

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

### Screening Summary

Overall Screening Score	BOY (D, SD)
To score Developed (D), the student must score D on SCR-1.	

### Inventory Summary

**Reminder:** Students are not expected to score D on all Inventory tasks at BOY or MOY. The goal is for students to score D on all Inventory tasks at EOY.

		BOY		MOY		EOY		IAG* Page	D: 4-5 Correct SD: 0-3 Correct
Task/Set	Words	Score	(D, SD)	Score	(D, SD)	Score	(D, SD)		
Graphophonic Knowledge (GK)	<b>Set 1</b> swim, cent, jump, clasp, fast							47	
	<b>Set 2</b> shake, named, sweep, real, mule							47	
	<b>Set 3</b> bow, spoon, shore, which, new							47	
	<b>Set 4</b> messes, lunches, hugging, barnyard, rainbow							47	
Word Reading	<b>Set 1</b> funny, eyes, family, clean, wrote							47	
	<b>Set 2</b> spray, plants, shadow, throat, thumb							47	
	<b>Set 3</b> called, center, circle, gusty, giant							47	
	<b>Set 4</b> mountain, thought, action, famous, weight							47	

		Accuracy	Fluency	Comprehension						IAG* Page
Task	Story	Fru/Lis Inst Ind	WCPM	(D, SD)	Total	Recalling Details	Linking Details	Inferring Meaning	Inferring Word Meaning	
READ-BOY	<b>Story 1 - Rosa's New Friend</b> (fiction)				/6	/1	/2	/2	/1	141
	<b>Story 2 - Skateboard!</b> (non-fiction)				/6	/2	/2	/1	/1	
	<b>TOTAL:</b>				/12	/3	/4	/3	/2	
READ-MOY	<b>Story 3 - Spring Break</b> (fiction)				/6	/1	/2	/1	/2	141
	<b>Story 4 - Meat-Eating Plants</b> (non-fiction)				/6	/1	/2	/2	/1	
	<b>TOTAL:</b>				/12	/2	/4	/3	/3	
READ-EOY	<b>Story 5 - Firefighter</b> (fiction)				/6	/2	/1	/2	/1	141
	<b>Story 6 - Sharks</b> (non-fiction)				/6	/1	/2	/1	/2	
	<b>TOTAL:</b>				/12	/3	/3	/3	/3	

\*Refer to the Intervention Activities Guide (IAG) for activities to provide targeted, small group instruction.



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

## Start of Beginning-of-Year (BOY) Screening Section

BOY  
Start  
→

Screening

### SCR-1 Word Reading

BOY

	Score (0, 1)
1. told	
2. rice	
3. hair	
4. held	
5. born	
6. child	
7. lesson	
8. flight	
9. hurry	
10. action	
11. worse	
12. world	
<b>TOTAL CORRECT:</b> (12 possible)	

#### Branching Rules

**D: 9-12 correct.**  
Go to GK-1, page 59.

**SD: 0-8 correct.**  
Go to GK-1, page 59.

#### Overall Screening Score

☐ D ☐ SD

Student must score D on this task to be D on the Screening.

## End of BOY Screening Section

## Inventory Section (BOY, MOY and EOY)

MOY  
Start  
→

EOY  
Start  
→

*Some word errors can be analyzed in different ways. If desired, use the blank column and change column headings and NA boxes to adapt for use with your curriculum.*

Totals	D: 4-5	Set 1		
	SD: 0-3	Set 2		
		Set 3		
		Set 4		
TOTAL SETS D:				

Totals	BOY	/17	/9	/3	/7	/4	/6	/2	/4	/2	
	MOY	/17	/9	/3	/7	/4	/6	/2	/4	/2	
	BOY	/17	/9	/3	/7	/4	/6	/2	/4	/2	

\* (e.g., sh, ch, ck)  
\*\* (e.g., ea, ow)

**Branching Rules - Set 4**

**D: 4-5 correct.**  
Go to WR-1, page 61.

**SD: 0-3 correct.**  
Go to WR-1, page 61.

# WR-1 Word Reading

**Note:** Completing the Error Analysis Chart is not necessary for all students. Use the chart as needed to help plan targeted, small group instruction.

Some word errors can be analyzed in different ways. If desired, use the blank column and change column headings and NA boxes to adapt for use with your curriculum.

	BOY	MOY	EOY	Errors
	Score (0, 1)	Score (0, 1)	Score (0, 1)	Record Incorrect Answer
Set 1	1. funny			
	2. eyes			
	3. family			
	4. clean			
	5. wrote			
<b>SET 1 TOTAL:</b>				

Set 2	6. spray			
	7. plants			
	8. shadow			
	9. throat			
	10. thumb			
<b>SET 2 TOTAL:</b>				

Set 3	11. called			
	12. center			
	13. circle			
	14. gusty			
	15. giant			
<b>SET 3 TOTAL:</b>				

Set 4	16. mountain			
	17. thought			
	18. action			
	19. famous			
	20. weight			
<b>SET 4 TOTAL:</b>				

Totals	D: 4-5	Set 1		
	SD: 0-3	Set 2		
		Set 3		
		Set 4		
<b>TOTAL SETS D:</b>				

Phonic Elements									
Mark B, M or E (for Beginning, Middle or End-of-Year) in the appropriate box to indicate where an error occurred.									
Consonant	Short Vowel	Long Vowel	Consonant Blend	Consonant Digraph*	Vowel Digraph or Diphthong*	r- or l- Controlled Vowel	Ending	Hard and Soft c/g	
			NA	NA	NA	NA	NA	NA	
NA	NA	NA	NA	NA		NA		NA	
			NA	NA	NA	NA	NA	NA	
	NA	NA		NA		NA	NA		
	NA		NA		NA	NA	NA	NA	
NA	NA	NA		NA		NA	NA	NA	
NA		NA		NA	NA	NA	NA	NA	
NA		NA	NA		NA	NA	NA	NA	
NA		NA	NA		NA	NA	NA	NA	
NA	NA	NA	NA	NA	NA				
		NA	NA	NA	NA		NA		
NA	NA	NA		NA	NA		NA		
NA			NA	NA	NA	NA	NA		
NA				NA	NA	NA	NA		
	NA	NA	NA	NA		NA	NA	NA	
	NA	NA	NA			NA	NA	NA	
NA		NA	NA	NA		NA	NA		
	NA		NA	NA		NA	NA	NA	
	NA	NA	NA	NA		NA	NA	NA	

Optional Error Analysis

Totals	BOY	/12	/9	/6	/5	/5	/10	/3	/3	/7
	MOY	/12	/9	/6	/5	/5	/10	/3	/3	/7
	EOY	/12	/9	/6	/5	/5	/10	/3	/3	/7

\*(e.g., sh, ch, ck)  
 \*\*(e.g., ea, ow)

## Branching Rules - Set 1

**D: 4-5 correct.** Administer Set 2.  
**SD: 1-3 correct.** Administer Set 2.  
**OR**  
**SD: 0 correct.**  
 Go to READ-BOY at BOY, page 62.  
 Go to READ-MOY at MOY, page 66.  
 Go to READ-EOY at EOY, page 70.

## Branching Rules - Set 2

**D: 4-5 correct.** Administer Set 3.  
**SD: 0-3 correct.** Administer Set 3.

## Branching Rules - Set 3

**D: 4-5 correct.** Administer Set 4.  
**SD: 0-3 correct.** Administer Set 4.

## Branching Rules - Set 4

**D: 4-5 correct.**  
**OR**  
**SD: 0-3 correct.**  
 Go to READ-BOY at BOY, page 62.  
 Go to READ-MOY at MOY, page 66.  
 Go to READ-EOY at EOY, page 70.

# READ-BOY Story 1 - Rosa's New Friend

In the summer, Rosa's family moved to Texas. **STOP if 3 errors in first sentence**

Rosa was sad. She left all of her friends behind and she did not know how she would find new ones. Rosa looked out the window to see if there were any children playing outside, but she did not see anyone. It was so hot that all the kids stayed inside. One day, Rosa's mom said, "Let's go to the park. I hear there is water to play in. You can run through the spray and there are buckets that dump water on your head." Rosa went with her mom to the park. When they got there, Rosa's mom told her to go play. Rosa saw lots of kids running and splashing in the water. They were smiling and having a great time. Rosa sat on a bench. The sun was beating down on Rosa's head. She felt hot, but she did not go play. A girl Rosa's age ran past and splashed Rosa. "I'm sorry!" said the girl. "Hey, you're new here. What's your name?" "Rosa." "I'm Cara. Come on, let's go play in the water," said the girl. Rosa followed Cara out into the water. They ran, splashed and giggled. At the end of the afternoon, Rosa and Cara made a plan. They would meet at the park the next day.

## 1 Accuracy Level

	Record Number of Errors in Box	Errors
Fru	24 or more errors	
Inst	13-23 errors	
Ind	0-12 errors	

## 2 Time

Min : Sec	=	Total Seconds
:	=	

## 3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
221	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 63.

# READ-BOY Story 1 - Rosa's New Friend

Recalling Details		Score (0, 1)	Total
1. Where did Rosa and her mom go?	Sample answer: To the park.		

  

Linking Details		Score (0, 1)	Total
2. At the beginning of the story, why was Rosa sad?	Sample answer: She moved; she left her friends behind; she didn't know how she would find new friends		
3. What plan did Rosa and Cara make at the end of the afternoon?	Sample answer: To meet at the park the next day.		

  

Inferring Meaning		Score (0, 1)	Total
4. How did Cara know Rosa was new?	Sample answer: Cara had never seen Rosa there before; Cara didn't recognize Rosa; Rosa wasn't playing with anyone.		
5. How do you know Rosa and Cara became friends?	Sample answer: They played together/had fun together; they made plans to meet the next day.		

  

Inferring Word Meaning		Score (0, 1)	Total
6. When the story says Rosa and Cara "would meet at the park the next day," what does the word <i>meet</i> mean?	Sample answer: Get together; see each other; get together to play.		

  

**Reminder:** Sample answers are provided as a scoring aid. Use your judgment to determine if an answer is correct based on the story.

**TOTAL CORRECT:** (6 possible)

### Branching Rules

**D: 5-6 correct.\***  
Go to Story 2, page 64.

**SD: 0-4 correct.**  
Go to Story 2, page 64.

\*Student cannot score D for Reading Comprehension if the student listened to the story.

# READ-BOY Story 2 - Skateboard!

If you want to get somewhere, a skateboard is a fun way to go. **STOP if 3 errors in first sentence**

You can ride a skateboard faster than you can walk. A skateboard can travel on flat ground like a sidewalk, but is not good for traveling on grass. Skateboards have four wheels made of plastic. They also have a flat board to stand on. It is called the deck. The deck feels like sandpaper, which keeps your feet from slipping. On the bottom, the deck can be painted with colorful artwork. If you would like to do tricks, first you need to learn how to ride. When you skate, you should wear a helmet, knee pads and wrist guards. Stand on the board with your feet to the side. Most riders put their left foot to the front. They use the right foot to push off the ground. A few skaters put their right foot to the front of the board. This is called riding with a goofy foot. If you want to do tricks, a skate park is a good place to go. A skate park has ramps that you can skate down. Some skaters at the park practice jumping in the air and flipping their boards. Others ride their boards as they slide across a rail. It takes a lot of practice to be a good skater, but once you learn, it can be a lot of fun.

## 1 Accuracy Level

	Record Number of Errors in Box	Errors
Fru	25 or more errors	
Inst	13-24 errors	
Ind	0-12 errors	

## 2 Time

Min : Sec	=	Total Seconds
:	=	

## 3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
234	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 65.

# READ-BOY Story 2 - Skateboard!

Recalling Details		Score (0, 1)	Total
1. Why does the deck feel like sandpaper?	Sample answer: To keep your feet from slipping.		
2. Where is a good place to do tricks?	Sample answer: A skate park.		
Linking Details		Score (0, 1)	Total
3. What part of the board do you stand on?	Sample answer: The flat board; the deck.		
4. How do most riders place their feet on the skateboard?	Sample answer: Left foot to the front of the board; feet to the side.		
Inferring Meaning		Score (0, 1)	Total
5. Why isn't a skateboard good for traveling on grass?	Sample answer: Grass isn't flat; grass is bumpy; the wheels won't roll well on grass.		
Inferring Word Meaning		Score (0, 1)	Total
6. When the story says, "The deck feels like sandpaper, which keeps your feet from slipping," what does the word <i>slipping</i> mean?	Sample answer: Sliding; falling; losing your balance; moving.		
<b>Reminder:</b> Sample answers are provided as a scoring aid. Use your judgment to determine if an answer is correct based on the story.		<b>TOTAL CORRECT:</b> (6 possible)	

### Branching Rules

**D: 5-6 correct.\***  
End of assessment.

**SD: 0-4 correct.**  
End of assessment.

\*Student cannot score D for Reading Comprehension if the student listened to the story.

# READ-MOY Story 3 - Spring Break

For spring break, Adam and his family were going to visit his grandparents. **STOP if 3 errors in first sentence**  
 Just two days before the vacation, he fell off his bike. Crack! Adam had never felt such a pain. Adam's mother took him to the hospital. He had to have X-rays and get a shot. After the X-rays, the doctor told Adam his leg was broken. Adam would have to spend a day in the hospital. The doctor put a cast on Adam's leg and said Adam would have to wear it for five weeks. Adam would also have to learn to walk with crutches. The crutches were easy to use, and Adam's friends came to visit him. The shot helped the pain go away, but Adam still felt bad. He thought spring break was ruined. The doctor wanted Adam to stay home and rest for a few days. That meant he would not get to see his grandparents. Adam's parents told him they would go see his grandparents when his cast came off. This made Adam feel better. The next day, Adam heard a knock at the door. His mom went to open it. Adam looked up and saw his grandparents smiling at him. It would be a great spring break after all.

## 1 Accuracy Level

	Record Number of Errors in Box	Errors
Fru	22 or more errors	
Inst	12-21 errors	
Ind	0-11 errors	

## 2 Time

Min : Sec	=	Total Seconds
:	=	

## 3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
207	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 67.

# READ-MOY Story 3 - Spring Break

Recalling Details	Score (0, 1)	Total
1. What did the doctor put on Adam's leg? Sample answer: A cast.		

Linking Details	Score (0, 1)	Total
2. Why did Adam get a shot? Sample answer: To stop his leg from hurting; to help the pain.		
3. What did his parents say that made Adam feel better? Sample answer: They told him they would go see his grandparents when his cast came off.		

Inferring Meaning	Score (0, 1)	Total
4. Why did Adam think spring break was ruined? Sample answer: Instead of going to visit his grandparents, he spent a day in the hospital; he had a cast put on his leg; he couldn't go on his vacation/trip; he wouldn't get to see his grandparents.		

Inferring Word Meaning	Score (0, 1)	Total
5. When the story says, "Adam had never felt such a <i>pain</i> ," what does the word <i>pain</i> mean? Sample answer: Hurt; something that hurts.		
6. When the story says, Adam "thought spring break was <i>ruined</i> ," what does the word <i>ruined</i> mean? Sample answer: Spoiled; that spring break would be terrible/bad.		

**Reminder:** Sample answers are provided as a scoring aid.  
 Use your judgment to determine if an answer is correct based on the story.

**TOTAL CORRECT:**  
 (6 possible)

## Branching Rules

**D: 5-6 correct.\***  
 Go to Story 4,  
 page 68.

**SD: 0-4 correct.**  
 Go to Story 4,  
 page 68.

\*Student cannot score D for Reading Comprehension if the student listened to the story.



# READ-MOY Story 4 - Meat-Eating Plants

Most plants get food from the sun and soil, but some plants eat meat. **STOP if 3 errors in first sentence**

Meat-eating plants live in soil or dirt that does not have the food they need to survive. To get food, they must trap insects and sometimes small animals. How can a plant trap an insect? Most meat-eating plants are shaped like a trap. One kind looks like a pitcher. Another kind looks like a mouth full of teeth. Meat-eating plants look pretty or smell good, so insects are invited to take a closer look. Once they get closer to the plant, they become trapped by sticky leaves or small hairs. The insects crawl inside and cannot escape. Each meat-eating plant has a special way to turn the insect into its food. Inside the plant, the insect is turned into gooey liquid. The plant uses this liquid for food. Most of the time, meat-eating plants just eat insects. Sometimes, they might trap a mouse or a lizard. They do not eat people, so if you see a meat-eating plant, don't worry!

## 1 Accuracy Level

	Record Number of Errors in Box	Errors
Fru	19 or more errors	
Inst	10-18 errors	
Ind	0-9 errors	

## 2 Time

Min : Sec	=	Total Seconds
:	=	

## 3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
176	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 69.

# READ-MOY Story 4 - Meat-Eating Plants

Recalling Details		Score (0, 1)	Total
1. What does the plant turn the insect into?	Sample answer: Gooey liquid; food.		

  

Linking Details		Score (0, 1)	Total
2. Why do meat-eating plants eat insects?	Sample answer: They live in soil that does not have the food they need.		
3. Why do insects want to take a closer look at meat-eating plants?	Sample answer: The plants look pretty or smell good.		

  

Inferring Meaning		Score (0, 1)	Total
4. What's special about meat-eating plants?	Sample answer: They eat meat instead of getting food from the sun and soil; they can trap insects and small animals; they can turn insects into gooey liquid.		
5. Why can't insects escape from meat-eating plants?	Sample answer: The plants are shaped like traps; they have sticky leaves or small hairs; insects get turned into liquid.		

  

Inferring Word Meaning		Score (0, 1)	Total
6. When the story says, "Each meat-eating plant has a <i>special</i> way to turn the insect into its food," what does the word <i>special</i> mean?	Sample answer: Not like others; unique; unusual; all its own.		

  

**Reminder:** Sample answers are provided as a scoring aid. Use your judgment to determine if an answer is correct based on the story.

**TOTAL CORRECT:** (6 possible)

### Branching Rules

**D: 5-6 correct.\***  
End of assessment.

**SD: 0-4 correct.**  
End of assessment.

\*Student cannot score D for Reading Comprehension if the student listened to the story.

# READ-EOY Story 5 - Firefighter

Tony's Uncle Franco is a hero. **STOP if 3 errors in first sentence**

Franco is a firefighter. Franco tells Tony stories about fighting fires. Tony loves to hear the stories. One day, Franco asked if Tony wanted to visit the firehouse. Tony said, "Yes." The next Saturday, Franco picked up Tony and took him to the firehouse. Tony was very excited for his visit. He was a bit nervous, too. People rushed around, making sure the trucks were ready to go. No one had time to talk to him. He watched it all. While Tony was at the firehouse, the firefighters had to respond to a fire. Tony was amazed at how fast they got into their coats and jumped on the truck. The sound of the siren was louder than anything Tony had ever heard before. After Franco got back from the fire, he told Tony what happened. There were two children inside the burning apartment. Tony's uncle climbed up a ladder to an upstairs window. The window was locked. He broke the window with his ax and jumped in. He scooped up the two children and carried them to safety. The parents were so happy. They gave their children a big hug. Then, they hugged Franco! Tony hopes that some day he will be brave enough to fight fires. He wants to be a hero just like Uncle Franco.

## 1 Accuracy Level

	Record Number of Errors in Box	Errors
Fru	24 or more errors	
Inst	13-23 errors	
Ind	0-12 errors	

## 2 Time

Min : Sec	=	Total Seconds
:	=	

## 3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
224	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 71.

# READ-EOY Story 5 - Firefighter

Recalling Details		Score (0, 1)	Total
1. What was louder than anything Tony had ever heard before?	Sample answer: The sound of the siren; the siren.		
2. Why didn't anyone at the firehouse talk to Tony?	Sample answer: They rushed around/were busy; no one had time; they were getting the trucks ready to go.		
Linking Details		Score (0, 1)	Total
3. What amazed Tony when the firefighters responded to the fire?	Sample answer: How fast they jumped on the truck; got ready.		
Inferring Meaning		Score (0, 1)	Total
4. Why did the parents hug Franco?	Sample answer: He saved the kids; they were happy/grateful he saved their children.		
5. Why does Tony want to be like his uncle?	Sample answer: His uncle is brave and saves people; he wants to be a hero/firefighter.		
Inferring Word Meaning		Score (0, 1)	Total
6. When the story says, "Franco is a firefighter," what does the word firefighter mean?	Sample answer: A person who fights fires; someone who puts out fires; a fireman.		
<b>Reminder:</b> Sample answers are provided as a scoring aid. Use your judgment to determine if an answer is correct based on the story.		<b>TOTAL CORRECT:</b> (6 possible)	

### Branching Rules

**D: 5-6 correct.\***  
Go to Story 6, page 72.

**SD: 0-4 correct.**  
Go to Story 6, page 72.

\*Student cannot score D for Reading Comprehension if the student listened to the story.

# READ-EOY Story 6 - Sharks

Before dinosaurs or people, sharks were swimming and hunting in the world's oceans. **STOP if 3 errors in first sentence**  
 They are still around today. There are many kinds of sharks. They are all shapes and sizes. Some sharks are as small as candy bars. Other sharks are as huge as boats. Sharks are made to be good hunters. Most have rows of sharp teeth for eating meat, like fish, dolphins and seals. Their jaws are strong. When they grab hold of a fish, they shake it back and forth to tear off a bite! Sharks also have super senses that help them hunt. They have eyes that can see in dark or dirty water. Their sense of smell is very good. They can also feel when a fish is coming near through the water. Sharks may seem scary, but they are not interested in people most of the time. People do have to be careful, though. If you see a sign on the beach that warns you sharks are nearby, you should STAY OUT OF THE WATER!

## 1 Accuracy Level

	Record Number of Errors in Box	Errors
<b>Fru</b>	19 or more errors	
<b>Inst</b>	10-18 errors	
<b>Ind</b>	0-9 errors	

## 2 Time

Min : Sec	=	Total Seconds
:	=	

## 3 Fluency Rate (words correct per minute = WCPM)

Words in Story	-	Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
171	-		=		÷		x 60 =	

The reading rate goal is 90 WCPM by the end of grade 2.

Administer all of the Reading Comprehension questions below. For directions, go to the TPRI Teacher's Guide, page 73.

# READ-EOY Story 6 - Sharks

Recalling Details		Score (0, 1)	Total
1. How small are some sharks?	Sample answer: As small as candy bars.		

  

Linking Details		Score (0, 1)	Total
2. What makes sharks good hunters?	Sample answer: They have sharp teeth/strong jaws/super senses; they can see in dark/dirty water; they have a good sense of smell; they can feel fish coming near.		
3. How do sharks eat a fish?	Sample answer: They use sharp teeth to grab it; have strong jaws to hold it; shake it back and forth; tear off a bite.		

  

Inferring Meaning		Score (0, 1)	Total
4. Why do sharks seem scary?	Sample answer: They are good hunters; they have sharp teeth; they eat meat/large animals.		

  

Inferring Word Meaning		Score (0, 1)	Total
5. When the story says, "When they grab hold of a fish, they shake it back and forth to <i>tear</i> off a bite!", what does the word <i>tear</i> mean?	Sample answer: Rip; destroy; split; shred; rip off; break off.		
6. When the story says, "Sharks also have <i>super</i> senses," what does the word <i>super</i> mean?	Sample answer: Great; very good.		

  

**Reminder:** Sample answers are provided as a scoring aid. Use your judgment to determine if an answer is correct based on the story.

**TOTAL CORRECT:** (6 possible)

### Branching Rules

**D: 5-6 correct.\***  
End of assessment.

**SD: 0-4 correct.**  
End of assessment.

\*Student cannot score D for Reading Comprehension if the student listened to the story.