time is 15 minutes per student.

Step 1: Hand student the reusable master copy of the List of Level PrePrimer- Level 3 Words.

Step 2: Write the student's name on the top of the teacher's copy of the List of Level PrePrimer- Level 3 Words. On this sheet, you will mark the student's miscues.

Step 3: Ask the student to read each of the words in the first column: PrePrimer. If the student mispronounces the word or cannot read it, mark it as a miscue. If the student self-corrects, it does not count as a miscue. The teacher is not permitted to prompt a student or tell the student if the word is correct or incorrect.

Step 4: Count the number of miscues. If the student has 0-2 errors, continue to the next level. If the student has 3-4 errors, continue one more level. If the student has over 5 errors, do not continue to the next level.

Step 5: Continue through each level until the student has over 5 miscues. This is the student's Frustration Level. Do not proceed over the student's Frustration Level.

Step 6: Determine the student's Instructional Level by finding the level at which the student has 3-4 miscues. This is usually the level just below the Frustration Level.

Step 7: Select the corresponding passage for the student's Instructional Level. (For example, if the student has 4 miscues on Level 5, his Instructional Level is Level 5. Find the passage for Level 5.)

Step 8: Give the student the reusable master copy of the appropriate level passage without the comprehension questions.

Step 9: Write the student's name at the top of the teacher's copy of the appropriate level passage with comprehension questions. This is where the teacher will mark the miscues and incorrect answers.

Step 10: Ask the student to read the passage out loud. If the student pronounces a word incorrectly or cannot read a word, mark it as a miscue. On the teacher's copy of the passage, write a small check-mark or circle the word where the student committed the error. The teacher is not permitted to prompt the student or tell the student if the word is correct or incorrect.

Step 11: Count the number of miscues in the passage. Refer to the scoring aid in the upper right-hand corner of the teacher's copy of the passage with comprehension questions. If the student has a word recognition rate of 85% or above, the student reads at the level of that passage. If the student has below an 85% word recognition rate, the student reads below the level of the passage.

Step 12: Ask the student to answer each Comprehension Question. The student may refer to his or her copy of the passage. The teacher must read the comprehension question exactly as it is written, with no additional prompting. The student must answer as closely as possible to the provided answer. If the student answers incorrectly, mark the question as incorrect.

Step 13: Count the number of incorrect Comprehension Questions. If the student answered 90 - 100% or more of the questions correctly, the student's reading comprehension level is one level above the passage. If the student answered 70-80% of the questions correctly, the student's reading comprehension level is the same level of the passage. If the student answered less than

70% of the questions correctly, the student's reading comprehension level is one level below the passage.

III. Tips for Administering the Assessment

- Color-code all reusable master copies.
- Administer the assessment while students are independently working.
- Create a testing schedule to test some students during recess, nutrition, lunch, or before or after school if possible.
- Keep all sets of copies in file folders labeled by level.
- Create a "testing center" in one section of the room, or by the teacher's desk, to set up all materials.
- Laminate all reusable copies or put them in plastic sheet protectors.
- Staple together all of the student's copies after testing each student.

IV. How to use assessment results to inform instruction

The results for fluency in decoding are useful for measuring a student's general reading level or the class' average reading level.

The most crucial results, however, are in reading comprehension. Each of the reading comprehension questions corresponds to one of six specific reading skills: main idea, sequencing, vocabulary, details, cause and effect and inference. Based on a student's answers, the teacher can determine in which skills the student is strongest or weakest. Also, by aggregating the results for an entire class, the teacher can determine the class' overall strengths and weaknesses in these six specific reading comprehension skills. For example, if the teacher finds that 75% of her class missed the comprehension questions on "inference," she can then focus subsequent lessons on how to make inferences from a text.

The same assessment can be used again as a periodic evaluation of student growth. The teacher can not only measure a student's growth in overall reading level, but also a student's growth in the six reading comprehension skills.

PREPRIMER ○

- 1. a _____
- 2. at _____
- 3. back _____
- 4. big _____
- 5. can _____
- 6. do _____
- 7. for _____
- 8. go _____
- 9. have _____
- 10. help _____
- 11. I _____
- 12. in _____
- 13. jump _____
- 14. of _____
- 15. one _____
- 16. play _____
- 17. said _____
- 18. see _____
- 19. she _____
- 20. that _____

PRIMER □

- 1. all _____
- 2. am _____
- 3. any _____
- 4. came _____
- 5. day _____
- 6. find _____
- 7. had _____
- 8. into _____
- 9. now _____
- 10. out _____
- 11. put _____
- 12. ran _____
- 13. say _____
- 14. soon _____
- 15. there _____
- 16. two _____
- 17. well _____
- 18. what _____
- 19. with _____
- 20. yes _____

LEVEL 1 ◇

- 1. after _____
- 2. again _____
- 3. book _____
- 4. boy _____
- 5. come _____
- 6. hand _____
- 7. how _____
- 8. keep _____
- 9. long _____
- 10. many _____
- 11. never _____
- 12. next _____
- 13. once _____
- 14. open _____
- 15. room _____
- 16. school _____
- 17. them _____
- 18. think _____
- 19. up _____
- 20. where _____

LEVEL 2 ○○

- 1. also _____
- 2. always _____
- 3. around _____
- 4. best _____
- 5. box _____
- 6. color _____
- 7. fall _____
- 8. five _____
- 9. grow _____
- 10. head _____
- 11. light _____
- 12. made _____
- 13. part _____
- 14. people _____
- 15. read _____
- 16. same _____
- 17. small _____
- 18. town _____
- 19. turn _____
- 20. wish _____

LEVEL 3 □□

- 1. air _____
- 2. cold _____
- 3. dear _____
- 4. drink _____
- 5. every _____
- 6. food _____
- 7. hold _____
- 8. learn _____
- 9. move _____
- 10. number _____
- 11. often _____
- 12. several _____
- 13. start _____
- 14. such _____
- 15. table _____
- 16. today _____
- 17. try _____
- 18. wash _____
- 19. wrong _____
- 20. yellow _____

0-2 errors—Independent level 3-4 errors—Instructional level 5+ errors—Frustration level

Student Copy

TEACHER

LISTS

LIST 1

LEVEL 4 \diamond

1. amused _____
2. ancient _____
3. award _____
4. cemetery _____
5. echo _____
6. elastic _____
7. flock _____
8. government _____
9. invade _____
10. jealous _____
11. lizard _____
12. mechanic _____
13. mysterious _____
14. portion _____
15. savage _____
16. scarlet _____
17. signal _____
18. statue _____
19. stout _____
20. vicious _____

LEVEL 5 ☆

1. base _____
2. border _____
3. bore _____
4. detour _____
5. dismay _____
6. establish _____
7. exhausted _____
8. gallant _____
9. glimpse _____
10. haunt _____
11. hitched _____
12. ignore _____
13. impulse _____
14. lacked _____
15. marvel _____
16. rude _____
17. thicket _____
18. transaction _____
19. transparent _____
20. turban _____

LEVEL 6 ●

1. absurd _____
2. affairs _____
3. appeal _____
4. association _____
5. cavity _____
6. complicated _____
7. crucial _____
8. deliberately _____
9. despite _____
10. eternal _____
11. extinct _____
12. hesitate _____
13. inspiration _____
14. menace _____
15. precise _____
16. rehearsal _____
17. ridiculous _____
18. routine _____
19. specific _____
20. strenuous _____

LEVEL 7 ■

1. accumulate _____
2. apprehension _____
3. comprehend _____
4. delegated _____
5. dense _____
6. domain _____
7. execute _____
8. exited _____
9. justifiable _____
10. omen _____
11. optimistic _____
12. potential _____
13. quaint _____
14. ritual _____
15. status _____
16. tampered _____
17. terrain _____
18. tranquil _____
19. versatile _____
20. vulnerable _____

LEVEL 8 ◆

1. agile _____
2. candid _____
3. convey _____
4. enumeration _____
5. gorge _____
6. immune _____
7. improvised _____
8. incredulous _____
9. intricate _____
10. neurotic _____
11. nocturnal _____
12. petty _____
13. placid _____
14. poise _____
15. reluctantly _____
16. shiftless _____
17. tactful _____
18. tangible _____
19. toxic _____
20. unduly _____

INFORMAL READING ASSESSMENT GUIDELINES (BURNS & ROE)

KEY TO SYMBOLS-LEVELS/STAGES

Preprimer	○	Level 7	■
Primer	□	Level 8	◆
Level 1 (*A.L. Stage 4)	◇	Level 9	● ●
Level 2 (*A.L. Stage 5)	○ ○	Level 10	■ ■
Level 3 (*A.L. Stage 6)	□ □	Level 11	◆ ◆
Level 4 (*A.L. Stage 7)	◇ ◇	Level 12	★
Level 5 (*A.L. Stage 8)	☆		
Level 6 (*A.L. Stage 8+)	●		

* Formerly

BURNS & ROE MISCUE-MARKING SYSTEM

Miscue	Marking	Comment
Mispronunciation	wert <i>wert</i>	The student attempts to pronounce the word but produces a nonsense word, rather than a real one.
Substitution	went <i>want</i>	The student substitutes a real word that is incorrect.
Refusal to pronounce	TP went	The student neither pronounces the word nor attempts to do so. The teacher pronounces the word so that testing can continue.
Insertion	sent ^{an} ^ to	The student inserts a word or a series of words that does not appear in the text.
Omission	to (the) school	The student omits a word or a continuous sequence of words in the text but continues to read.
Repetition	in the little house <u> </u>	The student repeats one or more words that have been read. Groups of adjacent words that are repeated count as one repetition.
Reversal	that (he saw)	The student reverses the order of words or letters.

Note: If the student makes a miscue and then corrects it without prompting from the teacher, the teacher should place a check (✓) beside the miscue to indicate a spontaneous correction and not include the miscue in the error count.

Read this story to find out what Nancy has.

My name is Nancy.

I have a cat.

My cat is white.

Her name is Fluffy.

Fluffy is little.

I play with her.

Jack plays with her, too.

Fluffy runs with us.

She runs from dogs.

She hides in a box.

She hides in a tree.

Then she cannot get down.

We call Dad.

Dad gets Fluffy down.

We are happy.

Fluffy is happy, too.

Read this story to find out about two boys and their visitor.

“Come in, Ned,” said Jack.

“I am happy to see you.
I don’t have a thing to do.”

“That’s what I’m here for,” said Ned.

“What can we do?”

“A woman is at the door,” said Ned.

Jack went to the door.

“Hello, Mrs. Little,” said Jack.

“Can I help you?”

“Hello, Jack,” said Mrs. Little.

“Is your mom home?”

“No,” said Jack.

“But I’m here.”

“Oh,” said Mrs. Little.

“I want to see your mom.
I want her to care for my dog.”

Nate is trying to help his friend Annie find a missing picture of her dog. He goes into her room to look for it. Everything in the room is yellow. Read the story to see what Nate says he did.

I looked all over the room.

I looked on the table.

And under the table.

No picture.

I looked on the bed.

And under the bed.

Still no picture.

I looked in the wastebasket.

I found a picture of a dog.

“Is this it?” I asked.

“No,” Annie said.

“My picture of Fang is yellow.”

“I should have known,” I said.

“Now tell me.

Who has seen your picture?”

“My friend Rosamond has seen it, and my brother Harry—and Fang.”

“Let me see Fang,” I said.

Annie took me outside.

“Hmm,” I said.

“Look at Fang hiding that bone.

He could hide a picture, too.”

“Why would he hide a picture?” Annie asked.

“Maybe it wasn’t a good picture of him,” I said.

This story is about a family. Read it to find out about the family.

Once there was a little girl named Lydia. She lived with her father, who grew flowers, and Andy, who was her brother.

Every day Lydia's father was busy in his greenhouse, where the plants got so big they needed holes in the roof.

Every day Lydia was busy painting pictures, reading books, and making things. Lydia was so busy doing so many things she never finished anything.

Andy could do some things, but some things he didn't know how to do. If he asked Lydia to help him do something, she always said, "No-no-no-no! I haven't got time!"

Whenever her father heard Lydia say that, he always said, "Oh no? Oh ho! If you take time, you can have time."

But Lydia was too busy to listen.

This is a story about a girl named Megan and her father. Read the story to find out what their life was like.

For a long time Megan had not even known that she was blind. Outside the house, Mike's strong hand had taught her how to move from place to place. Inside the house, she knew just where everything was. She could easily find her way from her own small bedroom to all the other rooms of the house.

Mike was Megan's father. He had a leather shop at the front of the house. He made fine leather belts, shoes, and bags to sell in his shop. The new leather was smooth and smelled better than almost anything.

Megan liked to help Mike as he worked. She made sandwiches for their lunch and swept up the bits of leather that fell to the floor.

Often on Sunday afternoons, Megan and Mike would walk down to the beach. Hand in hand, they would make a trail with their bare feet in the wet sand.

"Nobody lives a better life than we do," Mike always said. And Megan would smile up at him and agree.

Read this story to find out what Whiskers the cat did.

Soon after Whiskers sharpened his claws, he saw some blades of grass move to and fro. A human being might have said to himself, "That grass is moving against the breeze. There must be a mouse on the ground!" But Whiskers could not talk, to himself or anyone else, and he did not take time to think things out. Instead, he crouched down and began to creep forward and pounced upon it.

Dogs and wolves bite their prey and hold it, but Whiskers did not bite. He struck the mouse with one paw and then backed away. When the mouse got up and tried to escape, Whiskers struck it again. He did this several times until the mouse was dead. Then the cat picked it up and carried it to the house. When his mistress opened the door to let him in, he laid the dead mouse at her feet.

Read this story to find out how a student felt about something that he saw happen.

The day they started taking the school down, our teacher said that we were very lucky. We had watched the new school being built, she said, and now we'd see the old school being demolished. She said we ought to learn all we could about how a building is wrecked.

I was still feeling pretty sad just thinking about it. Then the action began. BANG!

It was the scrap-metal collectors yanking out radiators and throwing them into a truck.

Other people came. They took away some of the big, heavy old chalkboards. The next day workers were up on the roof removing slates so they could be used on another building. It was good to know that some parts of our old school wouldn't just be thrown away or melted down.

STUDENT ●

Read this story to find out about something that happened on a trip in space.

Apollo 13, its crew huddled in one end, hurtled on through space. The ship curved around the back side of the moon, out of sight of the Earth. The gray lunar surface, pocked with craters, unrolled beneath the ship at about ten times the speed of a fast jet plane on Earth. Then Earth, a blue-green ball, appeared again. It was time to see whether the small rocket on Aquarius could blast the whole ship into a good course back home to Earth. If the course adjustment failed, Apollo could miss Earth completely. The crew wouldn't survive long, and the ship would carry their bodies on an endless trip through space.

FORM C

"Mark!" said a man in Texas, telling Lovell he had forty seconds to go before firing. Lovell put his hand on the firing button. "Five . . . four . . . three . . . two . . . one." At exactly the right time, the rocket began to fire, pushing the whole ship into line. It fired on, a four-minute explosion. Then a computer took over to turn the rocket off at precisely the right instant.

● PASSAGE

The astronauts in space and the mission control on the ground anxiously checked the course. The rocket had done its job. The ship was aimed for a landing in the Pacific Ocean, a quarter of a million miles away. At least the ship was headed in the right direction. Whether it would splash down safely, no one knew.

Read this story to find out an experience that a man named Olaudah (oh-law' dah), who was a slave, had in Philadelphia in the 1700s.

One thing I overheard that was not about politics was talk of a wise woman who was known for her power to predict things. A man in front of the Exchange was telling such an extraordinary story about her that the crowded listeners kept interrupting him with noises of amazement. I couldn't hear the story but went back to some shopkeepers I'd met that morning to ask about her. She did exist, they said, and told me where she lived. That night I dreamed of her. It was an ordinary dream, the kind you forget when you wake and remember later in the day only if something reminds you. So, as I made plans to see her that evening—a jingled-jeweled gypsy in bright colors—I remembered with a shock what I'd dreamed. In my dream she was not a gypsy at all but a small woman dressed in the quiet gray of the Quakers.

Read this selection to learn about two unusual creatures.

Flying squirrels are fond of fruits and nuts, but enticing them to a windowsill for closer acquaintance requires both skill and luck. The shelf must be at a level to which they can leap from a tree and then away again, for unlike bats, these nocturnal midget squirrels can only glide, not flap or fly. At times they do visit feeding stations built for the daytime birds. They will clean up a little pile of dry rolled oats—relishing them as a delicacy preferred to sunflower seeds or apple.

In darkness a wide variety of insect life is on the wing. A glowworm can be found in almost any city garden, vacant lot, or park. Wherever fallen leaves and rotting wood accumulate, these insects search out smaller creatures they can subdue and eat. Usually a glowworm proves to be the wingless female of a special firefly, *Phengodes*. In the dark it shines with rows of bright points along the sides of its three-quarter-inch length. Smaller and less spectacular facsimiles turn out to be the immature stages of other kinds of fireflies.

Read this story to learn about a special job.

Surveying the scene from high wooden stands set fifty feet apart were Nauset's lifeguards.

The lifeguards, youthful, muscular, and deeply tanned, are used to being surrounded by a horde of admiring youngsters and teased by jokes such as, "You mean to tell me you guys actually get paid just to sit up there all day and watch . . .?"

"That's the way it looks," admitted guard Lee Anderson, "but on a busy day when there are 3,000 people on this beach, we concentrate so hard we wind up practically cross-eyed. On this job, you don't sit around and wait for somebody to yell for help. People who are drowning actually haven't got an ounce of breath left to call out. They're choking, gasping, and paralyzed by fear and exhaustion. You watch for them and you keep an eye on the ocean, trying to anticipate trouble. You take a special interest because when you're in the water with a panic-stricken, drowning person, it's your life as well as his that's on the line."

Read this story to learn as much as you can about what happened at a historic spot.

The O'Brien home was one of the few examples of solid-style wooden structures that hadn't been demolished in Boston's urban-renewal campaign at the turn of the century. The family had been able to avoid this because of its wealth and political influence and the house was passed on through several generations to the present. Old man O'Brien had no heirs, so when he died the family home went up for auction, and the Urban Center bought it. When local officials arrived for an appraisal, they discovered that the house had a backyard, which is forbidden by zoning restrictions.

In the yard was a live tree—an oak was what Mom called it.

When the news of the tree's discovery leaked out, quite a few sightseers stopped by to have a look at it, and the local government, realizing the money-making potential, began charging admission and advertising the place. By now it had become a favorite spot for school field trips and family excursions such as ours.

This story tells of an experience that astronaut Buzz Aldrin had during EVA (extravehicular activity) on the moon. Read the story to find out about it.

Aldrin was now working to set up the solar wind experiment, a sheet of aluminum foil hung on a stand. For the next hour and a half, the foil would be exposed to the solar wind, an invisible, unfelt, but high-velocity flow of noble gases from the sun like argon, krypton, neon, and helium. For the astronauts, it was the simplest of procedures, no more difficult than setting up a piece of sheet music on a music stand. At the end of the EVA, however, the aluminum foil would be rolled up, inserted in the rock box and delivered eventually to a laboratory in Switzerland uniquely equipped for the purpose. There any noble gases which had been trapped in the atomic lattice of the aluminum would be baked out in virtuoso procedures of quantitative analysis, and a closer knowledge of the components of the solar wind would be gained. Since the solar wind, it may be recalled, was diverted by the magnetosphere away from the earth it had not hitherto been available for casual study.

Pius, an African man, won money from the football pools and suddenly had visitors arrive at his home. Read the story to find out what happened at his home.

Behind the hut—Pius had no proper kitchen—gallons of tea were being boiled, whilst several of the female cousins were employed in ruthlessly hacking down the bunches of *matoke* from his meagre plantains, to cook food for everybody. One woman—she had introduced herself as Cousin Sarah—discovered Pius's hidden store of banana beer, and dished it out to all and sundry as though it were her own. Pius had become very wary of Cousin Sarah. He didn't like the way in which she kept loudly remarking that he needed a woman about the place, and he was even more seriously alarmed when suddenly Salongo gave him a painful dig in the ribs and muttered, "You'll have to watch that one—she's a sticker!"

Everybody who came wanted to see the telegram that announced Pius's win. When it had arrived at the Ggombolola Headquarters—the postal address of everyone living within a radius of fifteen miles—Musisi had brought it out personally, delighted to be the bearer of such good tidings.

INTRODUCTORY STATEMENT: Read this story to find out what Nancy has.

My name is Nancy.

I have a cat.

My cat is white.

Her name is Fluffy.

Fluffy is little.

I play with her.

Jack plays with her, too.

Fluffy runs with us.

She runs from dogs.

She hides in a box.

She hides in a tree.

Then she cannot get down.

We call Dad.

Dad gets Fluffy down.

We are happy.

Fluffy is happy, too.

[Note: Do not count as miscues the mispronunciation of the names Nancy, Fluffy, and Jack. You may pronounce these names for the student if needed.]

SCORING AID

Word Recognition

%—Miscues

99-0

95-3

90-6

85-9

Comprehension

%—Errors

100-0

87.5-1

75-2

62.5-3

50-4

37.5-5

25-6

12.5-7

0-8

58 Words

(for Word Recognition)

65 Words

(for Rate)

WPM

3900

COMPREHENSION QUESTIONS

___ detail

1. What color is Nancy's cat? (white)

___ detail

2. What is Nancy's cat's name? (Fluffy)

___ detail

3. Who plays with Fluffy? (Nancy and Jack)
[If only one name is given, ask "Who else?"]

___ inference

4. Is Fluffy a girl cat or a boy cat? (girl)
What in the story lets you know this?
(When it talks about Fluffy, it says "she.")

___ inference

5. Where does Fluffy hide that causes trouble for her? (in a tree)

___ sequence

6. What happens after Fluffy can't get down from the tree?
(Jack and Nancy call Dad.)

___ main idea

7. What does Dad do? (Dad rescues Fluffy from the tree.)

___ cause and effect/
inference8. What causes Nancy to be happy at the end of the story?
(Fluffy is safe; Fluffy is rescued.)

"Come in, Ned," said Jack.

"I am happy to see you.

I don't have a thing to do."

"That's what I'm here for," said Ned.

"What can we do?"

"A woman is at the door," said Ned.

Jack went to the door.

"Hello, Mrs. Little," said Jack.

"Can I help you?"

"Hello, Jack," said Mrs. Little.

"Is your mom home?"

"No," said Jack.

"But I'm here."

"Oh," said Mrs. Little.

"I want to see your mom.

I want her to care for my dog."

Comprehension

% Errors

100-0

87.5-1

75-2

62.5-3

50-4

37.5-5

25-6

12.5-7

0-8

76 Words

(for Word Recognition)

84 Words

(for Rate)

WPM

5040

Source: Leo Fay, Ramon R. Ross, and Margaret LaPray, Rand McNally Reading Program, "Pet-Sitters," in *Magic Rings and Funny Things*, Level 5 (Chicago: The Riverside Publishing Company, 1978), pp. 7-9.

[Note: Do not count as miscues mispronunciation of the names Ned and Jack. You may pronounce these words for the student if needed.]

COMPREHENSION QUESTIONS

- | | |
|---------------------------------|---|
| ___ inference | 1. What was the name of Jack's friend? (Ned) |
| ___ cause and effect/
detail | 2. What made Jack happy? (seeing Ned) |
| ___ sequence | 3. Was Jack busy when Ned arrived? (no)
What did the story say that caused you to answer that way?
(He didn't have a thing to do.) |
| ___ detail | 4. What did Ned ask Jack? ("What can we do?") |
| ___ sequence | 5. Who came to the door after Ned arrived? (Mrs. Little) |
| ___ inference | 6. Did Ned know Mrs. Little? (no)
What in the story made you say that?
(He said a woman was at the door; he didn't call her by name.) |
| ___ detail | 7. What did Jack ask Mrs. Little? ("Can I help you?") |
| ___ main idea | 8. What did Mrs. Little want Jack's mother to do?
(She wanted her to care for her dog.) |

INTRODUCTORY STATEMENT: Nate is trying to help his friend Annie find a missing picture of her dog. He goes into her room to look for it. Everything in the room is yellow. Read the story to see what Nate says he did.

I looked all over the room.

I looked on the table.

And under the table.

No picture.

I looked on the bed.

And under the bed.

Still no picture.

I looked in the wastebasket.

I found a picture of a dog.

"Is this it?" I asked.

"No," Annie said.

"My picture of Fang is yellow."

"I should have known," I said.

"Now tell me.

Who has seen your picture?"

"My friend Rosamond has seen it, and my brother Harry—and Fang."

"Let me see Fang," I said.

Annie took me outside.

"Hmm," I said.

"Look at Fang hiding that bone.

He could hide a picture, too."

"Why would he hide a picture?" Annie asked.

"Maybe it wasn't a good picture of him," I said.

Source: From *Nate the Great*, by Marjorie Weinman Sharmat.

[*Note:* Do not count as miscues the mispronunciation of the names Annie, Fang, Harry, and Rosamond. You may pronounce these names for the student if necessary.]

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|--|
| ___ main idea | 1. What is this story about?
(Nate doesn't find the picture; Nate tries to find the picture.) |
| ___ sequence | 2. Where was the first place Nate looked in the room?
(on the table) [Accept just "the table."] |
| ___ inference | 3. Did Nate find the picture under the bed? (no) What did the story say that helped you to know that? (It said, "Still no picture.") |
| ___ vocabulary | 4. What is a wastebasket? (a place to throw away things you don't want) |
| ___ detail | 5. What did Nate find in the wastebasket? (a picture of a dog) |
| ___ detail | 6. What color was Annie's picture of Fang? (yellow) |
| ___ cause and effect/
inference | 7. Why did Annie take Nate outside? (to show him Fang) |
| ___ cause and effect/
detail | 8. Why did Nate think Fang might have hidden the picture?
(It might not have been a good picture of him; if he could hide a bone, he could hide a picture.) |

SCORING AID

Word Recognition

%-Miscues

99-1

95-6

90-12

85-17

Comprehension

%-Errors

100-0

87.5-1

75-2

62.5-3

50-4

37.5-5

25-6

12.5-7

0-8

115 Words

(for Word Recognition)

124 Words

(for Rate)

WPM

7440

INTRODUCTORY STATEMENT: This story is about a family. Read it to find out about the family.

Once there was a little girl named Lydia. She lived with her father, who grew flowers, and Andy, who was her brother.

Every day Lydia's father was busy in his greenhouse, where the plants got so big they needed holes in the roof.

Every day Lydia was busy painting pictures, reading books, and making things. Lydia was so busy doing so many things she never finished anything.

Andy could do some things, but some things he didn't know how to do. If he asked Lydia to help him do something, she always said, "No-no-no-no! I haven't got time!"

Whenever her father heard Lydia say that, he always said, "Oh no? Oh ho! If you take time, you can have time."

But Lydia was too busy to listen.

Source: From Do You Have the Time, Lydia? by Evaline Ness.

[Note: Do not count as a miscue mispronunciation of the name Lydia. You may pronounce this name for the student if necessary.]

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|--|
| ___ main idea | 1. What is this story about? (Lydia stays busy; Lydia doesn't have time.) |
| ___ detail | 2. What did Lydia's father do? (grew flowers) |
| ___ vocabulary | 3. What is a greenhouse? (a place where you grow plants indoors) |
| ___ inference or detail | 4. How tall were the plants Lydia's father grew? (taller than the roof [inference] or so big they needed holes in the roof [detail]) [If the student says "very tall," ask for more information about their height.] |
| ___ detail | 5. What did Lydia do every day? (painted pictures, read books, made things) [Accept any two of the three for full credit; accept one for half credit.] |
| ___ sequence | 6. What would Lydia say after Andy asked her to help him do something? ("No-no-no-no! I haven't got time!") [Accept either part for full credit.] |
| ___ inference | 7. Did Lydia's father agree that Lydia was really too busy to play with her brother? (no)
What did he say that makes you think this?
("If you take time, you can have time.") |
| ___ cause and effect/
inference | 8. What caused Lydia not to listen to her father?
(She was too busy to listen.) |

SCORING AID

Comprehension

% Errors

100-0

87.5-1

75-2

62.5-3

50-4

37.5-5

25-6

12.5-7

0-8

120 Words

(for Word Recognition)

127 Words

(for Rate)

WPM

7620

INTRODUCTORY STATEMENT: This is a story about a girl named Megan and her father. Read the story to find out what their life was like.

SCORING AID



Comprehension

% Errors

100-0

90-1

80-2

70-3

60-4

50-5

40-6

30-7

20-8

10-9

0-10

166 Words

(for Word Recognition)

171 Words

(for Rate)

WPM

10260

For a long time Megan had not even known that she was blind. Outside the house, Mike's strong hand had taught her how to move from place to place. Inside the house, she knew just where everything was. She could easily find her way from her own small bedroom to all the other rooms of the house.

Mike was Megan's father. He had a leather shop at the front of the house. He made fine leather belts, shoes, and bags to sell in his shop. The new leather was smooth and smelled better than almost anything.

Megan liked to help Mike as he worked. She made sandwiches for their lunch and swept up the bits of leather that fell to the floor.

Often on Sunday afternoons, Megan and Mike would walk down to the beach. Hand in hand, they would make a trail with their bare feet in the wet sand.

"Nobody lives a better life than we do," Mike always said. And Megan would smile up at him and agree.

Source: Adapted from *A Bowl of Sun*, by Frances Wosmek.

[*Note:* Do not count as a miscue mispronunciation of the name Megan. You may pronounce this name for the student if necessary.]

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|---|
| ___ main idea | 1. What kind of life did Megan and Mike have? (They had a good life.) |
| ___ inference | 2. What couldn't Megan do that most people can do? (see) |
| ___ cause and effect/
inference | 3. Why had Megan not even known she was blind for a long time? (because she could move around outside and find her way around inside too; because nobody had told her and she could do what she needed to do) |
| ___ inference | 4. How did Mike earn money? (He made and sold leather things.) |
| ___ detail | 5. Where was Mike's leather shop? (at the front of the house) |
| ___ detail | 6. How did the new leather feel? (smooth) |
| ___ inference | 7. Did Mike and Megan live near the water? (yes)
What did the story say that made you think this?
(It said they often walked down to the beach on Sunday afternoons.) |
| ___ detail | 8. What did Megan and Mike do at the beach on Sunday afternoons?
(made a trail in the sand with their bare feet) |
| ___ sequence | 9. What would Megan do just after Mike said that nobody lived a better life than they did?
(smile at him and agree) [Accept either part for full credit.] |
| ___ vocabulary | 10. What does the word "agree" mean? (say yes; feel the same way) [Accept a nod for "yes" as an answer, if it is clear that it is meant for an answer.] |

INTRODUCTORY STATEMENT: Read this story to find out what Whiskers the cat did.

Soon after Whiskers sharpened his claws, he saw some blades of grass move to and fro. A human being might have said to himself, "That grass is moving against the breeze. There must be a mouse on the ground!" But Whiskers could not talk, to himself or anyone else, and he did not take time to think things out. Instead, he crouched down and began to creep forward and pounced upon it.

Dogs and wolves bite their prey and hold it, but Whiskers did not bite. He struck the mouse with one paw and then backed away. When the mouse got up and tried to escape, Whiskers struck it again. He did this several times until the mouse was dead. Then the cat picked it up and carried it to the house. When his mistress opened the door to let him in, he laid the dead mouse at her feet.

*Source: Adapted from Carroll Lane Fenton and Herminie B. Kitchen, *Animals That Help Us: The Story of Domestic Animals*. Rev. Ed. (New York: John Day, 1973). Copyright © 1973 by Mildred Adams Fenton and the Estate of Herminie B. Kitchen. Copyright © 1959 by Carroll Lane Fenton and Herminie B. Kitchen. Used with the permission of Harper & Row, Publishers.*

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|--|
| ___ main idea | 1. What is this story about?
(Whiskers catches a mouse.) |
| ___ cause and effect/
inference | 2. What caused the blades of grass to move to
and fro? (a mouse) |
| ___ sequence | 3. What was the first thing Whiskers did when he saw the blades of grass
move? (He crouched down and began to creep forward.) |
| ___ vocabulary | 4. What does the word "crouched" mean?
(bent his body down close to the ground) |
| ___ vocabulary | 5. What does the word "creep" mean in the sentence "He crouched down
and began to creep forward"? (to move slowly in a sneaky way) |
| ___ vocabulary | 6. What does the word "pounced" mean? (leaped on) |
| ___ sequence | 7. What was the first thing Whiskers did to the mouse when he caught it?
(struck it with his paw) |
| ___ inference | 8. Was the mouse killed when Whiskers hit it the first time? (no)
What fact in the story caused you to answer that way?
(It got up and tried to escape.) |
| ___ detail | 9. Where did Whiskers carry the dead mouse? (to the house) |
| ___ detail | 10. Who opened the door to let Whiskers in? (his mistress) |

SCORING AID

95-8

90-15

85-23

Comprehension

%—Errors

100-0

90-1

80-2

70-3

60-4

50-5

40-6

30-7

20-8

10-9

0-10

150 Words

(for Word Recognition)

150 Words

(for Rate)

WPM

9000

INTRODUCTORY STATEMENT: Read this story to find out how a student felt about something that he saw happen.

The day they started taking the school down, our teacher said that we were very lucky. We had watched the new school being built, she said, and now we'd see the old school being demolished. She said we ought to learn all we could about how a building is wrecked.

I was still feeling pretty sad just thinking about it. Then the action began. BANG!

It was the scrap-metal collectors yanking out radiators and throwing them into a truck.

Other people came. They took away some of the big, heavy old chalkboards. The next day workers were up on the roof removing slates so they could be used on another building. It was good to know that some parts of our old school wouldn't just be thrown away or melted down.

Source: "How to Wreck a Building," by Elinor Lander Horwitz, in Leo Fay and others, Grand Tour (Chicago: The Riverside Publishing Company, 1989), p. 193. Condensed from How to Wreck a Building, by Elinor Lander Horwitz, © 1982 by Pantheon Books, a Division of Random House, Inc.

COMPREHENSION QUESTIONS

- | | |
|--|---|
| <p>___ main idea</p> <p>___ sequence</p> <p>___ vocabulary</p> <p>___ detail</p> <p>___ detail</p> <p>___ cause and effect/
detail</p> <p>___ inference</p> <p>___ sequence</p> <p>___ cause and effect/
detail</p> <p>___ inference</p> | <ol style="list-style-type: none"> 1. What is the main idea of this story?
(Students see workers tear down their old school; students see their old school being demolished.) 2. Name, in order, the two things that the teacher said the children were getting to see.
(the new school being built and the old school being demolished or torn down) 3. What does the word "demolished" mean? (torn down) 4. What did the teacher tell the students they ought to learn?
(all they could about how a building is wrecked) 5. How did the student telling the story feel about the old school being wrecked? (sad) 6. What caused the noise that the children heard?
(the scrap-metal collectors yanking out radiators and throwing them in a truck) 7. Why did people come to take the chalkboards away?
(so that they could be used again somewhere else) 8. What happened after the chalkboards were taken away?
(Workers removed slates from the roof.) 9. Why did the workers remove the slates from the roof?
(so they could be used on another building) 10. How did the student telling the story feel about the chalkboards and slates being removed from the school?
(glad that they were not going to be thrown away or melted down) |
|--|---|

SCORING AID

Lord Dunsany
Wreck
90-2
95-7
90-13
85-20

Comprehension

%-Errors
100-0
90-1
80-2
70-3
60-4
50-5
40-6
30-7
20-8
10-9
0-10

131 Words

(for Word Recognition)

131 Words

(for Rate)

$$\frac{\text{WPM}}{7860}$$

Apollo 13, its crew huddled in one end, hurtled on through space. The ship curved around the back side of the moon, out of sight of the Earth. The gray lunar surface, pocked with craters, unrolled beneath the ship at about ten times the speed of a fast jet plane on Earth. Then Earth, a blue-green ball, appeared again. It was time to see whether the small rocket on Aquarius could blast the whole ship into a good course back home to Earth. If the course adjustment failed, Apollo could miss Earth completely. The crew wouldn't survive long, and the ship would carry their bodies on an endless trip through space.

"Mark!" said a man in Texas, telling Lovell he had forty seconds to go before firing. Lovell put his hand on the firing button. "Five . . . four . . . three . . . two . . . one." At exactly the right time, the rocket began to fire, pushing the whole ship into line. It fired on, a four-minute explosion. Then a computer took over to turn the rocket off at precisely the right instant.

The astronauts in space and the mission control on the ground anxiously checked the course. The rocket had done its job. The ship was aimed for a landing in the Pacific Ocean, a quarter of a million miles away. At least the ship was headed in the right direction. Whether it would splash down safely, no one knew.

Source: "Lifeboat in Space," by Gurney Williams, in William K. Durr and others, *Celebrations* (Boston: Houghton Mifflin Company, 1989), pp. 509-510.

Comprehension

% Errors

- 100-0
- 90-1
- 80-2
- 70-3
- 60-4
- 50-5
- 40-6
- 30-7
- 20-8
- 10-9
- 0-10

234 Words

(for Word Recognition)

234 Words

(for Rate)

WPM

14040

COMPREHENSION QUESTIONS

- ___ main idea 1. What is the main idea of this story?
(Astronauts are getting ready to try to return to Earth.)
- ___ vocabulary 2. What does the word "hurtled" mean in the phrase "hurtled on through space"? (moved fast)
- ___ inference 3. What did the surface of the moon look like?
(It was gray and had pits (or craters) in it.)
- ___ inference 4. How fast was Apollo 13 moving past the moon?
(about ten times the speed of a fast jet plane on Earth)
- ___ cause and effect/
inference 5. What caused Earth to appear again to the astronauts?
(The ship came out from behind the moon.)
- ___ detail 6. What would happen if the course adjustment failed?
(Apollo could miss Earth completely. The crew wouldn't survive long. The ship would keep on carrying them through space endlessly.)
[Accept any one of these answers.]
- ___ sequence 7. What did Lovell do immediately after the man in Texas said, "Mark"?
(He put his hand on the firing button; he had the countdown.)
- ___ sequence 8. What happened immediately after the rocket fired? (The ship was pushed into line; a computer took over to turn the rocket off.)
- ___ vocabulary 9. What is an astronaut?
(a person trained to fly or participate in the flight of a spacecraft)
- ___ detail 10. Where was the ship aimed for a landing? (the Pacific Ocean)

INTRODUCTORY STATEMENT: Read this story to find out an experience that a man named Olaudah (oh-law' dah), who was a slave, had in Philadelphia in the 1700s.

One thing I overheard that was not about politics was talk of a wise woman who was known for her power to predict things. A man in front of the Exchange was telling such an extraordinary story about her that the crowded listeners kept interrupting him with noises of amazement. I couldn't hear the story but went back to some shopkeepers I'd met that morning to ask about her. She did exist, they said, and told me where she lived. That night I dreamed of her. It was an ordinary dream, the kind you forget when you wake and remember later in the day only if something reminds you. So, as I made plans to see her that evening—a jingled-jeweled gypsy in bright colors—I remembered with a shock what I'd dreamed. In my dream she was not a gypsy at all but a small woman dressed in the quiet gray of the Quakers.

Source: From *The Slave Who Bought His Freedom*, adapted by Karen Kennerly.

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|--|
| ___ main idea | 1. What is the main idea of this story?
(Olaudah discovers a woman who can predict things; Olaudah finds out about a fortune teller and dreams about her.) |
| ___ detail | 2. Where was the man who was overheard talking about a wise woman who could predict things? (in front of the Exchange) |
| ___ inference | 3. Were many people listening to the man who was telling about the wise woman? (yes)
What does the story say that caused you to answer this way? (It mentions the "crowded listeners.") |
| ___ vocabulary | 4. What does the word "extraordinary" mean? (beyond the ordinary; unusual) |
| ___ cause and effect/
inference | 5. What caused the listeners to interrupt the story about the wise woman? (They were amazed by what was being told; they were surprised at the things they heard.) |
| ___ sequence | 6. What did Olaudah do immediately after he overheard the story? (He went back to some shopkeepers he had met that morning to ask about her.) |
| ___ inference | 7. Did Olaudah want to know about the future? (yes)
What did the story say that caused you to answer this way? (The woman had power to predict things, and he planned to go see her.) |
| ___ inference | 8. When he was awake, how did Olaudah picture the woman he planned to see? (as a gypsy with jewels and bright colors) |
| ___ inference | 9. Why was Olaudah shocked to remember his dream? (The woman in his dream was very different from the woman he had pictured when he was awake.) |
| ___ detail | 10. What did the woman look like in Olaudah's dream? (small, and dressed in the quiet gray of the Quakers) |

SCORING AID

Word Recognition

% Miscues

99-2

95-8

90-15

85-23

Comprehension

% Errors

100-0

90-1

80-2

70-3

60-4

50-5

40-6

30-7

20-8

10-9

0-10

155 Words

(for Word Recognition)

155 Words

(for Rate)

WPM

9300

INTRODUCTORY STATEMENT: Read this selection to learn about two unusual creatures.

Flying squirrels are fond of fruits and nuts, but enticing them to a windowsill for closer acquaintance requires both skill and luck. The shelf must be at a level to which they can leap from a tree and then away again, for unlike bats, these nocturnal midget squirrels can only glide, not flap or fly. At times they do visit feeding stations built for the daytime birds. They will clean up a little pile of dry rolled oats—relishing them as a delicacy preferred to sunflower seeds or apple.

In darkness a wide variety of insect life is on the wing. A glowworm can be found in almost any city garden, vacant lot, or park. Wherever fallen leaves and rotting wood accumulate, these insects search out smaller creatures they can subdue and eat. Usually a glowworm proves to be the wingless female of a special firefly, *Phengodes*. In the dark it shines with rows of bright points along the sides of its three-quarter-inch length. Smaller and less spectacular facsimiles turn out to be the immature stages of other kinds of fireflies.

Source: Louis J. Milne and Margery J. Milne, "In the City," in *The World of Night* (New York: Harper and Row, 1956)

[Note: Do not count as a miscue mispronunciation of the proper noun *Phengodes*. You may pronounce this word for the student if needed.]

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|--|
| ___ main idea | 1. What is the purpose of this selection? (to tell about flying squirrels and glowworms; to tell about two night animals) |
| ___ vocabulary | 2. What does the word "enticing" in the phrase "enticing them to a windowsill" mean? (luring; attracting; tempting) |
| ___ inference | 3. Can bats flap their wings and fly? (yes)
What did the story say that caused you to answer this way?
(It says <i>unlike</i> bats these squirrels cannot flap and fly.) |
| ___ detail | 4. How do flying squirrels move through the air? (They leap and glide.) |
| ___ cause and effect/
inference | 5. Why do flying squirrels visit feeding stations built for daytime birds?
(They like the things people feed to the birds, like dry rolled oats.) |
| ___ vocabulary | 6. What does the word "relishing" mean in the phrase "relishing them as a delicacy"? (enjoying) |
| ___ vocabulary | 7. What does the word "accumulate" mean in the phrase "wherever fallen leaves and rotting wood accumulate"? (pile up) |
| ___ vocabulary | 8. What does the word "subdue" mean in the statement: "these insects search out smaller creatures they can subdue and eat"?
(overcome, conquer) |
| ___ detail | 9. What does a glowworm usually prove to be?
(the wingless female of a special firefly) |
| ___ detail | 10. What does the selection tell about the immature stages of fireflies other than the <i>Phengodes</i> ?
(They are smaller and less spectacular than the female of the <i>Phengodes</i> .) |

SCORING AID

95-9
90-18
85-27

Comprehension

%-Errors

100-0
90-1
80-2
70-3
60-4
50-5
40-6
30-7
20-8
10-9
0-10

180 Words

(for Word Recognition)

181 Words

(for Rate)

WPM

10860

INTRODUCTORY STATEMENT: Read this story to learn about a special job.

Surveying the scene from high wooden stands set fifty feet apart were Nauset's lifeguards.

The lifeguards, youthful, muscular, and deeply tanned, are used to being surrounded by a horde of admiring youngsters and teased by jokes such as, "You mean to tell me you guys actually get paid just to sit up there all day and watch . . .?"

"That's the way it looks," admitted guard Lee Anderson, "but on a busy day when there are 3,000 people on this beach, we concentrate so hard we wind up practically cross-eyed. On this job, you don't sit around and wait for somebody to yell for help. People who are drowning actually haven't got an ounce of breath left to call out. They're choking, gasping, and paralyzed by fear and exhaustion. You watch for them and you keep an eye on the ocean, trying to anticipate trouble. You take a special interest because when you're in the water with a panic-stricken, drowning person, it's your life as well as his that's on the line."

Source: Evan McLeod Wylie, "The Day the Sea Went Down the Drain," *Yankee*, July 1974.
Copyright © 1974 by Evan McLeod Wylie and reprinted by permission.

[Note: Do not count as a miscue mispronunciation of the name Nauset. You may pronounce this word for the student if necessary.]

SCORING GUIDE	
Word Recognition	
%-Miscues	
99-2	
95-9	
90-17	
85-26	

Comprehension

%-Errors

100-0

90-1

80-2

70-3

60-4

50-5

40-6

30-7

20-8

10-9

0-10

169 Words

(for Word Recognition)

170 Words

(for Rate)

WPM

10200

COMPREHENSION QUESTIONS

- | | |
|---------------------------------|---|
| ___ main idea | 1. What is the main idea of this story?
(A lifeguard's job is dangerous; rescuing drowning people is dangerous.) |
| ___ vocabulary | 2. What is the meaning of the word "surveying" in the phrase "surveying the scene"? (looking over, viewing closely) |
| ___ detail | 3. Who sat in the high wooden stands? (lifeguards) |
| ___ detail | 4. What were the lifeguards like? (youthful, muscular, deeply tanned)
[Accept any two of the three for full credit; accept one for half credit.] |
| ___ vocabulary | 5. What is the meaning of the word "horde" in the phrase "horde of admiring youngsters"? (throng; large group) |
| ___ detail | 6. How many people visit the beach on a busy day? (3,000) |
| ___ cause and effect/
detail | 7. What happens when the guards concentrate very hard on the beach?
(They become practically cross-eyed.) |
| ___ cause and effect/
detail | 8. According to the story, why aren't drowning people able to call out?
(lack of breath due to choking and gasping, fear, exhaustion)
[Two of the reasons earn full credit; one earns half credit.] |
| ___ vocabulary | 9. What is the meaning of the word "anticipate" in the phrase "anticipate trouble"? (foresee, expect) |
| ___ inference | 10. Could lifeguards die trying to rescue a drowning person? (yes)
What did the story say that gave you this idea?
(It said your life is also on the line.) |

INTRODUCTORY STATEMENT: Read this story to learn as much as you can about what happened at a historic spot.

The O'Brien home was one of the few examples of solid-style wooden structures that hadn't been demolished in Boston's urban-renewal campaign at the turn of the century. The family had been able to avoid this because of its wealth and political influence and the house was passed on through several generations to the present. Old man O'Brien had no heirs, so when he died the family home went up for auction, and the Urban Center bought it. When local officials arrived for an appraisal, they discovered that the house had a backyard, which is forbidden by zoning restrictions.

In the yard was a live tree—an oak was what Mom called it.

When the news of the tree's discovery leaked out, quite a few sightseers stopped by to have a look at it, and the local government, realizing the money-making potential, began charging admission and advertising the place. By now it had become a favorite spot for school field trips and family excursions such as ours.

Source: A. Lentini, "Autumntime," *Galaxy Magazine*, November, 1971.

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|--|
| ___ main idea | 1. What is the main idea of this story?
(An old home becomes a tourist attraction; a house with a tree in the backyard becomes a tourist attraction.) |
| ___ vocabulary | 2. What is the meaning of the word "demolished" in this story?
(torn down; razed, destroyed) |
| ___ detail | 3. Where was the O'Brien home? (Boston) |
| ___ cause and effect/
detail | 4. What prevented the O'Brien home from being demolished?
(family wealth and political influence) |
| ___ sequence | 5. What happened to the house after old man O'Brien died?
(It went up for auction.) |
| ___ detail | 6. Who bought the home? (the Urban Center) |
| ___ vocabulary | 7. What does the word "appraisal" mean in the clause "when local officials arrived for an appraisal"?
(estimate of property value; evaluation of the situation) |
| ___ inference | 8. Do you think there were many trees in the urban area? (no)
What facts in the story caused you to answer that way?
(The oak tree was an attraction.) |
| ___ cause and effect/
inference | 9. Why did the local government advertise the home?
(to make money from sightseers who wanted to see the tree) |
| ___ vocabulary | 10. What is an excursion? (a trip) |

SCORING AID



Comprehension

%-Errors

100-0

90-1

80-2

70-3

60-4

50-5

40-6

30-7

20-8

10-9

0-10

166 Words

(for Word Recognition)

166 Words

(for Rate)

WPM

9960

INTRODUCTORY STATEMENT: This story tells of an experience that astronaut Buzz Aldrin had during EVA (extravehicular activity) on the moon. Read the story to find out about it.

Aldrin was now working to set up the solar wind experiment, a sheet of aluminum foil hung on a stand. For the next hour and a half, the foil would be exposed to the solar wind, an invisible, unfelt, but high-velocity flow of noble gases from the sun like argon, krypton, neon, and helium. For the astronauts, it was the simplest of procedures, no more difficult than setting up a piece of sheet music on a music stand. At the end of the EVA, however, the aluminum foil would be rolled up, inserted in the rock box and delivered eventually to a laboratory in Switzerland uniquely equipped for the purpose. There any noble gases which had been trapped in the atomic lattice of the aluminum would be baked out in virtuoso procedures of quantitative analysis, and a closer knowledge of the components of the solar wind would be gained. Since the solar wind, it may be recalled, was diverted by the magnetosphere away from the earth it had not hitherto been available for casual study.

Source: From *Of a Fire on the Moon* by Norman Mailer.

COMPREHENSION QUESTIONS

- | | |
|------------------------------------|--|
| ___ main idea | 1. What is the main idea of this story?
(Aldrin works on the solar wind experiment.) |
| ___ detail | 2. What equipment was used for the solar wind experiment?
(a sheet of aluminum foil hung on a stand) |
| ___ detail | 3. How long would the foil be exposed to the solar wind?
(for an hour and a half) |
| ___ inference | 4. Is solar wind like wind on earth? (no)
What did the story say that made you believe that?
(It says it is unfelt. It is made up of gases from the sun like argon, krypton, neon, and helium.) [Accept either statement as appropriate backing for the answer.] |
| ___ vocabulary | 5. What does the term "high-velocity" mean? (high-speed) |
| ___ detail | 6. How difficult was it for the astronauts to set up the solar wind experiment? (very easy; no harder than setting a piece of sheet music on a music stand) |
| ___ sequence | 7. Name, in order, the two things that the astronauts would do with the aluminum foil at the end of the EVA.
(roll it up and insert it in the rock box) |
| ___ detail | 8. Where would the aluminum foil be delivered eventually?
(to a laboratory in Switzerland) |
| ___ cause and effect/
inference | 9. Why were the noble gases that had been trapped in the aluminum going to be baked out in the laboratory? (because scientists wanted to find out more about the components of solar wind) |
| ___ cause and effect/
detail | 10. Why had the solar wind not been available for casual study?
(because it was diverted away from the earth by the magnetosphere) |

SCORING KEY

Word Recognition

%-Miscues

99-2

95-9

90-17

85-26

Comprehension

%-Errors

100-0

90-1

80-2

70-3

60-4

50-5

40-6

30-7

20-8

10-9

0-10

175 Words

(for Word Recognition)

175 Words

(for Rate)

WPM

10500

INTRODUCTORY STATEMENT: Pius, an African man, won money from the football pools and suddenly had visitors arrive at his home. Read the story to find out what happened at his home.

Behind the hut—Pius had no proper kitchen—gallons of tea were being boiled, whilst several of the female cousins were employed in ruthlessly hacking down the bunches of *matoke* from his meagre plantains, to cook food for everybody. One woman—she had introduced herself as Cousin Sarah—discovered Pius's hidden store of banana beer, and dished it out to all and sundry as though it were her own. Pius had become very wary of Cousin Sarah. He didn't like the way in which she kept loudly remarking that he needed a woman about the place, and he was even more seriously alarmed when suddenly Salongo gave him a painful dig in the ribs and muttered, "You'll have to watch that one—she's a sticker!"

Everybody who came wanted to see the telegram that announced Pius's win. When it had arrived at the Ggombolola Headquarters—the postal address of everyone living within a radius of fifteen miles—Musisi had brought it out personally, delighted to be the bearer of such good tidings.

Source: From *Kalasanda* by Barbara Kimenye, published by Oxford University Press in Three Crowns Books.

[Note: Do not count as miscues mispronunciation of Pius, *matoke*, Salongo, Ggombolola, and Musisi. You may pronounce these words for the student if necessary.]

COMPREHENSION QUESTIONS

- ___ main idea . . . 1. What is the main idea of this story?
(There was a party with food and drink to help Pius celebrate his win.)
- ___ detail 2. What was Pius's house like? (It was a hut with no proper kitchen.)
- ___ vocabulary 3. What does the word "meagre" mean? (scanty; not enough; scarce)
- ___ inference 4. Was it likely that Pius wanted to pass out his banana beer to the crowd?
(no) What did the story say that made you believe this?
(It was his hidden store, and he wasn't the one who passed it out.)
- ___ vocabulary 5. What does the word "wary" mean? (suspicious; apprehensive)
- ___ cause and effect/
inference 6. What made Pius wary of Cousin Sarah?
(the way she kept saying he needed a woman around the house)
- ___ inference 7. What did Salongo think Cousin Sarah had in mind?
(sticking with Pius; marrying Pius)
- ___ detail 8. What did all of the visitors want to see?
(the telegram that announced Pius's win)
- ___ inference 9. Did Pius have a personal mailbox? (no)
What did the story say that made you believe this?
(The place where the telegram arrived was the postal address of everyone living within a fifteen-mile radius.)
- ___ sequence 10. What did Musisi do with the telegram after it arrived?
(He delivered it personally.)

SCORING AID

95-9
90-17
85-25

Comprehension

%-Errors

- 100-0
- 90-1
- 80-2
- 70-3
- 60-4
- 50-5
- 40-6
- 30-7
- 20-8
- 10-9
- 0-10

164 Words

(for Word Recognition)

172 Words

(for Rate)

WPM

10320