

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Excerpt from *Congo*, by Michael Crichton, pgs. 9-14  
Set 2 Level Z 1,882 words

Independent Level: Yes No

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

Oral Reading Rate \_\_\_\_\_

**Book Introduction:** Say this to the reader before he or she begins reading the student copy of the text, "The Congo is an equatorial country in central Africa known for its dense and lush forests. Please read aloud the first section. (*Point to the line on the student copy to show the student where the first section ends.*) After this part, you may read the rest silently. If you need to, you can reread the first part. When you are finished reading, I will ask you to retell or summarize what you have just read."

**During & after the running record, you may make these observations & notes to inform instruction:**

- ☐ Self-corrects;
- ☐ Pauses while reading to think;
- ☐ Uses more than one strategy to figure out unfamiliar words;
- ☐ Uses word parts to solve unfamiliar words (prefixes, suffixes, endings, etc.);
- ☐ Miscues make sense;
- ☐ Miscues fit the syntax or structure of the sentence;
- ☐ Miscues look similar to words in the text;
- ☐ Figures out the meaning of unfamiliar words—if the child mispronounces a word during the running record, ask the child if they know the meaning of the word when they finish reading the excerpt.

**Running Record:** For the first 100 words, record the reader's miscues (or errors) above the words as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.

TEN THOUSAND MILES AWAY, IN THE COLD, WINDOWLESS main data room of Earth Resources Technology Services, Inc., of Houston, Karen Ross sat hunched over a mug of coffee in front of a computer terminal, reviewing the latest Landsat images from Africa. Ross was the ERTS Congo Project Supervisor, and as she manipulated the satellite images in artificial contrast colors, blue and purple and green, she glanced at her watch impatiently. She was waiting for the next field transmission from Africa.

It was now 10:15 P.M. Houston time, but there was no indication of time or place in the room. **(101 Words)**

\*\*\* (Reader may continue silently from this point on) \*\*\*

**Please see "Student Copy" for the remainder of the text.**

Total miscues including  
self-corrected: \_\_\_\_\_

Self-corrections: \_\_\_\_\_

Miscues reader did not  
self-correct: \_\_\_\_\_

**Accuracy Rate:** Circle the number of miscues the reader did not self-correct.

100%	99%	98%	97%	96%
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues

96%-100% accuracy is necessary to determine the reader's independent reading level.  
Try a lower level text if the reader made 5 or more miscues.

### Literal and Inferential Retelling or Summary

Say, "Please retell or summarize what you just read." *Write notes regarding the student's retelling or summary on the back of this page. If the student has trouble getting started, you can prompt him/her. Make a note that you prompted the student.*

*Use the Retelling Rubric and Sample Responses to determine if the child's retell and response to the comprehension questions are acceptable. If a student answers the comprehension questions as they retell you do not have to ask him/her that question. Students at this level should be able to retell/summarize a story highlighting fictional text features*

**Optional:** *You may ask the student to write his/her responses to this section on the attached forms. If you choose this option, observe the student as he/she writes. You must follow up any incorrect written response with a chance for the student to answer the question orally.*

**Comprehension Questions Section:** Analyze the student's retelling/summary to see if it contains information that answers each question below. If a question was not answered in the retelling, ask it and record the student's response.

1. **Literal Question:** Karen is unusual for her age. In what ways does she seem different or special?
  
2. **Inferential Question:** What does Karen really want to do, that she doesn't get to do at the start of the story?
  
3. **Inferential Question:** What seems to have happened to the Congo camp?
  
4. **Inferential Question:** What skill does Karen have that might be well-matched to solving the crisis that develops here?

Oral Reading Fluency Scale – Circle the Appropriate Level

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author's syntax is consistent. Most of the text is read with expressive interpretation.
	Level 3	Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text.
Non fluent	Level 2	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation.

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

### Final Score

- Yes No Was the reader's accuracy rate at least 96%?
- Yes No Did the reader read with fluency? (a score of 3 or 4 on the Oral Reading Fluency Scale)
- Yes No Did the reader correctly answer at least 3 questions in the Comprehension Questions Section?
- Yes No Did the retelling/summary express the important things that happened in the text?

Is this the student's independent reading level?

- If you did NOT answer "yes" to all four questions in this **Final Score** box, try an easier text. Keep moving to easier texts until you find the level at which you are able to answer "yes" to all four questions in the **Final Score** box.
- If you circled four "yes" answers in this **Final Score** box, the student is reading strongly at this level

Name:

**Date:**

*In writing, retell the important parts of what you just read.*

**Name:****Date:**

*Please answer the following questions in your own words. You may use extra paper if you need it.*

*Question 1:* Karen is unusual for her age. In what ways does she seem different or special?

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*Question 2:* What does Karen really want to do, that she doesn't get to do at the start of the story?

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*Question 3:* What seems to have happened to the Congo camp?

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*Question 4:* What skill does Karen have that might be well-matched to solving the crisis that develops here?

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