

Student Mary Grimaldi Grade 2

Date 02/13/2012

**Recording Form**  
**Part One: Oral Reading**

*Summary of Scores:*

Accuracy	<u>94</u>
Self-correction	<u>1:4</u>
Fluency	<u>1</u>
Comprehension	<u>6</u>
Writing	<u>N/A</u>
Reading Rate	<u>153</u>

Sources of Information Used

Page	RW	278	E	SC	E			SC			
					M	S	V	M	S	V	
2			1		0	1	0				
<b>Subtotal</b>			1	0	0	1	0	0	0	0	



Those  
T

"Let's

play soccer,

A | V  
| y | T

Papa,"

Sam said.

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	Sources of Information Used						
						E			SC			
						M	S	V	M	S	V	
3	<p>Sam was good at soccer.</p> <p><i>li ✓</i></p> <p>He <b>liked</b> to run fast.</p> <p>He could jump, and</p> <p><b>he</b> could kick the ball</p> <p>into the net.</p>											
				1								
				<b>Subtotal</b>	1	0	0	0	0	0	0	0

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	E			SC		
						M	S	V	M	S	V
4	<p style="text-align: center;"><i>went</i></p> <p>"I <del>want</del> to play, too,"</p> <p>Jesse <del>T</del> said.</p> <p>"You do?" said Sam.</p> <p>Jesse liked soccer,</p> <p>but he liked bugs more.</p>			1		0	1	1			
<b>Subtotal</b>				2	0	0	1	1	0	0	0






Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	E			SC			
						M	S	V	M	S	V	
	and Papa stopped it.											
	“You have to help											
	 each other, boys,”				1				1	1	1	
	Papa said.											
8	Papa kicked											
<b>Subtotal</b>				0	1	0	0	0	1	1	1	

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	E			SC			
						M	S	V	M	S	V	
	the ball back.											
	<u>Sam</u> <u>had</u> <u>to</u> <u>run</u>			1								
				1								
				1								
	<u>to</u> <u>get</u> <u>it</u> .			1								
				1								
	 "Come on <u>Jessey</u> ."			0	1	1	1	0	0	1		
	Come and help me,"											
<b>Subtotal</b>				7	1	1	1	1	0	0	1	

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	Sources of Information Used					
						E			SC		
						M	S	V	M	S	V
9	<p>Sam said.</p> <p>But Jesse was <sup>not</sup> looking</p> <p>at an ant hill.</p> <p>The ants were</p> <p>red and black.</p>			1							
<b>Subtotal</b>				1	0	0	0	0	0	0	0





Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	E			SC		
						M	S	V	M	S	V
11	<p style="color: red; font-size: 1.2em;">A+ SC</p> <p>It was going to roll</p> <p>over the ants!</p> <p>Jesse put his foot out.</p> <p>He stopped the ball</p> <p>to save the ants.</p>			0	1	1	1	1	0	0	1
<b>Subtotal</b>				0	1	1	1	1	0	0	1

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	Sources of Information Used												
						E			SC									
						M	S	V	M	S	V							
12	Then he kicked the ball  back to Sam.  Sam stopped the ball.  He gave it a hard  kick.  <i>was</i> It <i>went</i> past Papa.			1														
<b>Subtotal</b>				2	0	1	1	1	0	0	0							

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	Sources of Information Used						
						E			SC			
						M	S	V	M	S	V	
13	It went into the net.											
	"Yes!" Sam yelled.											
	"We did it!" Jesse said.											
	"We did it?" <i>Said/sc</i> Sam said.			0	1	1	1	1	0	0	1	
	"No, I kicked											
<b>Subtotal</b>				0	1	1	1	1	0	0	1	

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	E			SC			
						M	S	V	M	S	V	
	the ball into the net.											
	<p>heard/sc</p> <p>You were looking at ants."</p>			0	1	1	1	0	0	0	1	
14	"I kicked the ball to you,"											
	<p>Jesse said.</p> <p>were't/went</p> <p>"You just wanted to save</p>			1		1	1	1				
<b>Subtotal</b>				1	1	3	3	2	0	0	1	



Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	E			SC		
						M	S	V	M	S	V
16	<p>the ball past Papa,"</p> <p>said Sam</p> <p><del>Sam</del> <del>said.</del></p>			1		1	1	1			
	<p>"We make a good team,"</p> <p>Sam said.</p> <p>"Yes we do," Jesse said.</p>										
<b>Subtotal</b>				2	0	2	2	2	0	0	0

**Part One: Oral Reading** *continued*

Sources of Information Used

Page	Text	RW	278	E	SC	Sources of Information Used								
						E			SC					
						M	S	V	M	S	V			
	"You, me, and the ants!"													
<b>Subtotal</b>				0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>				17	5	9	11	9	1	1	5			



**Part Two: Comprehension Conversation**

## Fluency Notes

## Within the Text (3)

P Tell what happens in the story.

Sam and Jesse are playing soccer against their grandfather.

P How do they both feel about soccer?

Sam really likes soccer but Jesse is more interested in bugs than soccer.

scared at first.

P What else happens in the story?

Jesse kicks the ball to Sam to save the ants he is looking at, and

Sam makes the goal. *Note any additional understandings:*

Sam likes soccer. Jesse likes bugs

## Beyond the Text (3)

P At first, do you think Sam feels like he and Jesse worked together as a team?

At first, Sam feels like he made the goal by himself because he says Jesse

just kicked the ball to save his ants.

Not at first but at the end they did.

## Part Two: Comprehension Conversation

Why do you think Sam changes his mind?



He changes his mind because Papa points out that Jesse's kick was a good one.

He wasn't helping him.  
Then he helps.



P Why does Jesse say that he, Sam and the ants are a good team?



He says they are a good team because the ants caused Jesse to kick the ball to Sam, and then, Sam scored.



P Does this remind you of other stories about Sam and Jesse? Talk about how those stories were like this one.



Accept any reasonable response such as both boys like to do different things at the park too in A Day at the Park. *Note any additional understandings:*

Guide To Total Score 6-7 Excellent Comprehension 5 Satisfactory Comprehension 4 Limited Comprehension 0-3 Unsatisfactory Comprehension
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Subtotal Score: 6/6

Add 1 for any additional understandings: 0/1

Total Score: 6/7

Summary Statements :

The accuracy rate and excellent/satisfactory comprehension place this text at the reader's instructional level.

The self-correction rate indicates the reader is noticing some errors. Review the errors the reader noticed or neglected for possible teaching points.

## Part Two: Comprehension Conversation

This fluency score indicates the reader's rate and voice almost never reflect an interpretation of the meaning of the text. The reader needs explicit teaching and modeling around the aspects of fluency. Refer to Prompting Guide 1 for the explicit language for teaching and modeling each aspect of fluency.

Summary Statement About This Reading