INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Scoring
• Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
• Ignore any extra words the child pronounces.

Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE ACCIDENT

Steve started to climb down the ravine toward the fallen tree. It looked like an oak tree and Steve was sure it would be perfect for the campfire. As he climbed down the side of the hill, though, he lost his footing, fell forward, and twisted his ankle. Lying on the ground in pain, he was not sure if he could walk. He tried to get up, but the ankle would not support his weight.

“Oh, no!” Steve thought to himself. “How am I going to get back to camp? Talia doesn’t have any idea where I am.”

Desperate for aid, Steve began calling for help. After several minutes, there was still no answer. It was beginning to get dark. The sun was setting and there was little light left. Steve knew he had to help himself. When he spotted a forked tree limb about twenty feet away, he got an idea. As he crawled toward the branch, he thought perhaps he could use it as a crutch and hobble back to camp. He was right about the tree limb, it was perfect for a crutch. He pulled himself up and began to move back to camp. It took only a few steps before he realized that it would be pretty difficult getting up the steep hill.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
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• Ignore any extra words the child pronounces.

Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

BOBBY GOES FISHING

Bobby and his Grandpa got up early to go fishing. Bobby was tired and thought maybe he’d rather sleep. As soon as he smelled the bacon that Grandpa was cooking in the skillet, Bobby was up and out of bed. Grandpa cracked a few eggs over the hot skillet, flipped some pancakes and before Bobby knew it, they had a feast for breakfast.

While eating breakfast, Bobby asked Grandpa what kind of fish they would catch. “Well, Bobby,” said Grandpa, “if we’re lucky, we might catch a rainbow trout.”

“Wow, do they get really big?” asked Bobby.

“Some do,” Grandpa replied, “but mostly, they’re just hard to catch because they’re so smart.” Grandpa then went on to tell Bobby how they would try to fish along the river. He told Bobby there were three rules he had to remember. “First, you have to be very quiet. Second, you have to be patient. And third, you have to be lucky.”

Bobby said, “I feel lucky today!”

“Well, let’s get going then,” said Grandpa. “Remember to wear your fishing hat. Not only will it keep the sun out of your eyes, but it might bring us luck.”

Soon they were in Grandpa’s old, red pickup truck and on their way to the river. Bobby knew that today he was going to be lucky.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
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• Ignore any extra words the child pronounces.
Self-correction
• If immediate, count as correct.
Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.
Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

SUMMER GUESTS

One summer we had guests in our shed. The only problem was that we didn’t know who they were. All we could see of them were signs or clues. We could see two very large holes dug under the shed. We could see some animal footprints around the holes. When we were very quiet we could hear some rustling noises inside, but we never saw them. Who were our summer guests?

I decided it was time to find out who these guests were. I had a plan. I got a chair and a few snacks. I placed my chair behind a bush. I moved it a little so I could see the hole. Then I sat down for a long wait. I sat very quietly, and it didn’t take long. A tiny fur face peeked out of the hole. Then, two more furry faces peeked out. Oops! A furry creature got pushed out of the hole by its brother. It started to walk around. Out came another and another. They started to play with each other. It looked like they were having lots of fun. But what were they? The dark brown fur seemed to cover their shapes. Another creature came. But it was a lot bigger. A large mother hedgehog waddled out. Now I knew who our summer guests were!
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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Self-correction

• If immediate, count as correct.

Hesitation

• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record

• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

AROUND THE WORLD

Have you ever wanted to travel all the way around the world? Most people dream of taking such a trip. You know what? I actually came close to doing it, and I’m only twelve years old.

My dad is a teacher and one year he had a chance to go teach in Hong Kong. Our family thought that going to another part of the world would be really fun and exciting, so we decided to go.

Hong Kong is really a long way from the United States. We had to fly for almost ten hours to get there. We were really tired. When we finally found the house that we were to live in all year, we all lay down and went to sleep for almost three hours.

We lived in Hong Kong for nine months. It is a very interesting place. People from all over the world live and work in, or travel through Hong Kong. It is one of the most famous seaports in the world.

After our stay was finished, we headed for home. We talked about flying the rest of the way around the world. We were all so anxious to get home, though, we decided not to. I was glad.
INSTRUCTIONS:
1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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Self-correction
• If immediate, count as correct.
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• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

CAMPING
That night Juan and Lee set up their camp. They were close to Pine Lake. Lee thought it was a good place to see deer. Some deer might come to the lake. They had seen animal tracks along the trail. But neither boy knew what animal left the prints in the mud. Juan liked the spot because now he could use his new fishing pole.

Juan pulled out the new tent he had bought. He was eager to put it up. But he was upset when he found that he had accidentally left the poles at home. Lee said not to worry, and that all they had to do was use some tree limbs. After looking around, the boys finally found some branches. A couple of fallen tree branches were about four feet long. They were perfect. Soon their tent was up and ready.

The next job was to get dinner ready. Lee worked on the meal. Juan looked for firewood. Juan remembered the ranger asking all campers to use fallen, dead wood for fires. Finding firewood was not easy since most of the trees were alive. Juan couldn’t find dead wood. He wandered further away in search of firewood. As he climbed a nearby hill, he noticed a fallen tree in the ravine. It was a steep climb to the bottom. But Juan thought it was worth the effort.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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• If immediate, count as correct.

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FALL

The fall season is exciting. I’m not sure why it is so exciting, but I can guess. First, I like to go back to school. You may be surprised to hear that, but it’s true. Why should that be? Summer vacation is fun, but after a while I get bored. It’s exciting to return to school and see all of the other kids again.

Another reason why I like the fall is that the weather begins to change. The days become cooler. The leaves change color and fall off the trees. Fallen leaves may be the clearest sign that fall is really here. When you’re a kid, fallen leaves may also be the most fun.

What makes fallen leaves so much fun? Well, fallen leaves can be raked into big piles. Everyone knows what to do with a big pile of fallen leaves! Jump into them, of course. But you’d better be ready to rake them back into a pile again if your dad is watching. He doesn’t think it’s much fun to rake up leaves more than one time. But I don’t mind raking twice as long as I can have fun jumping into the leaves. I’m glad it’s fall!
INSTRUCTIONS:
1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
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GAMES

I can play games all day. All of the other things I must do take away time from playing games. Do you think I am a child or an adult?

Why did you guess that I am a child? I hope you do not believe that only children like to play games. Many adults would play games all day if they could. Of course, adult games are not always the same as children’s games. Adults play card games and sports like golf. Kids also play card games and sports.

How are kids’ games and adult games different? That is a very difficult question to answer. Are adult games more fun? I don’t think so. Kids have at least as much fun playing their games. Are adult games harder to learn? Sometimes they are harder to learn, but some kids’ games are hard for adults to learn. Maybe the only difference is that adult games usually cost more to play. Or, maybe the difference is who likes to play the game.

You decide how they differ. I think one difference might be that some kids’ games are really active, like tag, which adults get tired playing. Most adult games don’t have too much running. Can you think of more differences?
INSTRUCTIONS:

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GETTING UP IN THE MORNING

Morning! I used to jump out of bed in the morning. But now it’s getting harder and harder for me. Now I like to lie in bed while I’m still sleepy.

The first thing I hear is my mom saying, “Time to get up, Kia. It’s time for school.” After a few minutes with no signs of life from my body, she walks over to me and gives my back a little shake. Then I give a little groan so she’ll stop. Next, she turns on the light to remind me not to fall back to sleep. Then I have to turn over to shut out the light. At this point I give a big whine. Then she knows that I’m beginning to wake up but I strongly object. Then, just to make sure I know she means business, Mom turns on the radio as she leaves the room. Bah, humbug!

I lie in bed listening to the radio. I can hear Mom in the kitchen. She can really make a lot of noise in the kitchen in the morning. I know it’s her way of keeping me awake. Soon I smell sausages cooking. That does the trick. Now I can’t stand to lie in bed!

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
INSTRUCTIONS:

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Self-correction

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GRANDPA

One of Kavi’s best friends was his grandpa. Grandpa lived a few blocks down the street from Kavi’s house. When Kavi came home from school he passed his grandpa’s house, so he would always stop. Today when he stopped by to see his grandpa, he found him in the backyard. Grandpa was fixing an old fishing pole. “What are you doing, Grandpa?” Kavi asked.

“Well, Kavi, I found this old fishing pole in the basement and I thought I might fix it up,” said Grandpa. “You don’t know anyone who could use a pole, do you?”

Kavi’s eyes opened wide and he said, “I don’t have a pole, Grandpa. Could you take me fishing?”

“Well, that sounds like a good idea to me,” laughed Grandpa. “Call up your mother and check with her first. If it’s okay with her, I’ll take you down to the lake after dinner.”

Kavi called his mom and she said it was fine as long as he finished his homework later. Then he and Grandpa had dinner. After dinner they loaded up the truck. “Don’t forget the bait,” Grandpa warned Kavi. Kavi ran back to the garage. There he found a small pail full of worms. They had a great time fishing and Grandpa promised they would go again soon.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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• Ignore any extra words the child pronounces.

Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

GROWING

Every year my mom measures how much my brother and I grow. There’s a wall in the basement that shows how much we’ve grown each year. Mom has us stand next to the wall, and then she puts a book on our heads. She marks the place where the book meets the wall. She does this at the beginning of the new year.

When I look at the marks, I see that I didn’t grow the same amount each year. Some years I grew about one inch. Other years I grew two or more inches. My brother’s marks are like that too. It’s good to know that I keep growing. Mom says that I will grow better if I eat good food. I try to do that.

I never see myself grow. I never even feel myself grow. But I know I am growing. And whenever I don’t feel like I’m growing, I walk downstairs and look at that wall.

Sometimes I feel like I’m not getting older fast enough. I want to be old enough to do all the things my big brother gets to do. But when I remember the marks on the wall, I know I’m growing older too. Each mark means I’m a year older and someday I’ll be all grown up.
LIZZY

Lizzy has been a perfect pet lizard. He likes to take walks around my bedroom. He likes to hang over my shoulder while I do my homework. He likes to sleep in the sun. He doesn’t eat very much, just a few crickets each day. He likes to find dark places to hide. Most of all, he likes to sleep in secret warm places. But I always find him.

My mom thinks he’s a perfect pet too. That’s because he’s usually hiding and she doesn’t see him. She says it’s easy to go away for the weekend. Lizzy likes being left alone in his house to sleep.

Today he found a really good hiding place. I looked under the paper on my desk. I peeked behind the bookcase, but no Lizzy. Mom decided she’d better look too. She looked in the closet. She looked behind the desk. But she couldn’t find him either. Then we heard Dad give a little gasp. Lizzy had found a good hiding place in his slipper.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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• If immediate, count as correct.

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MY PET FINDS ME

All of a sudden Tommy didn’t notice the sounds in the pet store. He just stared at the alligator lizard. He had never seen one before. It sort of looked like a snake with legs. But it also looked like an alligator. It was about seven inches long and had a mouth shaped like an alligator’s. He wondered if it would bite.

Tommy asked the man if he would take the lizard out of the cage. The man was happy to take the lizard out and show him. He put the lizard on top of the table. “Does he bite?” Tommy asked.

“Only if you hurt him,” the man replied.

Tommy looked at his mom. He noticed that she wasn’t frowning the way she did when he looked at the snakes. “May I hold him?” Tommy asked.

“Sure,” the man answered.

When Tommy picked up the lizard, he got a big surprise. The lizard wrapped his long tail around Tommy’s wrist.

Tommy said, “It looks like the lizard has picked me.”

Tommy’s mom laughed and said, “It sure does!”
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
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Self-correction
• If immediate, count as correct.

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• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

PANCAKES

My mom doesn’t like to eat pancakes, so she never makes them for us. Now that’s a problem. But my dad likes them and he cooks them for us. In fact, he cooks them almost every Sunday morning. As soon as we get home from shopping, Dad starts cooking. I help him. Sometimes I’m the cook and he helps me. Then I get to decide what kind of pancakes we make. I usually choose either blueberry or apple sauce pancakes.

We make lots and lots of pancakes. We put them in the oven to keep them warm. When we are ready to eat, we take them out of the oven. By then there’s a big stack of pancakes on the plate. We have plenty of syrup on the table. Sometimes we have applesauce and jelly, too. My brother takes about three for starters. My dad and I each take about five. And my mother—she only takes one.

I eat my pancakes in a big pile. I put some butter on the top. Then I pour syrup over the top. I bite into a big forkful. I’m so glad Dad likes pancakes.
INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Hand the student form to the child and say “I would like you to read this story aloud to me.”

3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”

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• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

WHERE JEROME LIVED

Jerome lived with his mother in a wonderful place. Even though their house was very old, it had lots of windows. Best of all, when you looked out of any window you could see forever. The reason you could see so far was that Jerome lived in the country. The country where Jerome lived was flat. Most people called it the prairie. If you could find a tree to climb and looked as far into the distance as you could, you might see some hills.

Jerome was never sure if he actually saw the hills when he looked for them, but that didn’t matter. If you believed you saw them, that was just about as good as really seeing them. That was the nice thing about being a child. Your imagination could turn where you lived into whatever you wanted it to be.

Sometimes Jerome imagined that he lived in the hills. Living there was very different from living on the prairie. The hills were very green with many, many trees. What Jerome liked best, though, were the streams. He imagined sitting all day long by a stream and listening to the clear, rushing water. Someday maybe he really would live in the hills!
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDEERS:

Scoring
- Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
- Ignore any extra words the child pronounces.

Self-correction
- If immediate, count as correct.

Hesitation
- After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

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SHAREING CORN

The farmer said, “If you help me plant my corn, I will share my crops with you.” So, the neighbor helped the farmer to drag the sacks of corn to the field. The farmer said, “Now we must dig long furrows in the ground to plant the corn.”

The neighbor said, “But you told me that we would share the corn.”

“That is true,” the farmer replied. “We’ll plant the corn. When it grows with large ears, we’ll each take half.”

“No, that’s not the way that I want to share,” the neighbor replied. “We’ll divide the corn now. You take half of the bags and I’ll take half of the bags.”

“I don’t want to argue with you,” said the farmer. “You may take half of the bags.”

The neighbor then began to carry away his bags of corn while the farmer made furrows for his seeds. The farmer thought, “I hope my neighbor plants his corn too. If he eats it now, he will soon find that the corn will not last long. In the fall he will wish that he would have planted his seeds with mine.”

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Scoring
• Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
• Ignore any extra words the child pronounces.

Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE LAST STORY

Have I told you my last story? I hope not. Life is more fun when we have stories to tell. If I tell you my last story, then I won’t have as much fun talking with you. Do you and your other friends tell stories to each other? I’ll bet you do. I’ll bet that you don’t even think that when you talk, you are telling your stories. You really are, you know. When we tell people about things we have seen or done, we are telling our story. That means that every person has a story to tell.

The longest story that you have to tell might be the story of your life. The longer you live, the longer your story becomes. Old people have very long stories to tell. If you will sit and listen to an old person tell his story, you will find that it is very interesting. Most of the things you will hear about, you have never seen. Aren’t stories about things that you have never seen the most interesting? I think so.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Scoring
• Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
• Ignore any extra words the child pronounces.

Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE LIZARD

Beto wanted a pet. His mom said, “No pets with fur. The fur makes us sneeze.” Beto thought about what kind of pet he could get. He had an idea.

“Mom, let’s go to the pet store and see what kinds of pets they have.” His mom thought that was a good idea. Beto had a special pet store in mind. This pet store had many different kinds of pets. It had many furry animals. But it also had many reptiles.

On Saturday morning, Beto and his mom drove to the pet store. Beto was surprised by how noisy it was in the pet store. A bird was screeching. Other birds were chattering loudly. A parrot was talking. Some dogs were barking. A monkey was rattling the sides of his cage.

Beto looked at the reptiles. There were all kinds of snakes. He liked the big boa constrictor. But he knew his mom would not want that. He also liked the corn snake. Then he saw the alligator lizard. It was a baby lizard. It was smaller than Beto’s finger. Beto loved it and the owner of the store told Beto’s mom that the lizard was not dangerous. Beto was happy to bring his new pet home.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Scoring
• Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
• Ignore any extra words the child pronounces.

Self-correction
• If immediate, count as correct.

Hesitation
• After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE NORTHERN PIKE

I love to go fishing. But sometimes I’m a little scared, too. Ever since I was a little boy, I’ve heard about a great big northern pike that lives in the deep part of the lake. My dad used to tell me about it before I went to bed.

When I was little, people had trouble getting me to bed. In the summer it was still light out when I went to bed. So, my dad would start telling me this story to get me to lie still. It always worked because I liked the story so much. But I never seemed to hear the end.

My dad would tell me about going out fishing for northern pike. He’d think to himself that maybe he’d catch the gigantic pike that got away from Grandpa many years ago. It was so big it nearly pulled the fishing rod out of Grandpa’s hands. The fish pulled so hard that Grandpa couldn’t pull it into the boat. It took a big jump and broke the line. But Grandpa saw it and said it must have been three feet long. So, every time Dad goes fishing, he tries to get the big northern pike. So do I.
INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Hand the student form to the child and say "I would like you to read this story aloud to me."
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Scoring
- Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
- Ignore any extra words the child pronounces.

Self-correction
- If immediate, count as correct.

Hesitation
- After 3 seconds, say “Try the next one!” and mark this word incorrect.

Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE RACE

The children had been waiting all morning to go outside and play. It was a nice, sunny day with not a cloud in the sky. After the reading lesson was over, Mrs. Smith led the class to the school playground.

Everyone was having fun playing. But Mike and Brad were talking about who was the best runner. Mike bragged that he was the fastest runner in the whole second grade at Oak Hill School. Brad bragged that he was faster and would show him. The boys went on and on with their bragging. This gave Mrs. Smith an idea.

The teacher told the boys she would help them decide who was the fastest by setting up a race. But the boys had to agree to let anyone else run, too. Brad and Mike both said yes. Just as the boys were ready to start, Kathy said she would like to run in the race.

All three children started at the same time and ran around the school. When they were done, Brad and Mike knew who was the fastest. Kathy was the fastest! After the race they all shook hands and Brad and Mike stopped bragging about who was the fastest.
INSTRUCTIONS:
1. Set the timer for 1 minute.
2. Hand the student form to the child and say “I would like you to read this story aloud to me.”
3. Point to the title on the student’s form. Say “Please start here and read aloud for 1 minute. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say ‘Begin.’ Do you have any questions?”
4. When the student is ready, start the timer and say “Begin.”
5. On the educator form, strike through each incorrect word.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last word attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:
Scoring
- Count as errors all words the student skips, mispronounces, or does not read in 3 seconds.
- Ignore any extra words the child pronounces.
Self-correction
- If immediate, count as correct.
Hesitation
- After 3 seconds, say “Try the next one!” and mark this word incorrect.
Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect word, last problem attempted, and observations.

THE TREASURE HUNT

Today was the day of the treasure hunt. Sherry and Missy said they would help each other find the hidden prize. The prize was placed in a small box.

“Where do you think the box is?” Sherry asked her friend.

“I’m not sure, but I think it is in the park across the street. Let’s go over there and look.”

Both girls walked over to the park and started to look around the trees and bushes. Sherry even climbed into the oak tree but could not find anything.

“Maybe the prize is over by the pond,” said Missy.

“It’s worth a try,” said Sherry. “I’ll race you!”

Both girls were out of breath when they reached the pond. They were the only ones there. Missy checked the shore while Sherry walked over to the bridge near the stream. As she began to step onto the bridge, she noticed a small box to the side. “Over here!” she yelled to Missy. “I think I found it.”

Missy ran over and the two of them looked at the small, wooden box. Sherry soon opened the box and found a piece of paper. On the paper were the words: Only the person who is smart as a fox will win the prize when they find this box.