



Native American Homes Long Ago

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (95-97%)



Hard (90-94%)

Analysis
of Errors and
Self-Corrections

**Analysis of Errors
and Self-Corrections**

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
15	Today, most Native Americans live in modern housing. Many years ago, however, they built their homes with materials that were available where they lived.				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
16	<p>The icy wind whips your hair as you walk quickly toward your house. You can hardly wait to sit by the fire in your nice, snug wigwam.</p> <p>Wigwam? That's right. If you grew up in North America 600 years ago, you might have spent your winters in a wigwam, tepee, or longhouse. Your house might have been made from wood, grass, animal skins, bark, or clay.</p> <p>Long ago, hundreds of Native American tribes lived all across North America. Each group of people had its own way of life. Some lived in warm places, and others had long, cold winters. Some tribes hunted animals and gathered berries to eat. Other tribes grew their own food. People used the things they found in nature to help them survive.</p> <p>If you were a Zuni (<i>ZOO-nee</i>) child, you lived in the hot, dry Southwest. The Zuni people grew beans, corn, and squash and stayed in the same place all year.</p>				

1. ACCURACY RATE

Directions:

Count the number of miscues that are not self-corrected. Circle the percentage of accuracy based on the number of miscues. If the student's score falls in the shaded area (Hard), STOP! Reassess with a lower-level text.

	INDEPENDENT			INSTRUCTIONAL			HARD
	0	1–2	3–4	5–6	7–8	9	10 or more
Number of Miscues	0	1–2	3–4	5–6	7–8	9	10 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94% or less

2. RATE FLUENCY

Directions:

While the overall sound of the student's reading is fresh in your mind, use the Fluency Rubric to determine the student's reading fluency rating.

3. ASSESS COMPREHENSION

Directions:

Since students have read the entire book during their guided reading lesson, you will be assessing their understanding of the whole book here. Start a conversation about the text by saying, *Talk about what happened in this book.* Circle key understandings. Use prompts as needed to encourage students to talk about the text. It is not necessary to use every prompt. Score for evidence of all understandings that are expressed with or without the prompt. Using the comprehension rubric, circle the number in the score column that reflects the level of understanding demonstrated.

FLUENCY RUBRIC	
Word-by-word reading No expression	1
Slow reading with a mix of word-by-word and phrased reading Some expression	2
Mostly phrased reading with a moderate pace Mostly appropriate expression	3
Smooth and fast-paced reading Consistent, appropriate expression	4

KEY UNDERSTANDINGS	PROMPTS	SCORE
<p>ATTEND AND REMEMBER</p> <p>Some Native Americans made their homes out of clay or stone, like apartment buildings, while others lived in longhouses made from poles and bark. Others lived in teepees, which were made with poles covered with buffalo skin. The Abenaki lived in wigwams, which were made from young trees and bark. (Key Details)</p>	<p><i>What were some types of homes Native Americans lived in? How were some of their homes made?</i></p>	0 1 2 3
<p>CONNECT AND INFER</p> <p><i>Snug</i> means small and warm. (Vocabulary)</p> <p><i>Discharged</i> means to allow release or let go. (Vocabulary)</p> <p>There would be no trees for wood, so a place with a lot of grass, like the plains. (Infer)</p>	<p><i>The text says, You can hardly wait to sit by the fire in your nice, snug wigwam. What does snug mean?</i></p> <p><i>The text says, An opening at the top discharged the smoke from the central fire. What does discharged mean in this sentence?</i></p> <p><i>If a Native American house was made of grass, what do you think it was like where they lived?</i></p>	0 1 2 3
<p>ANALYZE AND EVALUATE</p> <p>She wanted us to understand how Native Americans lived and were different from one another. (Analyze)</p> <p>Native Americans had different ways of life depending on where they lived. The Zuni lived in the hot Southwest, and people grew vegetables and lived in the same place all year. Their houses were made of clay. The Abenaki people lived in wigwams. In the winter, they moved into the woods, and in the spring, they moved to open areas to grow their crops. When they moved, they took part of their wigwams with them. (Analyze)</p> <p>(Note any additional understandings.)</p>	<p><i>Why do you think the author wrote this article?</i></p> <p><i>What are some of the differences between the Zuni tribes and the Abenaki people?</i></p>	0 1 2 3

COMPREHENSION NONFICTION RUBRIC – FLUENT (LEVELS O–Z)

		Score
ATTEND AND REMEMBER	Does not communicate any important ideas and information explicit in the text.	0
	Communicates only a few (1–3) important ideas and information explicit in the text.	1
	Communicates some important ideas and information explicit in the text.	2
	Communicates most of the important ideas and information explicit in the text.	3
CONNECT AND INFER	Shows no understanding of the message or deeper meaning of the text.	0
	Shows limited understanding of the message or deeper meaning of the text.	1
	Shows some understanding of the message or deeper meaning of the text.	2
	Shows complete understanding of the message and meaning of the text.	3
ANALYZE AND EVALUATE	Shows no analysis or evaluation of the text.	0
	Shows limited analysis or evaluation of the text.	1
	Shows some analysis or evaluation of the text.	2
	Demonstrates the ability to analyze and evaluate the text.	3
Total Comprehension Score:		_____

COMPREHENSION SCORING	
8–9	Proficient
6–7	Approaching Proficiency
4–5	Limited Proficiency
3	Not Proficient

4. OBSERVE READING BEHAVIORS

Directions:

Record what reading behaviors the student exhibited during the assessment, and note any additional observations in the space provided.

√	READING BEHAVIORS	NOTES
	Notices errors (self-monitors); cross-checks multiple sources of information to make self-corrections	
	Uses knowledge of letter-sound relationships to initiate an action at the point of difficulty	
	Searches through unknown words in a left-to-right sequence; blends letters into sounds	
	Takes words apart using blends, digraphs, inflectional endings, and known word parts	
	Reads high-frequency words quickly, fluently, and automatically	