



# Native American Homes Long Ago

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuracy Rate %: \_\_\_\_\_

SC Rate 1: \_\_\_\_\_



**Check One**



Easy (98-100%)



Instructional (95-97%)



Hard (94% and below)

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.				
16	The icy wind whips your hair as you walk quickly toward your house. You can hardly wait to sit by the fire in your				

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
	<p>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 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>				

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

## 1. RATE FLUENCY

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.

## 2. ASSESS COMPREHENSION

Directions:

- Remove the text. Ask the student to retell what they read. Say, "Tell me what happened in this book." Rate the retelling using the Retelling Rubric. You can prompt the student with phrases such as "Tell me more," or "What else happened?" without affecting the rating.
- Next, ask the comprehension questions. We have provided sample answers, but use your best judgment when scoring the responses. If the student answered the question during the retelling, simply give credit for the answer.

RETELLING RUBRIC	
Recalls little or no information	<b>1</b>
Retells most of the information (main ideas/facts)	<b>2</b>
Retells all important information and adds personal thinking and inferences	<b>3</b>

COMPREHENSION QUESTIONS	Complete answer	Partial answer	Wrong or no answer
1. The text says, "You can hardly wait to sit by the fire in your nice, snug wigwam." What does snug mean? ( <b>Vocabulary</b> ) (small and warm)	1	0.5	0
2. What were some differences between the tribes' ways of life? ( <b>Key Details</b> ) (some lived in warm places, some lived in cold places; some gathered berries, some hunted animals, some grew food)	1	0.5	0
3. If a Native American house was made of grass, what do you think it was like where they lived? ( <b>Infer</b> ) (there would be no trees for wood, so a place with a lot of grass, like the plains)	1	0.5	0
Question Score: _____			
+ Retelling Score: _____			
= Comprehension Score: _____			

## 3. REFLECT

- What did you learn about the student as a reader?
- Does the student read accurately? Consider their errors and how to improve accuracy.
- Does the student read with phrasing and fluency? If not, provide more instruction in fluency.
- Does the student understand what they are reading? If not, provide more opportunities for discussion of themes, concepts, and story structure to help the student build deeper understanding of what they are reading.

WHEN ACCURACY RATE IS ...	AND THE COMPREHENSION SCORE IS ...	THIS TEXT IS AT THE CHILD'S ...	USE TEXTS AT THIS LEVEL FOR ...	NEXT ASSESSMENT STEPS
98–100%	4–6	independent level	independent reading	Try moving the student up 1–2 text levels
98–100%	0–3	instructional level	guided reading	Use this level for guided reading
95–97%	4–6			
93–94%	<3	frustration level	read-alouds and shared reading	Try moving the student down 1–2 text levels
Below 93%	0–6			