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: Nora's mother works in the Army and her family has to move to a new place. Read to find out what happens when Nora tries to make new friends.

Summary of Scores:	
Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Page	**Start Time** ____ **min.** ____ **sec.** *The New Girl* Level O, RW: 231, E: 13	E	SC	Sources of Information Used: E			SC		
				M	S	V	M	S	V
1	"I finally made some friends here, and now we have to move again? It's so unfair!" Nora complained to her father. "We've been over this, Nora," her father said. "You should be proud of your mother. As an Army officer, she has to go where she's needed. It's the same for the other Army kids you know." "I used to know other Army kids," Nora grumbled. "Now they're spread all over the world." Nora didn't like being a complainer, but she was tired of being constantly uprooted.								
	Subtotal								

© 2011, 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
2	A month later, Nora walked into her new school. Her sneakers squeaked on the shiny, polished floors. She was not surprised that the other kids turned, stared, and whispered, but didn't say hello. "No one ever talks to the new girl," she told herself. At lunch, Nora looked around the crowded cafeteria. At every table kids were eating lunch with their special friends, talking and laughing. No kids invited Nora to sit with them. Only one girl smiled at Nora. She was sitting by herself looking lonely and nervous.								
	Subtotal								

© 2011, 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
2 *cont.*	"She's probably new, too," Nora thought, so she just ignored her. Nora dreamed of being in a group of friends, just as she was in her old school.								
3	That night she told her mother about her terrible day. "Did you talk to anyone?" her mother asked. Nora shook her head. "All the kids ignored me."								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.

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

Self-Corrections	_____

Fluency Score	0 1 2 3

Fluency Scoring Key

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.

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.

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.

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.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
13,860 ÷ _____ = _____ WPM

© 2011, 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. It is not necessary to use every prompt for each book. 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 happened in this story.

Comprehension Scoring Key

- **0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **satisfactory** 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
Within the Text Tells 3–4 important events from the story, such as: Nora had to move to a new school; she doesn't like leaving her school; none of the kids talked to her at the new school; her mom told her to do something herself; she made one new friend. *Note any additional understandings:*	What was Nora's problem in the story? What happened? What else happened? How did Nora solve her problem?	0 1 2 3
Beyond the Text Nora was very unhappy about moving because her friends were important to her (or other reason consistent with the text). She acted like the other kids when she wouldn't talk to the other new girl. She learned that she had to make friends if she wanted to be included. *Note any additional understandings:*	Why was Nora so unhappy about moving to a new place? How was Nora like the kids she complained about at her new school? How did Nora change in the story? What did she learn?	0 1 2 3

Continued on next page.

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The title is good because Nora was a new girl in her school. Her friend is also a new girl and the story shows how she treated her.	What makes the title The New Girl a good one for this book? Any other reason?	0 1 2 3
The author meant that Mom was always teaching her things with short little pieces of advice.	What did the author mean when she said Mom was always coming up with sayings that sounded like "bumper stickers"?	
You knew Nora had learned a lesson when she smiled at the new girl.	Find the part of the story where the author showed that Nora had learned something.	
Note any additional understandings:		

Guide to Total Score
- **9-10** Excellent Comprehension
- **7-8** Satisfactory Comprehension
- **5-6** Limited Comprehension
- **0-4** Unsatisfactory Comprehension

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. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
- **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 how Nora solved her problem and what you think she will do now in her new school. You can draw a sketch to go with your writing.

© 2011, 2008 by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. This page may be photocopied.