

Assessment Materials

Knowledge of Print (KOP)

Level		Title	Kit
Print Concepts		The Dentist	Harcourt
Reading Behaviors		Look at Me	Harcourt

Text Reading and Comprehension (TRC)

Level		Type	Title	Retell/ Recall	Oral Comp.	Written Comp.
Guided Reading	Reading Recovery*	Lexile				
B	2	200 - 400	Fiction	At the Zoo	Yes	No
B	2		NonFiction	The Balloons	Yes	No
C	3		Fiction	Kate Goes to a Farm	Yes	No
C	3		Fiction	Wake Up, Father Bear	Yes	No
C	3		NonFiction	Fun Days!	Yes	No
C	4		Fiction	The Big Plane	Yes	No
C	4		Fiction	Little Cat Is Hungry	Yes	No
D	5		Fiction	Little Teddy Helps Mouse	Yes	GR only
D	5		Fiction	Sam and Little Bear	Yes	GR only
D	6		Fiction	Nick's Snowman	Yes	Yes
D	6		Fiction	The Merry-Go-Round	Yes	Yes
D	6	NonFiction	Tall Things	Yes	Yes	
E	7	300 - 600	Fiction	Baby Bear and the Big Fish	Yes	Yes
E	7		Fiction	Little Rabbit's Party	Yes	Yes
E	8		Fiction	The Cat and the Mice	Yes	Yes
E	8		NonFiction	My Big Sister	Yes	Yes
F	9		Fiction	Clever Little Dinosaur	RR only	Yes
F	9		Fiction	Stuck in the Ditch	RR only	Yes
F	10		Fiction	The Helpful Bulldozer	No	Yes
F	10		Fiction	Lost at the Shopping Mall	No	Yes
F	10		NonFiction	Classroom Rules	No	Yes
G	11		Fiction	Late For School	No	Yes

* Reading Recovery Council of North America officially recognizes only book levels through level 20 on its official book list. To better support our customers with higher text levels, we appended text levels on par with another common numerical leveling system found in the classroom.

Text Reading and Comprehension (cont'd.)

Level		Lexile		Type	Title	Retell/ Recall	Oral Comp.	Written Comp.
Guided Reading	Reading Recovery*							
G	11	200 - 400		Fiction	Tom's Train Ride	No	Yes	Yes
G	12			Fiction	Buying a New House	No	Yes	Yes
G	12			Fiction	Soccer at School	No	Yes	Yes
G	12			NonFiction	Animal Homes	No	Yes	Yes
H	13			Fiction	The Best Runner	No	Yes	Yes
H	13			Fiction	The Fox and Chicken-to-Go	No	Yes	Yes
H	14			Fiction	Little Hen, Mouse, and Rabbit	No	Yes	Yes
H	14			Fiction	The Water Slide	No	Yes	Yes
H	14			NonFiction	In the Afternoon	No	Yes	Yes
I	15			Fiction	Little Steg	No	Yes	Yes
I	15			Fiction	Skip Goes to the Rescue	No	Yes	Yes
I	16			Fiction	The Classroom Play	No	Yes	Yes
I	16			Fiction	Great Lion and Tiny Mouse	No	Yes	Yes
I	16			NonFiction	Desert Clowns	No	Yes	Yes
J	17	300 - 600		Fiction	Harry the Tow Truck	No	Yes	Yes
J	17			Fiction	The Greedy Dog and the Bone	No	Yes	Yes
J	18			Fiction	The Vacation Surprise	No	Yes	Yes
J	18			NonFiction	Harvest Mice	No	Yes	Yes
K	19			Fiction	The Old Cabin in the Forest	No	Yes	Yes
K	19			Fiction	Tom and the Sack	No	Yes	Yes
K	20			Fiction	Leo the Lion Club	No	Yes	Yes
K	20			Fiction	The Skating Twins	No	Yes	Yes
K	20			NonFiction	Amazing Lasers	No	Yes	Yes
L	24			Fiction	Kwan the Artist	No	Yes	Yes
L	24	500 - 900		NonFiction	The Statue of Liberty	No	Yes	Yes
L	27			Fiction	The Wind and the Sun	No	Yes	Yes
M	27			Fiction	Tricks with a Kite	No	Yes	Yes
M	27			NonFiction	Trees on Our Planet	No	Yes	Yes
N	30			Fiction	The Miller, His Son, and Their Donkey	No	Yes	Yes
N	30			NonFiction	Giraffes	No	Yes	Yes
O	34			Fiction	The Cave Beside the Waterfall	No	Yes	Yes

Level		Type		Title			Retell/ Recall	Oral Comp.	Written Comp.
Guided Reading	Reading Recovery	Lexile							
O	34		NonFiction	A New Skatepark		No	Yes	Yes	
P	38		Fiction	Jack and the Beanstalk		No	Yes	Yes	
P	38		NonFiction	Beavers		No	Yes	Yes	
Q	40	500	Fiction	A Great Sense of Smell		No	Yes	Yes	
Q	40	-	NonFiction	The Game of Soccer		No	Yes	Yes	
R	40	900	Fiction	Rikki-tikki-tavi		No	Yes	Yes	
R	40		NonFiction	Preparing for a Day in the Forest		No	Yes	Yes	
S	44		Fiction	Tracks by the Stream		No	Yes	Yes	
S	44	800	NonFiction	Mount Saint Helens Blows Its Top		No	Yes	Yes	
T	44	-	Fiction	Fording the River		No	Yes	Yes	
T	44	1000	NonFiction	Cyclone Tracy Destroys Darwin		No	Yes	Yes	
U	50		Fiction	Black Beauty Encounters a Steam Train		No	Yes	Yes	
U	50		NonFiction	65 Million Years Ago		No	Yes	Yes	

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Clever Little Dinosaur

Reading Recovery: 9 | Guided Reading: F

Name _____ Date _____

Written Comprehension

What can you learn from Little Dinosaur? How do you know this?
Use part of the story in your answer.

What can you learn from Little Dinosaur?

How do you know this?

Clever Little Dinosaur

Reading Recovery: 9 | Guided Reading: F

Name _____ Date _____

Written Comprehension

Where do Little Dinosaur and Big Dinosaur live in the story? Use part of the story in your answer.

Little Dinosaur	
Big Dinosaur	

The Helpful Bulldozer

Reading Recovery: 10 | Guided Reading: F

Name _____ Date _____

Written Comprehension

1. Who is talking in the story? Write your answers in the chart.

	Who says this?
“But I have to go to town.”	
“R-mmm! R-mmm!”	
“I will go get the bulldozer.”	

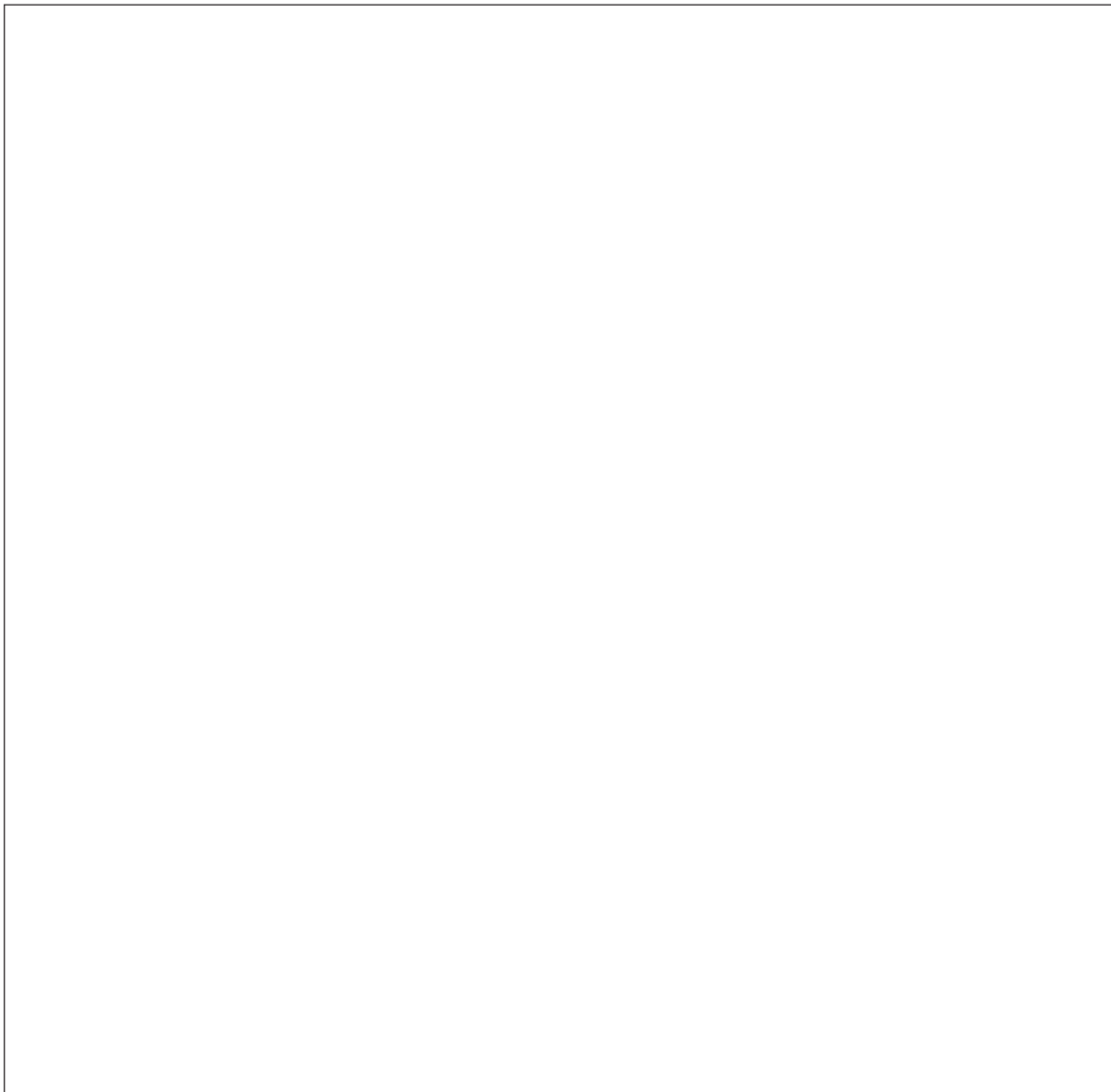
Lost at the Shopping Mall

Reading Recovery: 10 | Guided Reading: F

Name _____ Date _____

Written Comprehension

Draw a picture to show where Sally went when she left Jon.



Late for School

Reading Recovery: 11 | Guided Reading: G

Name _____ Date _____

Written Comprehension

What are the three settings or places in the story?

1.
2.
3.

Tom's Train Ride

Reading Recovery: 11 | Guided Reading: G

Name _____ Date _____

Written Comprehension

Tell two ways Tom's day and the girl's day at the park are alike.

1.
2.

Tom's Train Ride

Reading Recovery: 11 | Guided Reading: G

Name _____ Date _____

Written Comprehension

Tell at least two things you learned about Tom. Use part of the story in your answer.

1.
2.

Soccer at School

Reading Recovery: 12 | Guided Reading: G

Name _____ Date _____

Written Comprehension

Draw a picture to show why the ball is taken away from Andy and his friends.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating why a ball was taken away from Andy and his friends.

Soccer at School

Reading Recovery: 12 | Guided Reading: G

Name _____ Date _____

Written Comprehension

Why do Andy and his friends play soccer with Matt and James?

Animal Homes

Reading Recovery: 12 | Guided Reading: G

Name _____ Date _____

Written Comprehension

Tell how a beaver home and a rabbit home are different. Use parts of the book in your answer.

Animal Homes

Reading Recovery: 12 | Guided Reading: G

Name _____ Date _____

Written Comprehension

Why is the beaver’s home called “an island in the water”? Use part of the book in your answer.

The Best Runner

Reading Recovery: 13 | Guided Reading: H

Name _____ Date _____

Written Comprehension

Write some words from the story that show Rachel is sad. Write some words from the story that show Rachel is worried.

Sad	Worried

The Best Runner

Reading Recovery: 13 | Guided Reading: H

Name _____ Date _____

Written Comprehension

Tell what happens in the story. Tell what happens first, next, and last.

First	→	Next	→	Last
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	


The Fox and Chicken-to-Go

Reading Recovery: 13 | Guided Reading: H

Name _____ Date _____

Written Comprehension

Draw a picture of how the father fox solved his problem.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating how the father fox solved his problem.

The Fox and Chicken-to-Go

Reading Recovery: 13 | Guided Reading: H

Name _____ Date _____

Written Comprehension

What two things does the father fox do in this story that a real fox cannot do? Use part of the story in your answer.

1.
2.

Little Hen, Mouse, and Rabbit

Reading Recovery: 14 | Guided Reading: H

Name _____ Date _____

Written Comprehension

Tell about Mouse and Rabbit. Use part of the story in your answer.

Little Hen, Mouse, and Rabbit

Reading Recovery: 14 | Guided Reading: H

Name _____ Date _____

Written Comprehension

What do Mouse and Rabbit learn in the story? How do you know?
Use part of the story in your answer.

The Water Slide

Reading Recovery: 14 | Guided Reading: H

Name _____ Date _____

Written Comprehension

Write some words from the story that show that Tim is a little excited.

Write some words from the story that show that Tim is a little afraid.

Excited	Afraid

The Water Slide

Reading Recovery: 14 | Guided Reading: H

Name _____ Date _____

Written Comprehension

Tell what happens in the story. Tell what happens first, next, and last.

First	→	Next	→	Last
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	
	→		→	

In the Afternoon

Reading Recovery: 14 | Guided Reading: H

Name _____ Date _____

Written Comprehension

Complete the chart. Write two more things the girl does at school and two more things the girl does at home.

At School	At Home
1. She paints pictures.	1.
2.	2. She watches television with her mother and her sister.
3.	3.

In the Afternoon

Reading Recovery: 14 | Guided Reading: H

Name _____ Date _____

Written Comprehension

The girl in the story was helpful at home and at school. Tell three ways you are helpful at home or at school.

1.
2.
3.

Little Steg

Reading Recovery: 15 | Guided Reading: I

Name _____ Date _____

Written Comprehension

Tell how Little Steg's mother acts. What did you learn from what she did? Use part of the story in your answer.

Little Steg

Reading Recovery: 15 | Guided Reading: I

Name _____ Date _____

Written Comprehension

What is Little Steg’s problem? How is the problem solved? Use part of the story in your answer.

Problem	How is the problem solved?

Skip Goes to the Rescue

Reading Recovery: 15 | Guided Reading: I

Name _____ Date _____

Written Comprehension

Tell about the beginning of the story and the end of the story.

Beginning	End

Skip Goes to the Rescue

Reading Recovery: 15 | Guided Reading: I

Name _____ Date _____

Written Comprehension

Why do the people cheer at the end of the story? Use part of the story in your answer.

The Classroom Play

Reading Recovery: 16 | Guided Reading: I

Name _____ Date _____

Written Comprehension

Tell the story in your own words. Write about the beginning, the middle, and the end of the story.

Beginning	Middle	End

The Classroom Play

Reading Recovery: 16 | Guided Reading: I

Name _____ Date _____

Written Comprehension

In this story, some characters are sad and some are happy. Write words from the story that show a character is sad. Then write words from the story that show a character is happy.

Feeling	Sentence from the story
Sad	
Happy	

Great Lion and Tiny Mouse

Reading Recovery: 16 | Guided Reading: I

Name _____ Date _____

Written Comprehension

Why did the tiny mouse help the great lion? Use part of the story to tell about your answer.

Desert Clowns

Reading Recovery: 16 | Guided Reading: I

Name _____ Date _____

Written Comprehension

The author says the roadrunner is “a different kind of bird.” Use details from the book to tell why it is different.

Desert Clowns

Reading Recovery: 16 | Guided Reading: I

Name _____ Date _____

Written Comprehension

Tell why *Desert Clowns* is a good title for this book. Use details from the book in your answer.

Harry the Tow Truck

Reading Recovery: 17 | Guided Reading: J

Name _____ Date _____

Written Comprehension

What is the problem in this story and how is it solved? Use a detail from the story to help explain your answer.

Problem	Solution

Harry the Tow Truck

Reading Recovery: 17 | Guided Reading: J

Name _____ Date _____

Written Comprehension

Explain how the people in the cars feel and why they feel this way.
Use a detail from the story to help explain your answer.

The Greedy Dog and the Bone

Reading Recovery: 17 | Guided Reading: J

Name _____ Date _____

Written Comprehension

What lesson does Jip learn in this story? Use a detail from the story to support your answer.

The Greedy Dog and the Bone

Reading Recovery: 17 | Guided Reading: J

Name _____ Date _____

Written Comprehension

How did you find out there was no other dog in the river? Use a detail from the story or the pictures in your answer.

The Vacation Surprise

Reading Recovery: 18 | Guided Reading: J

Name _____ Date _____

Written Comprehension

Tell what happens in this story. Be sure to tell about the beginning, the middle, and the end.

Beginning	Middle	End

The Vacation Surprise

Reading Recovery: 18 | Guided Reading: J

Name _____ Date _____

Written Comprehension

How do Emma and Meg feel when they see the duck is gone? How do you know?

Harvest Mice

Reading Recovery: 18 | Guided Reading: J

Name _____ Date _____

Written Comprehension

Look at the pages called **Hiding from Danger**. Tell the most important ideas in these pages.

Harvest Mice

Reading Recovery: 18 | Guided Reading: J

Name _____ Date _____

Written Comprehension

How does the picture on page 11 help you learn more about harvest mice?

The Old Cabin in the Forest

Reading Recovery: 19 | Guided Reading: K

Name _____ Date _____

Written Comprehension

How does Mom act when she sees the little boy? Tell what she says and what she does. Write your answers in the chart.

What Mom Says	What Mom Does
1.	1.
2.	2.

The Old Cabin in the Forrest

Reading Recovery: 19 | Guided Reading: K

Name _____ Date _____

Written Comprehension

Tell what happens in this story in your own words. Write about the beginning, the middle, and the end of the story.

Beginning	Middle	End

Tom and the Sack

Reading Recovery: 19 | Guided Reading: K

Name _____ Date _____

Written Comprehension

Tell what happens in this story in your own words. Write about the beginning, the middle, and the end of the story.

Beginning	Middle	End

Tom and the Sack

Reading Recovery: 19 | Guided Reading: K

Name _____ Date _____

Written Comprehension

What problem does Tom have in this story? How does Tom solve the problem?

Problem	Solution

Leo the Lion Cub

Reading Recovery: 20 | Guided Reading: K

Name _____ Date _____

Written Comprehension

How does Leo stay safe when he is alone? Use two details from the story in your answer.

Leo the Lion Cub

Reading Recovery: 20 | Guided Reading: K

Name _____ Date _____

Written Comprehension

Write what happens in the story. Be sure to tell what happens in the beginning, the middle, and the end.

Beginning	Middle	End

The Skating Twins

Reading Recovery: 20 | Guided Reading: K

Name _____ Date _____

Written Comprehension

Write two reasons Nick and Sarah enjoyed skating along the beachfront. Use details from the story to tell about your answer.

Amazing Lasers

Reading Recovery: 20 | Guided Reading: K

Name _____ Date _____

Written Comprehension

Explain how lasers have made some jobs easier. Use information from the book in your answer.

Kwan the Artist

Reading Recovery: 24 | Guided Reading: L

Name _____ Date _____

Written Comprehension

Tell what Kwan paints and why he paints what he does. Use two specific details to support your answer.

Kwan the Artist

Reading Recovery: 24 | Guided Reading: L

Name _____ Date _____

Written Comprehension

Explain how Kwan feels at the end of the story. Use a detail from the story to support your answer.

The Statue of Liberty

Reading Recovery: 24 | Guided Reading: L

Name _____ Date _____

Written Comprehension

Identify three text features used in the book. Explain the information you learned from the text feature.

Text Feature	What I learned

The Statue of Liberty

Reading Recovery: 24 | Guided Reading: L

Name _____ Date _____

Written Comprehension

If you could rename the Statue of Liberty, what would you call it?
Use information from the book to explain your answer.

The Wind and the Sun

Reading Recovery: 27 | Guided Reading: L

Name _____ Date _____

Written Comprehension

Complete the cause and effect chart.

Cause	Effect
Wind whistled, howled, and roared.	
	The man took off his cloak.

Explain who won the argument. Use details from the story to explain your answer.

The Wind and the Sun

Reading Recovery: 27 | Guided Reading: L

Name _____ Date _____

Written Comprehension

Fables teach lessons. What lesson does this fable teach? Use details from the story to explain your answer.

Tricks with a Kite

Reading Recovery: 27 | Guided Reading: M

Name _____ Date _____

Written Comprehension

Tell about Lee’s letter. What does he write about in the beginning, the middle, and the end of the letter?

Beginning	Middle	End

Tricks with a Kite

Reading Recovery: 27 | Guided Reading: M

Name _____ Date _____

Written Comprehension

At first, how does Lee feel about flying the kite by himself? How does he feel about it later? Use a detail from the story in your answer.

How he feels at first	How he feels later

Trees on Our Planet

Reading Recovery: 27 | Guided Reading: M

Name _____ Date _____

Written Comprehension

Explain why the author wrote this book. Use at least two key ideas from the book in your answer.

The Miller, His Son, and Their Donkey

Reading Recovery: 30 | Guided Reading: N

Name _____ Date _____

Written Comprehension

Summarize this story and explain the lesson it teaches.

Summary	Lesson

The Miller, His Son, and Their Donkey

Reading Recovery: 30 | Guided Reading: N

Name _____ Date _____

Written Comprehension

How do the miller's actions change what happens in the story? Use a detail from the story to support your answer.

Giraffes

Reading Recovery: 30 | Guided Reading: N

Name _____ Date _____

Written Comprehension

Explain two key ideas in this book. Use a detail from the book to support each key idea.

The Cave Beside the Waterfall

Reading Recovery: 34 | Guided Reading: O

Name _____ Date _____

Written Comprehension

Explain why the dry stream is important to the story. Support your answer using a detail from the story.

A New Skatepark

Reading Recovery: 34 | Guided Reading: O

Name _____ Date _____

Written Comprehension

How are paragraphs 2 and 3 connected to each other? Use a detail from the book to explain your answer.

Paragraph 2	Paragraph 3

Jack and the Beanstalk

Reading Recovery: 38 | Guided Reading: P

Name _____ Date _____

Written Comprehension

Read this sentence from the story.

The furious giant tore after him so fast that he nearly touched poor Jack.

Explain the meaning of *tore* as it is used in this sentence. Then, tell which context clue helped you understand the meaning.

Jack and the Beanstalk

Reading Recovery: 38 | Guided Reading: P

Name _____ Date _____

Written Comprehension

Describe one of Jack's character traits. Support your answer with one detail from the story.

Beavers

Reading Recovery: 38 | Guided Reading: P

Name _____ Date _____

Written Comprehension

Describe a beaver lodge. Use information and pictures from the book to support your answer.

Beavers

Reading Recovery: 38 | Guided Reading: P

Name _____ Date _____

Written Comprehension

Describe the steps in building a beaver dam. Write one step in each of the boxes.

1.	→	2.	→	3.	→	4.
	→		→		→	
	→		→		→	
	→		→		→	
	→		→		→	
	→		→		→	
	→		→		→	
	→		→		→	
	→		→		→	
	→		→		→	
	→		→		→	

A Great Sense of Smell

Reading Recovery: 40 | Guided Reading: Q

Name _____ Date _____

Written Comprehension

Explain what Sophie does when she thinks something is wrong. Use at least two details from the book to support your answer.

A Great Sense of Smell

Reading Recovery: 40 | Guided Reading: Q

Name _____ Date _____

Written Comprehension

Describe Sophie and Ella’s friendship. Use at least two details from the book to support your answer.

Rikki-tikki-tavi

Reading Recovery: 40 | Guided Reading: R

Name _____ Date _____

Written Comprehension

Write a summary of this story. Use at least four key events in your summary.

Rikki-tikki-tavi

Reading Recovery: 40 | Guided Reading: R

Name _____ Date _____

Written Comprehension

Use two character traits to describe Rikki-tikki-tavi. Support each trait with a detail from the story.

Preparing for a Day in the Forest

Reading Recovery: 40 | Guided Reading: R

Name _____ Date _____

Written Comprehension

Describe how this book is organized. Use two specific details from the book to support your answer.

Preparing for a Day in the Forest

Reading Recovery: 40 | Guided Reading: R

Name _____ Date _____

Written Comprehension

Read this sentence from the book.

But it is very important to be well prepared for any emergency.

Explain how the author supports this idea. Use two specific details from the book in your answer.

Tracks by the Stream

Reading Recovery: 44 | Guided Reading: S

Name _____ Date _____

Written Comprehension

Describe how Ben *likely* feels when he sees the bear tracks. Use a specific detail from the story to support your answer.

Mount Saint Helens Blows Its Top

Reading Recovery: 44 | Guided Reading: S

Name _____ Date _____

Written Comprehension

Provide two main ideas in this book and support each main idea with a key detail.

Fording the River

Reading Recovery: 44 | Guided Reading: T

Name _____ Date _____

Written Comprehension

Explain how Ben *likely* feels while he is in the river. Use a specific detail from the story to support your answer.

Fording the River

Reading Recovery: 44 | Guided Reading: T

Name _____ Date _____

Written Comprehension

Describe the theme of this story. Use at least two details from the story to support your answer.

Cyclone Tracy Destroys Darwin

Reading Recovery: 44 | Guided Reading: T

Name _____ Date _____

Written Comprehension

Read this sentence from the book.

A man using a radio transmitter reported, “Darwin looks as though it has been hit by an atom bomb.”

Explain why the man uses this sentence to describe Darwin. Use a specific detail from the book to support your answer.

Cyclone Tracy Destroys Darwin

Reading Recovery: 44 | Guided Reading: T

Name _____ Date _____

Written Comprehension

Read this sentence from the book.

At about 4 a.m. there was a brief lull as the eye of the storm passed over, but the gales returned with even greater fury soon afterward, coming from the southwest.

Explain the meaning of gales. Write a clue you used to figure out the meaning of the word.

65 Million Years Ago

Reading Recovery: 50 | Guided Reading: U

Name _____ Date _____

Written Comprehension

Provide two main ideas in this book and support each main idea with a key detail.

Clever Little Dinosaur

Reading Recovery: 9 | Guided Reading: F

Common Core Standard: RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message.

Score Point	Scoring Guidelines:			
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>What can you learn from Little Dinosaur?</td> <td>How do you know this?</td> </tr> <tr> <td>You can get away if you're little. OR Little Dinosaur solved a problem by himself. OR Little Dinosaur can take care of himself.</td> <td>He got away from the big dinosaur.</td> </tr> </table>	What can you learn from Little Dinosaur?	How do you know this?	You can get away if you're little. OR Little Dinosaur solved a problem by himself. OR Little Dinosaur can take care of himself.
What can you learn from Little Dinosaur?	How do you know this?			
You can get away if you're little. OR Little Dinosaur solved a problem by himself. OR Little Dinosaur can take care of himself.	He got away from the big dinosaur.			
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>What can you learn from Little Dinosaur?</td> <td>How do you know this?</td> </tr> <tr> <td>Little Dinosaur is very smart.</td> <td>He is safe.</td> </tr> </table>	What can you learn from Little Dinosaur?	How do you know this?	Little Dinosaur is very smart.
What can you learn from Little Dinosaur?	How do you know this?			
Little Dinosaur is very smart.	He is safe.			
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>What can you learn from Little Dinosaur?</td> <td>How do you know this?</td> </tr> <tr> <td>He's clever and little. OR He is fast.</td> <td>I like him.</td> </tr> </table>	What can you learn from Little Dinosaur?	How do you know this?	He's clever and little. OR He is fast.
What can you learn from Little Dinosaur?	How do you know this?			
He's clever and little. OR He is fast.	I like him.			
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>What can you learn from Little Dinosaur?</td> <td>How do you know this?</td> </tr> <tr> <td>There are dinosaurs near my house.</td> <td>I saw them.</td> </tr> </table>	What can you learn from Little Dinosaur?	How do you know this?	There are dinosaurs near my house.
What can you learn from Little Dinosaur?	How do you know this?			
There are dinosaurs near my house.	I saw them.			

Clever Little Dinosaur

Reading Recovery: 9 | Guided Reading: F

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:			
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>Little Dinosaur</td> <td>Under a rock OR In a hole</td> </tr> <tr> <td>Big Dinosaur</td> <td>In the forest OR Near a river</td> </tr> </table>	Little Dinosaur	Under a rock OR In a hole	Big Dinosaur
Little Dinosaur	Under a rock OR In a hole			
Big Dinosaur	In the forest OR Near a river			
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>Little Dinosaur</td> <td>In a hole</td> </tr> <tr> <td>Big Dinosaur</td> <td>Outside</td> </tr> </table>	Little Dinosaur	In a hole	Big Dinosaur
Little Dinosaur	In a hole			
Big Dinosaur	Outside			
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>Little Dinosaur</td> <td>Outside</td> </tr> <tr> <td>Big Dinosaur</td> <td>In the river</td> </tr> </table>	Little Dinosaur	Outside	Big Dinosaur
Little Dinosaur	Outside			
Big Dinosaur	In the river			
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 			
	<p>Exemplar:</p> <table border="1"> <tr> <td>Little Dinosaur</td> <td>In a house</td> </tr> <tr> <td>Big Dinosaur</td> <td>In the lake</td> </tr> </table>	Little Dinosaur	In a house	Big Dinosaur
Little Dinosaur	In a house			
Big Dinosaur	In the lake			

Stuck in the Ditch

Reading Recovery: 9 | Guided Reading: F

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: He drives too fast. He goes into the ditch. He can't get out.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: He is in the ditch.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: He needs help.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: He is red.

Stuck in the Ditch

Reading Recovery: 9 | Guided Reading: F

Common Core Standard: RL.1.1. Ask and answer questions about key details in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: He is very big. He is strong. He pulls him out.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: He is strong.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: He tries hard.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: He helps the red truck.

The Helpful Bulldozer

Reading Recovery: 10 | Guided Reading: F

Common Core Standard: RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: He gets the bulldozer. He says the bulldozer will help.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: He gets the bulldozer.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: He gets help.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: He moves the tree.

The Helpful Bulldozer

Reading Recovery: 10 | Guided Reading: F

Common Core Standard: RL.1.6. Identify who is telling the story at various points in a text.

Score Point	Scoring Guidelines:							
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 							
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th></th> <th>Who says this?</th> </tr> </thead> <tbody> <tr> <td>"But I have to go to town."</td> <td>bus</td> </tr> <tr> <td>"R-mmm! R-mmm!"</td> <td>bulldozer</td> </tr> <tr> <td>"I will go get the bulldozer."</td> <td>helicopter</td> </tr> </tbody> </table>		Who says this?	"But I have to go to town."	bus	"R-mmm! R-mmm!"	bulldozer	"I will go get the bulldozer."
	Who says this?							
"But I have to go to town."	bus							
"R-mmm! R-mmm!"	bulldozer							
"I will go get the bulldozer."	helicopter							
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 							
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	Who says this?							
"But I have to go to town."	bus							
"R-mmm! R-mmm!"	bus							
"I will go get the bulldozer."	helicopter							
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 							
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"But I have to go to town."	bus							
"R-mmm! R-mmm!"	bus							
"I will go get the bulldozer."	bulldozer							
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	Who says this?							
"But I have to go to town."	bulldozer							
"R-mmm! R-mmm!"	helicopter							
"I will go get the bulldozer."	bus							

Lost at the Shopping Mall

Reading Recovery: 10 | Guided Reading: F

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: (Picture should show a merry-go-round.) Sally went to the little merry-go-round. She saw her friend.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: (Picture should show a merry-go-round.) She went away.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: (Picture should be a mall scene, but not a merry-go-round.) She left.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: (Picture is irrelevant to the story.) Sally likes her friends.

Lost at the Shopping Mall

Reading Recovery: 10 | Guided Reading: F

Common Core Standard: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Dad will not leave Sally alone. He will take her. He does not want her to get lost again. She is too little.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Dad will not leave Sally alone. He will take her.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Dad will tell Sally to stay.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Dad will let Sally eat ice cream.

Classroom Rules

Reading Recovery: 10 | Guided Reading: F

Common Core Standard: RI.1.1. Ask and answer questions about key details in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding
	Exemplar: People can get hurt if you don't take turns. They could be sad too.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding
	Exemplar: Somebody will not get a turn.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They get in trouble.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: There are 5 rules.

Classroom Rules

Reading Recovery: 10 | Guided Reading: F

Common Core Standard: RI.1.1. Ask and answer questions about key details in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: I think rule 3 is the most important. It is important to talk about things. You should not hit.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: I think rule 2 is the most important. Helping is good.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Rule 1.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: I like the book.

Late for School

Reading Recovery: 11 | Guided Reading: G

Common Core Standard: RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: rrr ... rrrr and BRMMM!
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Brmmm! OR rrr ... rrrr
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The car makes engine noises.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Go go go!

Late for School

Reading Recovery: 11 | Guided Reading: G

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: 1. House 2. Car 3. School
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: 1. House 2. Class 3. School
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: 1. House 2. Class 3. Store
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: 1. Soccer 2. Driving 3. Playing

Tom’s Train Ride

Reading Recovery: 11 | Guided Reading: G

Common Core Standard: RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Score Point	Scoring Guidelines:		
<p>3 Complete Understanding</p>	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding <p>Exemplar:</p> <table border="1" data-bbox="480 701 1391 743"> <tr> <td data-bbox="480 701 938 743">1. They ride in their wheelchairs.</td> <td data-bbox="945 701 1391 743">2. They ride in the big seat.</td> </tr> </table>	1. They ride in their wheelchairs.	2. They ride in the big seat.
1. They ride in their wheelchairs.	2. They ride in the big seat.		
<p>2 General Understanding</p>	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding <p>Exemplar:</p> <table border="1" data-bbox="480 917 1391 959"> <tr> <td data-bbox="480 917 938 959">1. They have wheelchairs.</td> <td data-bbox="945 917 1391 959">2. They like parks.</td> </tr> </table>	1. They have wheelchairs.	2. They like parks.
1. They have wheelchairs.	2. They like parks.		
<p>1 Minimal Understanding</p>	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question <p>Exemplar:</p> <table border="1" data-bbox="480 1134 1391 1176"> <tr> <td data-bbox="480 1134 938 1176">1. They wait on the train.</td> <td data-bbox="945 1134 1391 1176">2. They like their families.</td> </tr> </table>	1. They wait on the train.	2. They like their families.
1. They wait on the train.	2. They like their families.		
<p>0 No Understanding</p>	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing. <p>Exemplar:</p> <table border="1" data-bbox="480 1325 1391 1367"> <tr> <td data-bbox="480 1325 938 1367">1. They go to school.</td> <td data-bbox="945 1325 1391 1367">2. They have friends.</td> </tr> </table>	1. They go to school.	2. They have friends.
1. They go to school.	2. They have friends.		

Tom's Train Ride

Reading Recovery: 11 | Guided Reading: G

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:		
<p>3 Complete Understanding</p>	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding <p>Exemplar:</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">1. He is in a wheelchair.</td> </tr> <tr> <td style="padding: 2px;">2. He is able to go on the train just like other kids.</td> </tr> </table>	1. He is in a wheelchair.	2. He is able to go on the train just like other kids.
1. He is in a wheelchair.			
2. He is able to go on the train just like other kids.			
<p>2 General Understanding</p>	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding <p>Exemplar:</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">1. He likes the park.</td> </tr> <tr> <td style="padding: 2px;">2. He is in a wheelchair.</td> </tr> </table>	1. He likes the park.	2. He is in a wheelchair.
1. He likes the park.			
2. He is in a wheelchair.			
<p>1 Minimal Understanding</p>	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question <p>Exemplar:</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">1. He had fun.</td> </tr> <tr> <td style="padding: 2px;">2. He sat in the back.</td> </tr> </table>	1. He had fun.	2. He sat in the back.
1. He had fun.			
2. He sat in the back.			
<p>0 No Understanding</p>	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing. <p>Exemplar:</p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">1. He is sad.</td> </tr> <tr> <td style="padding: 2px;">2. He wants to go home.</td> </tr> </table>	1. He is sad.	2. He wants to go home.
1. He is sad.			
2. He wants to go home.			

Buying a New House

Reading Recovery: 12 | Guided Reading: G

Common Core Standard: RL.1.6. Identify who is telling the story at various points in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The little brother. He says he has a brother named Ben.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: A little boy tells it.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: A boy.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Ben.

Buying a New House

Reading Recovery: 12 | Guided Reading: G

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: They go upstairs. They see the bedrooms. The big one is for Ben.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They see bedrooms.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They go upstairs.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: They want to bring their bikes.

Soccer at School

Reading Recovery: 12 | Guided Reading: G

Common Core Standard: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: (The picture should show the ball hitting the school.) The ball hit the school. The teacher doesn't like that. He takes it away.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: (The picture should show the ball hitting the school.) The ball hits the school.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: (The picture shows a teacher or boys playing soccer but not the ball hitting the school.) The teacher takes the ball.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: (The picture is irrelevant.) The little boys want to play with the big kids.

Soccer at School

Reading Recovery: 12 | Guided Reading: G

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Andy and his friends didn't have a ball to play with. Their ball was taken away. Matt and James had a ball. They wanted to use Matt and James's ball.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They needed a ball to play with. They could use Matt and James's ball.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The teacher had their ball.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: They wanted to play on the grass.

Animal Homes

Reading Recovery: 12 | Guided Reading: G

Common Core Standard: RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: A rabbit lives in a hole. A beaver lives in the water. Beavers make a house in the water. It is built with sticks and mud. A rabbit lives underground.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: A rabbit lives in a hole. A beaver lives in the water.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Rabbits live in a hole.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: I like the beaver's house.

Animal Homes

Reading Recovery: 12 | Guided Reading: G

Common Core Standard: RI.1.8. Identify the reasons an author gives to support points in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Because their house floats in the water. It is made of sticks and mud.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Because their house floats in the water.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Their house is made of mud.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Beavers have big teeth.

The Best Runner

Reading Recovery: 13 | Guided Reading: H

Common Core Standard: RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Score Point	Scoring Guidelines:				
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding 				
	Exemplar: <table border="1" style="width: 100%;"> <tr> <td>Sad</td> <td>Worried</td> </tr> <tr> <td>She had wanted to be first today. OR She had wanted to win.</td> <td>She ran slowly at first. OR She can't slow down.</td> </tr> </table>	Sad	Worried	She had wanted to be first today. OR She had wanted to win.	She ran slowly at first. OR She can't slow down.
	Sad	Worried			
She had wanted to be first today. OR She had wanted to win.	She ran slowly at first. OR She can't slow down.				
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding 				
	Exemplar: <table border="1" style="width: 100%;"> <tr> <td>Sad</td> <td>Worried</td> </tr> <tr> <td>She didn't win.</td> <td>She was slow.</td> </tr> </table>	Sad	Worried	She didn't win.	She was slow.
	Sad	Worried			
She didn't win.	She was slow.				
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question 				
	Exemplar: <table border="1" style="width: 100%;"> <tr> <td>Sad</td> <td>Worried</td> </tr> <tr> <td>She likes to win.</td> <td>She saw a boy fall.</td> </tr> </table>	Sad	Worried	She likes to win.	She saw a boy fall.
	Sad	Worried			
She likes to win.	She saw a boy fall.				
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing. 				
	Exemplar: <table border="1" style="width: 100%;"> <tr> <td>Sad</td> <td>Worried</td> </tr> <tr> <td>She cries.</td> <td>She is in first place.</td> </tr> </table>	Sad	Worried	She cries.	She is in first place.
	Sad	Worried			
She cries.	She is in first place.				

The Best Runner

Reading Recovery: 13 | Guided Reading: H

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: First: The class goes to the park. Next: The kids race. James wins. Last: The kids race again. Rachel wins.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: First: The class goes to the park. Next: James wins. Last: Rachel wins.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: First: They go to the park. Next: There are a lot of kids. Last: They have fun.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: First: They are in school. Next: They will have fun. Last: They will go home.

The Fox and Chicken-to-Go

Reading Recovery: 13 | Guided Reading: H

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: (The picture should show the fox getting a chicken out of the bag in front of the store.) The fox found trash in front of the chicken-to-go store. The trash had chickens inside. He took one of the chickens to eat.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: (The picture should show the fox getting a chicken out of the bag.) The fox found chickens in front of the store.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: (The picture should show the fox carrying a chicken.) The fox brings a chicken to his family.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: (The picture is irrelevant.) The fox lives under a garden shed.

The Fox and Chicken-to-Go

Reading Recovery: 13 | Guided Reading: H

Common Core Standard: RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Score Point	Scoring Guidelines:		
<p>3 Complete Understanding</p>	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding <table border="1" data-bbox="483 680 1398 758"> <tr> <td data-bbox="483 680 1398 716">1. The father fox can talk. He says "I can't get inside the chicken house." Real foxes do not talk.</td> </tr> <tr> <td data-bbox="483 716 1398 758">2. He also stops at a red light. Real foxes don't do that.</td> </tr> </table>	1. The father fox can talk. He says "I can't get inside the chicken house." Real foxes do not talk.	2. He also stops at a red light. Real foxes don't do that.
1. The father fox can talk. He says "I can't get inside the chicken house." Real foxes do not talk.			
2. He also stops at a red light. Real foxes don't do that.			
<p>2 General Understanding</p>	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding <p>Exemplar:</p> <table border="1" data-bbox="483 926 1398 1003"> <tr> <td data-bbox="483 926 1398 961">1. The father fox stops at a red light. He is careful. Real foxes don't do that.</td> </tr> <tr> <td data-bbox="483 961 1398 1003">2. He is smart.</td> </tr> </table>	1. The father fox stops at a red light. He is careful. Real foxes don't do that.	2. He is smart.
1. The father fox stops at a red light. He is careful. Real foxes don't do that.			
2. He is smart.			
<p>1 Minimal Understanding</p>	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question <p>Exemplar:</p> <table border="1" data-bbox="483 1171 1398 1249"> <tr> <td data-bbox="483 1171 1398 1207">1. The father fox stops.</td> </tr> <tr> <td data-bbox="483 1207 1398 1249">2. He likes chicken.</td> </tr> </table>	1. The father fox stops.	2. He likes chicken.
1. The father fox stops.			
2. He likes chicken.			
<p>0 No Understanding</p>	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing. <p>Exemplar:</p> <table border="1" data-bbox="483 1392 1398 1470"> <tr> <td data-bbox="483 1392 1398 1428">1. Real foxes don't live under sheds.</td> </tr> <tr> <td data-bbox="483 1428 1398 1470">2. Real foxes don't eat chicken.</td> </tr> </table>	1. Real foxes don't live under sheds.	2. Real foxes don't eat chicken.
1. Real foxes don't live under sheds.			
2. Real foxes don't eat chicken.			

Little Hen, Mouse, and Rabbit

Reading Recovery: 14 | Guided Reading: H

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: They are lazy. They sleep and Little Hen does all the work.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They are lazy and sleep.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They sleep.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: They eat food.

Little Hen, Mouse, and Rabbit

Reading Recovery: 14 | Guided Reading: H

Common Core Standard: RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: They learn it is important to help. They should not be lazy. Little Hen saved them. They say they always will help Little Hen now.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They learn not to be lazy and to do some work.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They learn to work and not sleep.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: They learn to work all day.

The Water Slide

Reading Recovery: 14 | Guided Reading: H

Common Core Standard: RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Score Point	Scoring Guidelines:				
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Excited</td> <td>Afraid</td> </tr> <tr> <td>They will have fun today.</td> <td>That slide looks too big for me. OR I don't want to go on it.</td> </tr> </table>	Excited	Afraid	They will have fun today.	That slide looks too big for me. OR I don't want to go on it.
	Excited	Afraid			
They will have fun today.	That slide looks too big for me. OR I don't want to go on it.				
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Excited</td> <td>Afraid</td> </tr> <tr> <td>It is fun.</td> <td>He doesn't want to go on the slide.</td> </tr> </table>	Excited	Afraid	It is fun.	He doesn't want to go on the slide.
	Excited	Afraid			
It is fun.	He doesn't want to go on the slide.				
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Excited</td> <td>Afraid</td> </tr> <tr> <td>They go to the water slide.</td> <td>He is in the water. He is swimming.</td> </tr> </table>	Excited	Afraid	They go to the water slide.	He is in the water. He is swimming.
	Excited	Afraid			
They go to the water slide.	He is in the water. He is swimming.				
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Excited</td> <td>Afraid</td> </tr> <tr> <td>He is swimming.</td> <td>Mom and Dad won't tell me.</td> </tr> </table>	Excited	Afraid	He is swimming.	Mom and Dad won't tell me.
	Excited	Afraid			
He is swimming.	Mom and Dad won't tell me.				

The Water Slide

Reading Recovery: 14 | Guided Reading: H

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: First: Tim and his friend Michael go to a park. Next: Michael goes down the slide. Tim doesn't want to go on it. Last: Tim and Michael go down the slide. Tim likes it.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: First: They go to a park. Next: Tim doesn't want to go on the slide. Last: Tim goes down the slide. Michael goes too.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: First: They are at a pool. Next: They are swimming. Last: They have fun.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: First: They are climbing in a park. Next: They are having fun. Last: They go home.

In the Afternoon

Reading Recovery: 14 | Guided Reading: H

Common Core Standard: RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Score Point	Scoring Guidelines:								
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 								
	Exemplar:								
	<table border="1"> <thead> <tr> <th>At School</th> <th>At Home</th> </tr> </thead> <tbody> <tr> <td>1. She paints pictures.</td> <td>1. She has something to eat and drink.</td> </tr> <tr> <td>2. She sings songs with her friends.</td> <td>2. She watches television with her mother and her sister.</td> </tr> <tr> <td>3. She plays games</td> <td>3. She plays outside with her sister.</td> </tr> </tbody> </table>	At School	At Home	1. She paints pictures.	1. She has something to eat and drink.	2. She sings songs with her friends.	2. She watches television with her mother and her sister.	3. She plays games	3. She plays outside with her sister.
	At School	At Home							
1. She paints pictures.	1. She has something to eat and drink.								
2. She sings songs with her friends.	2. She watches television with her mother and her sister.								
3. She plays games	3. She plays outside with her sister.								
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 								
	Exemplar:								
	<table border="1"> <thead> <tr> <th>At School</th> <th>At Home</th> </tr> </thead> <tbody> <tr> <td>1. She paints pictures.</td> <td>1. She has something to eat.</td> </tr> <tr> <td>2. She sings.</td> <td>2. She watches television with her mother and her sister.</td> </tr> <tr> <td>3. She plays.</td> <td>3. Her dad reads a story.</td> </tr> </tbody> </table>	At School	At Home	1. She paints pictures.	1. She has something to eat.	2. She sings.	2. She watches television with her mother and her sister.	3. She plays.	3. Her dad reads a story.
	At School	At Home							
1. She paints pictures.	1. She has something to eat.								
2. She sings.	2. She watches television with her mother and her sister.								
3. She plays.	3. Her dad reads a story.								
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 								
	Exemplar:								
	<table border="1"> <thead> <tr> <th>At School</th> <th>At Home</th> </tr> </thead> <tbody> <tr> <td>1. She paints pictures.</td> <td>1. She makes stuff.</td> </tr> <tr> <td>2. She likes school.</td> <td>2. She watches television with her mother and her sister.</td> </tr> <tr> <td>3. She likes to play</td> <td>3. She wants to go to school.</td> </tr> </tbody> </table>	At School	At Home	1. She paints pictures.	1. She makes stuff.	2. She likes school.	2. She watches television with her mother and her sister.	3. She likes to play	3. She wants to go to school.
	At School	At Home							
1. She paints pictures.	1. She makes stuff.								
2. She likes school.	2. She watches television with her mother and her sister.								
3. She likes to play	3. She wants to go to school.								
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 								
	Exemplar:								
	<table border="1"> <thead> <tr> <th>At School</th> <th>At Home</th> </tr> </thead> <tbody> <tr> <td>1. She paints pictures.</td> <td>1. She wants to go to bed.</td> </tr> <tr> <td>2. She likes school.</td> <td>2. She watches television with her mother and her sister.</td> </tr> <tr> <td>3. She wants to learn a lot.</td> <td>3. She climbs a tree.</td> </tr> </tbody> </table>	At School	At Home	1. She paints pictures.	1. She wants to go to bed.	2. She likes school.	2. She watches television with her mother and her sister.	3. She wants to learn a lot.	3. She climbs a tree.
	At School	At Home							
1. She paints pictures.	1. She wants to go to bed.								
2. She likes school.	2. She watches television with her mother and her sister.								
3. She wants to learn a lot.	3. She climbs a tree.								

In the Afternoon

Reading Recovery: 14 | Guided Reading: H

Common Core Standard: RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: I am helpful at home. I put the dishes in the dishwasher. I clean my room. At school I help the teacher. I help her put away books.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: I help at school. I pass out papers. I clean my desk.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: I like to help at school. I put books away.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: I play soccer.

Little Steg

Reading Recovery: 15 | Guided Reading: I

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: She hits the big dinosaur with her tail. She saves Little Steg. She is brave.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: She hits the dinosaur. She is brave.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: She hits the dinosaur. He’s bleeding.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The big dinosaur is mean.

Little Steg

Reading Recovery: 15 | Guided Reading: I

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:				
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Problem</td> <td>How is the problem solved?</td> </tr> <tr> <td>He is too little. He is too slow. The Big Dinosaur is going to catch him.</td> <td>Little Steg's mother saves him. She goes back. She hits the Big Dinosaur with her tail. He is hurt and can't run.</td> </tr> </table>	Problem	How is the problem solved?	He is too little. He is too slow. The Big Dinosaur is going to catch him.	Little Steg's mother saves him. She goes back. She hits the Big Dinosaur with her tail. He is hurt and can't run.
	Problem	How is the problem solved?			
He is too little. He is too slow. The Big Dinosaur is going to catch him.	Little Steg's mother saves him. She goes back. She hits the Big Dinosaur with her tail. He is hurt and can't run.				
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Problem</td> <td>How is the problem solved?</td> </tr> <tr> <td>The Big Dinosaur is going to catch him.</td> <td>Little Steg's mother hurts the Big Dinosaur.</td> </tr> </table>	Problem	How is the problem solved?	The Big Dinosaur is going to catch him.	Little Steg's mother hurts the Big Dinosaur.
	Problem	How is the problem solved?			
The Big Dinosaur is going to catch him.	Little Steg's mother hurts the Big Dinosaur.				
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Problem</td> <td>How is the problem solved?</td> </tr> <tr> <td>He is in trouble.</td> <td>He doesn't get eaten.</td> </tr> </table>	Problem	How is the problem solved?	He is in trouble.	He doesn't get eaten.
	Problem	How is the problem solved?			
He is in trouble.	He doesn't get eaten.				
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 				
	<p>Exemplar:</p> <table border="1"> <tr> <td>Problem</td> <td>How is the problem solved?</td> </tr> <tr> <td>Little Steg is eating green leaves.</td> <td>He hears thump thump thump.</td> </tr> </table>	Problem	How is the problem solved?	Little Steg is eating green leaves.	He hears thump thump thump.
	Problem	How is the problem solved?			
Little Steg is eating green leaves.	He hears thump thump thump.				

Skip Goes to the Rescue

Reading Recovery: 15 | Guided Reading: I

Common Core Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Score Point	Scoring Guidelines:			
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 			
	Exemplar:			
	<table border="1"> <tr> <td>Beginning of the story</td> <td>End of the story</td> </tr> <tr> <td>Jess tells Skip about a boy. The boy is on an island. He hurt his arm.</td> <td>Skip gets the boy. His father helps. Skip takes the boy to land.</td> </tr> </table>	Beginning of the story	End of the story	Jess tells Skip about a boy. The boy is on an island. He hurt his arm.
Beginning of the story	End of the story			
Jess tells Skip about a boy. The boy is on an island. He hurt his arm.	Skip gets the boy. His father helps. Skip takes the boy to land.			
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 			
	Exemplar:			
	<table border="1"> <tr> <td>Beginning of the story</td> <td>End of the story</td> </tr> <tr> <td>A boy is on an island. He hurt his arm.</td> <td>Skip gets the boy.</td> </tr> </table>	Beginning of the story	End of the story	A boy is on an island. He hurt his arm.
Beginning of the story	End of the story			
A boy is on an island. He hurt his arm.	Skip gets the boy.			
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 			
	Exemplar:			
	<table border="1"> <tr> <td>Beginning of the story</td> <td>End of the story</td> </tr> <tr> <td>Skip needs to get a boy.</td> <td>The boy likes the plane.</td> </tr> </table>	Beginning of the story	End of the story	Skip needs to get a boy.
Beginning of the story	End of the story			
Skip needs to get a boy.	The boy likes the plane.			
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 			
	Exemplar:			
	<table border="1"> <tr> <td>Beginning of the story</td> <td>End of the story</td> </tr> <tr> <td>Skip can't land on rocks.</td> <td>Skip flies on the water.</td> </tr> </table>	Beginning of the story	End of the story	Skip can't land on rocks.
Beginning of the story	End of the story			
Skip can't land on rocks.	Skip flies on the water.			

Skip Goes to the Rescue

Reading Recovery: 15 | Guided Reading: I

Common Core Standard: RL.1.1. Ask and answer questions about key details in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: They are happy the little boy is safe. Skip saved the day. Skip took the boy.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They are happy the little boy is safe.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They like Skip.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Because Skip didn't land on the rocks.

The Classroom Play

Reading Recovery: 16 | Guided Reading: I

Common Core Standard: RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Score Point	Scoring Guidelines:		
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding 		
	Exemplar:		
	Beginning	Middle	End
	The class will do a play. Emma is Little Red Riding Hood. She is happy. Sam is the Big Bad Wolf. Matthew is sad.	Emma asks Matthew to help her with the play. He is funny and is a good wolf. He dresses up and chases her.	Sam is sick. Matthew is the wolf. He is good at it.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding 		
	Exemplar:		
	Beginning	Middle	End
	The class will do a play. Emma is Little Red Riding Hood. Matthew doesn't get to be the Big Bad Wolf.	Emma asks Matthew to help her practice the play.	Matthew gets to be the wolf.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question 		
	Exemplar:		
	Beginning	Middle	End
	The class will do a play. Emma is Little Red Riding Hood.	Emma practices the play.	The play is good.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing. 		
	Exemplar:		
	Beginning	Middle	End
	The kids like the Big Bad Wolf.	The kids are funny.	The play was long.

The Classroom Play

Reading Recovery: 16 | Guided Reading: I

Common Core Standard: RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Score Point	Scoring Guidelines:						
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 						
	Exemplar: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Feeling</th> <th style="width: 50%;">Sentence from the story</th> </tr> </thead> <tbody> <tr> <td>Sad</td> <td>I wanted to be the wolf.</td> </tr> <tr> <td>Happy</td> <td>Emma smiled.</td> </tr> </tbody> </table>	Feeling	Sentence from the story	Sad	I wanted to be the wolf.	Happy	Emma smiled.
	Feeling	Sentence from the story					
	Sad	I wanted to be the wolf.					
Happy	Emma smiled.						
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 						
	Exemplar: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Feeling</th> <th style="width: 50%;">Sentence from the story</th> </tr> </thead> <tbody> <tr> <td>Sad</td> <td>Matthew isn't in the play.</td> </tr> <tr> <td>Happy</td> <td>Emma laughed so hard.</td> </tr> </tbody> </table>	Feeling	Sentence from the story	Sad	Matthew isn't in the play.	Happy	Emma laughed so hard.
	Feeling	Sentence from the story					
	Sad	Matthew isn't in the play.					
Happy	Emma laughed so hard.						
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 						
	Exemplar: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Feeling</th> <th style="width: 50%;">Sentence from the story</th> </tr> </thead> <tbody> <tr> <td>Sad</td> <td>I wanted to be the wolf.</td> </tr> <tr> <td>Happy</td> <td>Sam is not in school.</td> </tr> </tbody> </table>	Feeling	Sentence from the story	Sad	I wanted to be the wolf.	Happy	Sam is not in school.
	Feeling	Sentence from the story					
	Sad	I wanted to be the wolf.					
Happy	Sam is not in school.						
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 						
	Exemplar: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Feeling</th> <th style="width: 50%;">Sentence from the story</th> </tr> </thead> <tbody> <tr> <td>Sad</td> <td>Matthew helps Emma with the play.</td> </tr> <tr> <td>Happy</td> <td>The teacher says Sam is not in school.</td> </tr> </tbody> </table>	Feeling	Sentence from the story	Sad	Matthew helps Emma with the play.	Happy	The teacher says Sam is not in school.
	Feeling	Sentence from the story					
	Sad	Matthew helps Emma with the play.					
Happy	The teacher says Sam is not in school.						

Great Lion and Tiny Mouse

Reading Recovery: 16 | Guided Reading: I

Common Core Standard: RL.2.3. Describe how characters in a story respond to major events and challenges.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The tiny mouse helped the lion because the lion let her go. He had trapped her under his paw but set her free. She wanted to do something nice for him in return.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The tiny mouse helped the lion because the lion let her get away.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The mouse helped the lion because she wanted to be his friend.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The mouse was very scared so she helped the lion.

Great Lion and Tiny Mouse

Reading Recovery: 16 | Guided Reading: I

Common Core Standard: RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The lesson is that you can be a big help even if you are little. The lion thought the mouse couldn't help him because she was too small. But he needed the little mouse to help him in the end!
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The lesson is that little people can help too.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: It is important to help others.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Be nice to your friends.

Desert Clowns

Reading Recovery: 16 | Guided Reading: I

Common Core Standard: RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: It is different because it does not fly very well. It can only fly a little bit. It runs on the road to get around.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: It does not fly.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: It looks funny.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: It is a special bird.

Desert Clowns

Reading Recovery: 16 | Guided Reading: I

Common Core Standard: RI.2.8. Describe how reasons support specific points the author makes in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: It is a good title because this is what people call the bird. They call it a clown because it has a blue and orange face.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: It is a good title because this is what people call the bird.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Because it looks funny.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: It's a good title.

Harry the Tow Truck

Reading Recovery: 17 | Guided Reading: J

Common Core Standard: RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Score Point	Scoring Guidelines:			
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding 			
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Problem</th> <th>Solution</th> </tr> </thead> <tbody> <tr> <td>The problem is that a moving van flipped over on the road, and the cars can't use the road.</td> <td>Harry and Bob solve the problem. They turn the van over and tow it away. Now the cars can drive on the road and go home</td> </tr> </tbody> </table>	Problem	Solution	The problem is that a moving van flipped over on the road, and the cars can't use the road.
Problem	Solution			
The problem is that a moving van flipped over on the road, and the cars can't use the road.	Harry and Bob solve the problem. They turn the van over and tow it away. Now the cars can drive on the road and go home			
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding 			
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Problem</th> <th>Solution</th> </tr> </thead> <tbody> <tr> <td>A problem is that there is a van stuck in the road.</td> <td>Harry takes it away.</td> </tr> </tbody> </table>	Problem	Solution	A problem is that there is a van stuck in the road.
Problem	Solution			
A problem is that there is a van stuck in the road.	Harry takes it away.			
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question 			
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Problem</th> <th>Solution</th> </tr> </thead> <tbody> <tr> <td>There is a problem with the van.</td> <td>Harry solves the problem.</td> </tr> </tbody> </table>	Problem	Solution	There is a problem with the van.
Problem	Solution			
There is a problem with the van.	Harry solves the problem.			
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing. 			
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Problem</th> <th>Solution</th> </tr> </thead> <tbody> <tr> <td>Harry is a tow truck in the story.</td> <td>There is a problem.</td> </tr> </tbody> </table>	Problem	Solution	Harry is a tow truck in the story.
Problem	Solution			
Harry is a tow truck in the story.	There is a problem.			

Harry the Tow Truck

Reading Recovery: 17 | Guided Reading: J

Common Core Standard: RL.2.3. Describe how characters in a story respond to major events and challenges.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The people in the cars are getting angry. They want to use the road to go home, but they can't because the moving van is in the way. They toot their horns louder and louder. They don't want to wait.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The people in the cars want to go home. They are mad.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The people are mad.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: People are in their cars.

The Greedy Dog and the Bone

Reading Recovery: 17 | Guided Reading: J

Common Core Standard: RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: He learns not to be a greedy dog. He saw a dog with a bigger bone. He tried to get the dog's bone. Then he lost his bone in the river. Now he has no bones because he was selfish.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: He learns not to be a greedy dog. He thought there was another dog with a bigger bone. He wanted it.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: He shouldn't try to get bigger bones.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: He learns to be nice.

The Greedy Dog and the Bone

Reading Recovery: 17 | Guided Reading: J

Common Core Standard: RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: I knew because I looked at the picture and saw another dog that looked the same as Jip. I saw the reflection. It was just Jip. You can see his brown ears.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: I knew because the book said that Jip was looking at himself like a mirror.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The person in the book said so.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Because Jip had to get another bone.

The Vacation Surprise

Reading Recovery: 18 | Guided Reading: J

Common Core Standard: RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Score Point	Scoring Guidelines:						
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 						
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Emma and Meg are at the cabin. It is at the lake. Their grandparents are there. They want to use the canoes.</td> <td>They try to get the canoes. They hear noises under the shed. They find a mother duck and her eggs! They wait for the eggs to hatch.</td> <td>The babies come out of the eggs. They are with the mother. They are swimming in the lake. Emma and Meg like them.</td> </tr> </tbody> </table>	Beginning	Middle	End	Emma and Meg are at the cabin. It is at the lake. Their grandparents are there. They want to use the canoes.	They try to get the canoes. They hear noises under the shed. They find a mother duck and her eggs! They wait for the eggs to hatch.	The babies come out of the eggs. They are with the mother. They are swimming in the lake. Emma and Meg like them.
	Beginning	Middle	End				
Emma and Meg are at the cabin. It is at the lake. Their grandparents are there. They want to use the canoes.	They try to get the canoes. They hear noises under the shed. They find a mother duck and her eggs! They wait for the eggs to hatch.	The babies come out of the eggs. They are with the mother. They are swimming in the lake. Emma and Meg like them.					
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 						
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Emma and Meg are at the lake. They want to use the canoes.</td> <td>They try to get the canoes. They find a mother duck and her eggs!</td> <td>The eggs hatch. the ducks are swimming in the lake.</td> </tr> </tbody> </table>	Beginning	Middle	End	Emma and Meg are at the lake. They want to use the canoes.	They try to get the canoes. They find a mother duck and her eggs!	The eggs hatch. the ducks are swimming in the lake.
	Beginning	Middle	End				
Emma and Meg are at the lake. They want to use the canoes.	They try to get the canoes. They find a mother duck and her eggs!	The eggs hatch. the ducks are swimming in the lake.					
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 						
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Emma and Meg are at the cabin.</td> <td>They see ducks.</td> <td>They want to use the canoes.</td> </tr> </tbody> </table>	Beginning	Middle	End	Emma and Meg are at the cabin.	They see ducks.	They want to use the canoes.
	Beginning	Middle	End				
Emma and Meg are at the cabin.	They see ducks.	They want to use the canoes.					
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing. 						
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Emma and Meg like ducks.</td> <td>Emma and Meg stay with their grandparents.</td> <td>Emma and Meg go in the boat.</td> </tr> </tbody> </table>	Beginning	Middle	End	Emma and Meg like ducks.	Emma and Meg stay with their grandparents.	Emma and Meg go in the boat.
	Beginning	Middle	End				
Emma and Meg like ducks.	Emma and Meg stay with their grandparents.	Emma and Meg go in the boat.					

The Vacation Surprise

Reading Recovery: 18 | Guided Reading: J

Common Core Standard: RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: They are worried. You can see them in the picture. The one girl is pointing at the empty nest. All they see are broken shells. They want to know where she is.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They are sad. The girls are looking at the nest. The eggs are broken.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They don't know where the ducks are.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Mad. They want to use the boat.

Harvest Mice

Reading Recovery: 18 | Guided Reading: J

Common Core Standard: RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: It is about animals that want to eat the mice. Foxes and owls want to eat them. The mice hide in the tall wheat in the summer.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: It is about different animals. They hunt harvest mice. The harvest mice hide.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Harvest mice hide from animals.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: I learn about hiding from danger.

Harvest Mice

Reading Recovery: 18 | Guided Reading: J

Common Core Standard: RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: It shows me what the harvest mouse nest looks like. The nest is made of grass and wheat. The mice hide in the nest.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: It shows me their nest. It is made of grass.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: I know where the harvest mouse lives.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The harvest mouse has black eyes.

The Old Cabin in the Forest

Reading Recovery: 19 | Guided Reading: K

Common Core Standard: RL.2.3. Describe how characters in a story respond to major events and challenges.

Score Point	Scoring Guidelines:						
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding 						
	Exemplar: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>What Mom Says</th> <th>What Mom Does</th> </tr> </thead> <tbody> <tr> <td>She tells him he is safe.</td> <td>She gives him a hug.</td> </tr> <tr> <td>She says they will find his parents.</td> <td>She gives him a chocolate candy.</td> </tr> </tbody> </table>	What Mom Says	What Mom Does	She tells him he is safe.	She gives him a hug.	She says they will find his parents.	She gives him a chocolate candy.
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The Old Cabin in the Forest

Reading Recovery: 19 | Guided Reading: K

Common Core Standard: RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Score Point	Scoring Guidelines:					
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding 					
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	<table border="1"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Zack and Mitch and the parents are going on a bike ride. They are going to the old cabin.</td> <td>They ride on a path to the cabin. Zack and Mitch ride fast. They hear a noise behind the cabin. They find a little boy! He is lost.</td> <td>They help the little boy. They bring him back to his parents. Then they go back to the cabin.</td> </tr> </tbody> </table>	Beginning	Middle	End	Zack and Mitch and the parents are going on a bike ride. They are going to the old cabin.	They ride on a path to the cabin. Zack and Mitch ride fast. They hear a noise behind the cabin. They find a little boy! He is lost.
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Beginning	Middle	End				
Zack and Mitch play together.	They look for cats.	They don't find cats.				

Tom and the Sack

Reading Recovery: 19 | Guided Reading: K

Common Core Standard: RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Score Point	Scoring Guidelines:						
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 						
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Tom and the Sack

Reading Recovery: 19 | Guided Reading: K

Common Core Standard: RL.2.3. Describe how characters in a story respond to major events and challenges.

Score Point	Scoring Guidelines:			
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 			
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There is a problem with the animals.	They keep getting away from Tom.			

Leo the Lion Cub

Reading Recovery: 20 | Guided Reading: K

Common Core Standard: RL.2.3. Describe how characters in a story respond to major events and challenges.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding
	Exemplar: Leo was smart and knew he had to keep out of danger. He got up in a tree. He slept up there. He was safe.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding
	Exemplar: Leo was smart. He rolled on his back when he was in danger.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question
	Exemplar: He stayed in the trees.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Leo couldn't find his family.

Leo the Lion Cub

Reading Recovery: 20 | Guided Reading: K

Common Core Standard: RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Score Point	Scoring Guidelines:						
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 						
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The Skating Twins

Reading Recovery: 20 | Guided Reading: K

Common Core Standard: RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: They like skating at the beach because there are no flowers in the way. They can skate with their dad at the beach too.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They like skating at the beach because there are no flowers in the way. And they can have fun there.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: There are a lot of people skating at the beach.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: They don't have to rent skates. They have their own.

The Skating Twins

Reading Recovery: 20 | Guided Reading: K

Common Core Standard: RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: It is not a good title. Nick and Sarah spend a lot of time with their dad. He learns how to skate so they can go together. It should be called The Skating Family. OR It is a good title. The book is about Nick and Sarah. They are twins. They like to skate. They are the skating twins.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: I think it's a good title because the book is mostly about the skating twins. Their names are Nick and Sarah.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: I like the title. There are twins in the book.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: It is not a good title because they go to a beach.

Amazing Lasers

Reading Recovery: 20 | Guided Reading: K

Common Core Standard: RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Lasers make a doctor’s job easier. They can use lasers to operate. They make tiny cuts so people don’t hurt that much. Lasers are used at the grocery store too. They read the bar codes and tell you how much to pay. This makes it easier for people who work at the store.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Lasers make a doctor’s job easier. They can use lasers to operate.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Doctors use them.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Lasers are tiny beams of light.

Amazing Lasers

Reading Recovery: 20 | Guided Reading: K

Common Core Standard: RI.3.6. Distinguish their own point of view from that of the author of a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Lasers are useful. They help us do things like play CDs or check out books at the library. They make our lives easier.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Lasers are important. They help us.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Lasers are cool.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Lasers are in the library.

Kwan the Artist

Reading Recovery: 24 | Guided Reading: L

Common Core Standard: RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Kwan paints an airplane. He paints the airplane because he remembers it very well. He took an airplane to get to his new country. It was just a few days ago.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: He paints an airplane. He took one to this country.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: An airplane.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: He paints on a piece of paper.

Kwan the Artist

Reading Recovery: 24 | Guided Reading: L

Common Core Standard: RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Kwan is much happier. He knows the students think he is a good artist. He is proud.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Kwan is very happy. He still can't understand all the words, but he is happy about his picture.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Kwan is better.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Kwan is sad about moving.

The Statue of Liberty

Reading Recovery: 24 | Guided Reading: L

Common Core Standard: RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Score Point	Scoring Guidelines:								
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding 								
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The Statue of Liberty

Reading Recovery: 24 | Guided Reading: L

Common Core Standard: RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: I would call it the Statue of Freedom because freedom is another word for liberty. The statue reminds people how good it is to be free.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: I would call it a Bartholdi's Statue because he made it.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: I would call it a nice statue because it's a pretty statue.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: I like the name Statue of Liberty.

The Wind and the Sun

Reading Recovery: 27 | Guided Reading: L

Common Core Standard: RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Score Point	Scoring Guidelines:
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding
	<p>Exemplar: Cause: The sun was very hot. Effect: The man kept on his coat/He pulled his cloak more tightly around him.</p> <p>The sun won the argument because he was the one to make the man take off his coat. When the wind blew hard, the man wanted to keep his coat on even more. When the sun beat down, he wanted to take it off because it was too hot. His powers are stronger.</p>
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding
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1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question
	<p>Exemplar: Cause: Hot Effect: The coat.</p> <p>The man took off his coat because it was too hot.</p>
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing.
	<p>Exemplar: Cause: He didn't like his coat. Effect: It got windy.</p> <p>The sun.</p>

The Wind and the Sun

Reading Recovery: 27 | Guided Reading: L

Common Core Standard: RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: This story teaches a lesson. The lesson is that you don't have to be big and strong to be powerful. The wind huffed and puffed and used his muscles to try and rip the man's coat off. But the sun just shone brightly down from the sky. The man took off his coat because of the sun.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The lesson is that you can be powerful even if you don't use strength. Huffing and puffing didn't work for the wind.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The lesson is that huffing and puffing doesn't work. You don't have to make so much noise.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: There is a lesson in this story.

Tricks with a Kite

Reading Recovery: 27 | Guided Reading: M

Common Core Standard: RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Score Point	Scoring Guidelines:						
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding 						
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Lee says the he went to the beach with Uncle Ken. Uncle Ken flew a kite.</td> <td>Lee tells how to fly a kite. He says his uncle does tricks.</td> <td>Then Lee says it was his turn to fly the kite. It crashed. But he is getting better at flying kites now.</td> </tr> </tbody> </table>	Beginning	Middle	End	Lee says the he went to the beach with Uncle Ken. Uncle Ken flew a kite.	Lee tells how to fly a kite. He says his uncle does tricks.	Then Lee says it was his turn to fly the kite. It crashed. But he is getting better at flying kites now.
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Lee says the he went to the beach with Uncle Ken. Uncle Ken flew a kite.	Lee tells how to fly a kite. He says his uncle does tricks.	Then Lee says it was his turn to fly the kite. It crashed. But he is getting better at flying kites now.					
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Tricks with a Kite

Reading Recovery: 27 | Guided Reading: M

Common Core Standard: RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Score Point	Scoring Guidelines:			
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 			
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How he feels at first	How he feels later			
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How he feels at first	How he feels later			
Lee watches the kite.	He watches his uncle.			

Trees on Our Planet

Reading Recovery: 27 | Guided Reading: M

Common Core Standard: RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: When trees are cut down, good soil is washed away. This is because the tree roots keep the soil in place. And the tree branches help block the rain from washing the soil away. When good soil is washed away, crops can't grow.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Soil gets washed away when trees are cut down. The roots aren't there anymore to help the soil stay.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Trees help soil. Soil is missing when trees are cut down.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Plants and trees grow in soil.

Trees on Our Planet

Reading Recovery: 27 | Guided Reading: M

Common Core Standard: RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The author wrote this book to tell us that trees are important. Trees are useful, but too many trees have been cut down. The author wants people to know that cutting down a lot of trees is not good. It can ruin the land. People are growing new trees to replace the ones that were cut down. The author wants all of us to help put the trees back on our planet.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The author wrote this book because she wants to tell about trees. People are cutting them down and she says it's bad. She wants people to plant more trees.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The author says that trees are being cut down to make farms.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The author likes trees.

The Miller, His Son, and Their Donkey

Reading Recovery: 30 | Guided Reading: N

Common Core Standard: RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Score Point	Scoring Guidelines:			
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 			
	<p>Exemplar:</p> <table border="1"> <thead> <tr> <th>Summary</th> <th>Lesson</th> </tr> </thead> <tbody> <tr> <td>The story is about a miller, his son, and their donkey. They are going to sell the donkey in town. On the way they meet a lot of people. The miller keeps changing his mind every time someone says something to him. In the end, he loses the donkey.</td> <td>He learns that he should do what he wants instead of trying to make everyone happy. He learns to think for himself.</td> </tr> </tbody> </table>	Summary	Lesson	The story is about a miller, his son, and their donkey. They are going to sell the donkey in town. On the way they meet a lot of people. The miller keeps changing his mind every time someone says something to him. In the end, he loses the donkey.
Summary	Lesson			
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The miller is going to sell the donkey in town. He sees a lot of people who tell him what to do about the donkey.	He learns that he should do what he wants instead of trying to make everyone happy.			
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 			
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Summary	Lesson			
It is a nice story about a donkey.	The miller learns a lot.			

The Miller, His Son, and Their Donkey

Reading Recovery: 30 | Guided Reading: N

Common Core Standard: RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The miller keeps changing his mind every time he passes someone on the road. First he is walking the donkey. Then someone tells him to ride it so he does. Then someone tells him that his son shouldn't be riding the donkey. So he makes the son get off. If the miller didn't keep changing his mind, the donkey probably wouldn't have gotten lost at the end.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The miller keeps listening to what everyone else tells him to do and he makes the donkey get lost because the donkey is scared.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The miller changes his mind a lot. He listens to too many people.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The miller is the main character.

Giraffes

Reading Recovery: 30 | Guided Reading: N

Common Core Standard: RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: They all have horns. Even the baby giraffes. The horns are covered with skin and hair.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: They have horns. The babies have them too.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Hair on their horns.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Giraffes have ears.

Giraffes

Reading Recovery: 30 | Guided Reading: N

Common Core Standard: RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: One key idea is that giraffes have long necks. The neck is important for eating and reaching tall trees. Another key idea is that giraffes gallop. They can go faster than lions.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Giraffes live in Africa is one key idea. Another key idea is that they have big necks.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Giraffes are the tallest animals in the world. They are big.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Giraffes can live in zoos.

The Cave Beside the Waterfall

Reading Recovery: 34 | Guided Reading: O

Common Core Standard: RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The characters think it is exciting. And it's secret. They think people could search and search and never find it. Bad guys could be using it as a hiding place too!
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The characters think it is cool because it is secret and hard to find.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The characters like it because they found it.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The characters are scared of the cave.

The Cave Beside the Waterfall

Reading Recovery: 34 | Guided Reading: O

Common Core Standard: RI.3.6. Distinguish their own point of view from that of the author of a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The dry stream is important because it helps the characters find the cave. If it still had water in it, they wouldn't have been able to go through the tunnel and get to the cave.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The dry stream is important because it helps them find the cave. The characters take the tunnel to get to the cave.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The characters use it to get to the cave.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The dry stream is important because it doesn't have water for animals to drink.

A New Skatepark

Reading Recovery: 34 | Guided Reading: O

Common Core Standard: RI.3.6. Distinguish their own point of view from that of the author of a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Yes, I agree with a new skatepark. Kids need somewhere to go to ride their skateboards. They are breaking the benches and scaring people near the store. If they had a skatepark they would not have to ride in front of the store. OR No, I do not agree with building a new skatepark. Even though some kids would like it, the skatepark would cost a lot of money and not all kids ride skateboards. The money could be used to build something that more kids could use.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: No, I do not agree. Skateparks are expensive. The town would have to get money to build it.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: I agree. Kids need to skate somewhere.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: I like to ride a skateboard just like kids at Bay City Elementary School.

A New Skatepark

Reading Recovery: 34 | Guided Reading: O

Common Core Standard: RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Score Point	Scoring Guidelines:				
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding 				
	<p>Exemplar:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Paragraph 2</th> <th style="width: 50%;">Paragraph 3</th> </tr> </thead> <tbody> <tr> <td>Paragraph 2 talks about a problem. Kids ride their skateboards on the sidewalk. They are breaking things like benches. They are scaring old people.</td> <td>Paragraph 3 tells how to solve the problem. It says to build a skatepark.</td> </tr> </tbody> </table>	Paragraph 2	Paragraph 3	Paragraph 2 talks about a problem. Kids ride their skateboards on the sidewalk. They are breaking things like benches. They are scaring old people.	Paragraph 3 tells how to solve the problem. It says to build a skatepark.
	Paragraph 2	Paragraph 3			
Paragraph 2 talks about a problem. Kids ride their skateboards on the sidewalk. They are breaking things like benches. They are scaring old people.	Paragraph 3 tells how to solve the problem. It says to build a skatepark.				
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding 				
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	Paragraph 2	Paragraph 3			
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1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question 				
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	<p>Exemplar:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Paragraph 2</th> <th style="width: 50%;">Paragraph 3</th> </tr> </thead> <tbody> <tr> <td>Paragraphs 2 and 3 are about skateboards.</td> <td></td> </tr> </tbody> </table>	Paragraph 2	Paragraph 3	Paragraphs 2 and 3 are about skateboards.	
	Paragraph 2	Paragraph 3			
Paragraphs 2 and 3 are about skateboards.					

Jack and the Beanstalk

Reading Recovery: 38 | Guided Reading: P

Common Core Standard: RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Tore means to go fast. I know this because later the giant stepped on a stone, so he must have been running.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Tore means to run fast.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Tore means to go.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Tore means ripped.

Jack and the Beanstalk

Reading Recovery: 38 | Guided Reading: P

Common Core Standard: RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Jack is smart. He knew he had to stop the giant from getting him, so he quickly got a hatchet and cut down the beanstalk.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Jack is strong. He cut down the beanstalk.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Jack is very fast.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Jack is sad in this story because he didn't have the harp.

Beavers

Reading Recovery: 38 | Guided Reading: P

Common Core Standard: RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The beaver lodge is in the middle of the lake. It is in the middle like an island. It is made from mud and branches. You can see the beavers living inside of it in the picture. The entrance is underwater.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The lodge is made from mud and branches. It is next to the dam. The beavers swim to get to it.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The beaver lodge is in the lake. They live on top of the water and they swim underwater to get out of the lodge.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The beavers live in a dam and a lodge.

Beavers

Reading Recovery: 38 | Guided Reading: P

Common Core Standard: RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: 1. Beavers cut down trees. 2. Beavers drag logs and branches into a stream. They bury the ends in stones and gravel. 3. Then they pack more stones and mud around the logs. 4. They put more mud and weeds in the gaps. OR 1. Beavers drag logs and branches into a stream. 2. They bury the ends in stones and gravel. 3. Then they pack more stones and mud around the logs. 4. They put more mud and weeds in the gaps.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: 1. Beavers cut down trees. 2. Beavers drag logs and branches into a stream. 3. Then they pack more stones and mud around the logs. 4. They cut down more trees.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: 1. Beavers cut down trees. 2. Beavers bring the logs to the water. 3. They bring mud and stones to the water. 4. They are in their house.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: 1. Beavers build dams. 2. They build dams with logs. 3. They use mud. 4. They use trees.

A Great Sense of Smell

Reading Recovery: 40 | Guided Reading: Q

Common Core Standard: RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: She uses her senses to help her figure things out. In the story, first she listened for noises, and then she used her nose to smell.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Sophie uses her sense of smell. She smelled the smoke before anyone else.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: She uses her ears and her nose to help her like she did in the story.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Sophie likes to talk to people.

A Great Sense of Smell

Reading Recovery: 40 | Guided Reading: Q

Common Core Standard: RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The girls like to spend time together. Sophie stays at Ella’s house on the weekend. They do lots of things together, like fishing.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The girls are good friends. They spend time together.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They like to be together.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: They eat food.

The Game of Soccer

Reading Recovery: 40 | Guided Reading: Q

Common Core Standard: RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Players can kick the ball. Or they can hit it with their head or chest or other parts of their bodies. They can't use their hands. Only the goalie can use his hands.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Players mostly kick the ball. Or they can hit it with their head. They can't use their hands.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Players mostly kick the ball.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Kicking a ball is very easy.

The Game of Soccer

Reading Recovery: 40 | Guided Reading: Q

Common Core Standard: RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: This book tells you how to play soccer. It describes the field. It explains how players can move the ball. It explains how you score a point. And it says what the soccer ball looks like.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: This book tells you how to play soccer. It tells about the field. It explains how to score. It tells how to kick the ball.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: This book is about soccer. People play soccer on a team.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: I like to play soccer at recess just like in this book.

Rikki-tikki-tavi

Reading Recovery: 40 | Guided Reading: R

Common Core Standard: RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	<p>Rubric: The response demonstrates a complete understanding of the text:</p> <ul style="list-style-type: none"> Addresses the demands of the question Effectively uses detailed information to clarify or extend understanding
	<p>Exemplar: Rikki-tikki-tavi sees the cobra named Nag in the bathroom. The cobra is there to kill the people in the house. This makes Rikki-tikki-tavi angry so he makes a plan. He will bite Nag on the head. Rikki jumps on Nag and bites his head. Nag shakes him, but Rikki doesn't let go. Then the story ends and we don't know what happens!</p>
2 General Understanding	<p>Rubric: The response demonstrates a general understanding of the text:</p> <ul style="list-style-type: none"> Partially addresses the demands of the question Uses general information to clarify or extend understanding
	<p>Exemplar: Rikki-tikki-tavi sees a mean cobra named Nag in the bathroom. Rikki decides to jump on Nag's head to bite him. The snake shakes him, and he holds on tight.</p>
1 Minimal Understanding	<p>Rubric: The response demonstrates a minimal understanding of the text:</p> <ul style="list-style-type: none"> Minimally addresses the demands of the question Uses minimal information to show understanding of the text in relation to the question
	<p>Exemplar: There is a cobra in the bathroom. Rikki is there to save the day. He bites the cobra on the head.</p>
0 No Understanding	<p>Rubric: The response demonstrates no understanding of the text:</p> <ul style="list-style-type: none"> The response is completely incorrect, irrelevant to the question, or missing.
	<p>Exemplar: Rikki-tikki-tavi is a mongoose.</p>

Rikki-tikki-tavi

Reading Recovery: 40 | Guided Reading: R

Common Core Standard: RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Rikki is brave. He is brave because he is willing to fight a deadly cobra, even though he is very scared. Rikki is also smart. He thinks about his plan for a long time. He thinks about where he should bite the cobra. He knows the neck is too thick for him to bite.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Rikki is careful. He thinks about his plan for a long time and makes sure that he can beat the cobra. He’s brave too.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Rikki is very brave.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Rikki fights a cobra.

Preparing for a Day in the Forest

Reading Recovery: 40 | Guided Reading: R

Common Core Standard: RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: This book is written like directions. It is like a checklist. It gives steps to take before you go hiking in the forest, such as wear the right clothes and pack a lunch.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The text gives directions about how to go hiking. It says to take a backpack with you.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: It is directions about the forest.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: It tells about going to the forest.

Preparing for a Day in the Forest

Reading Recovery: 40 | Guided Reading: R

Common Core Standard: RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The author supports this idea by talking about an adult. It is very important to bring one along and not go alone. The adult should take a cell phone and a first-aid kit in case of an emergency.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The author says to take an adult with you to be prepared for an emergency. The adult should have a cell phone.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: An adult should go too, the author says.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: There can be emergencies in the forest so be ready.

Tracks by the Stream

Reading Recovery: 44 | Guided Reading: S

Common Core Standard: RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Ben may be surprised. He sees the huge paw prints and he whistles and says, "A grizzly!"
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Ben is surprised. He looks at the tracks with Jo.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Ben whistles at the tracks.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Ben is very afraid and wants to hide.

Tracks by the Stream

Reading Recovery: 44 | Guided Reading: S

Common Core Standard: RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The characters use the streams to catch fish. They also use pine cones to fuel their fire.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The characters are happy to be near mountains and snow because they were at the hot plains before. They use water too.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: They use water to live.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Their life is hard.

Mount Saint Helens Blows Its Top

Reading Recovery: 44 | Guided Reading: S

Common Core Standard: RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: This is a newspaper article that tells about a volcano explosion. It is written in chronological order. It starts by saying at 8:39 A.M. the volcano blew up. Then it tells what happens next. The north side blew away, smoke and ash came out, and a big black cloud was made.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: This article tells about events in order. First, Mount St. Helens exploded. It was a bad explosion.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: This is a newspaper article. It tells about Mount St. Helens.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: A big volcano blew up.

Mount Saint Helens Blows Its Top

Reading Recovery: 44 | Guided Reading: S

Common Core Standard: RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: One main idea of this book is that Mount Saint Helens had a big explosion. I know this because the great roar was heard 200 miles away and a big black cloud formed. Another main idea is that people died in the explosion. It says that 8 people died, but in the footnote it says it is 61.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The first main idea is that Mount Saint Helens had a big explosion. There was a lot of smoke and ash. Then another main idea is that people needed to be saved.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The main idea is that Mount Saint Helens was dangerous.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Mount Saint Helens made a crater two miles long.

Fording the River

Reading Recovery: 44 | Guided Reading: T

Common Core Standard: RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Ben is okay at first. He tells the people that there is a good sandy bottom. But then the water is deep and he goes under. Then he is probably scared! The book says he was clinging desperately to the saddle. He was probably glad when Star brought him to shore.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: He is scared. He needs Star to help him.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: He is nervous. He doesn't know if he can make it.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Ben does not like the river.

Fording the River

Reading Recovery: 44 | Guided Reading: T

Common Core Standard: RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: This story is about working together to solve a problem. Ben can't swim, but his horse can, so Ben holds on to the saddle. Star pulls him along and they make it to the bank.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: It is important to help each other. Ben uses the horse to get across the river.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The horse helps him across.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Ben can't swim.

Cyclone Tracy Destroys Darwin

Reading Recovery: 44 | Guided Reading: T

Common Core Standard: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The man says Darwin looks like it was hit by an atom bomb because atom bombs cause a lot of damage, just like this cyclone did to Darwin. The houses look like crushed matchboxes. That is what they'd look like after a bomb too.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: The man says Darwin looks like it was hit by an atom bomb because there is so much damage. It looks like there was a bomb, but it was a hurricane.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Darwin looks like a bomb hit it.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: People are very mad about the hurricane.

Cyclone Tracy Destroys Darwin

Reading Recovery: 44 | Guided Reading: T

Common Core Standard: RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Gales is another word for wind. I know this because another word for cyclones is hurricane and hurricanes have wind.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Gales means wind. I read it.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: It is windy.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: There is a bad storm that has gales.

Black Beauty Encounters a Steam Train

Reading Recovery: 50 | Guided Reading: U

Common Core Standard: RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: Black Beauty is scared of the trains. She calls them terrible creatures. She thinks they are going to hurt her while she is eating. If the cows told this story, the trains wouldn’t be called terrible creatures. The cows do not care about the trains. Black Beauty says they hardly raised their heads when the train came by.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: Black Beauty is scared of the trains. She is panicked. The cows don’t care about them though. If the cows told the story, the trains wouldn’t be scary.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Black Beauty does not like the trains. The cows are not scared of the trains.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: There are horses and cows in this story.

Black Beauty Encounters a Steam Train

Reading Recovery: 50 | Guided Reading: U

Common Core Standard: RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: At first, Black Beauty is scared by the trains. She has never seen them before. She thinks they are monsters. After a while, she says she realized they would not harm her. She learns to be brave at the end. She calls herself fearless.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: At first, Black Beauty is scared by the trains. She learns to be fearless at the end. She's brave.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Black Beauty is very scared by the trains, but then she is different at the end.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: The trains make a loud noise that scares horses.

65 Million Years Ago

Reading Recovery: 50 | Guided Reading: U

Common Core Standard: RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: The scientists used evidence to find out about the meteorite. They saw that a thin layer of unusual rock from the meteorite dust was found in many places. They also saw that there is a big crater on the coast of Mexico.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: There is a big crater on the coast of Mexico. They measured it.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: Scientists found out about the meteorite. They saw special rocks.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: Scientists learned about dinosaurs.

65 Million Years Ago

Reading Recovery: 50 | Guided Reading: U

Common Core Standard: RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Score Point	Scoring Guidelines:
3 Complete Understanding	Rubric: The response demonstrates a complete understanding of the text: <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses detailed information to clarify or extend understanding
	Exemplar: One main idea is that a meteorite hit the earth 65 million years ago. It caused a lot of dust and made day turn into night. One other main idea is that the black cloud harmed animals and plants. There was no sun so plants died. The dinosaurs died because there was nothing to eat.
2 General Understanding	Rubric: The response demonstrates a general understanding of the text: <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses general information to clarify or extend understanding
	Exemplar: A main idea is that the black cloud killed plants and animals. There was no sun. A meteorite hit the earth.
1 Minimal Understanding	Rubric: The response demonstrates a minimal understanding of the text: <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Uses minimal information to show understanding of the text in relation to the question
	Exemplar: The main idea is that a meteorite hit the earth.
0 No Understanding	Rubric: The response demonstrates no understanding of the text: <ul style="list-style-type: none"> • The response is completely incorrect, irrelevant to the question, or missing.
	Exemplar: A big cloud came and dinosaurs turned into fossils.

