Page left intentionally blank.
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.

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CLASS PARTY

The sixth-grade class at Forest Glenn Elementary School had been an especially close group. Most of the students had been classmates for six years. They wanted to celebrate graduation together before they moved on to different junior high schools.

Mr. Jacobs, their teacher, suggested that the idea be discussed in a formal class meeting. Aisha Martin, the class president, called the meeting to order. "It has been suggested that we sponsor a class party for graduation," she began. "We need to talk about your ideas and arrive at a decision. Some of the issues we must address include: the time and date of the party, the location, food and beverages, chaperones, and the cost per student. The floor is now open for discussion."

Komi stood up next to her desk. "I think we should use the last day of school to go to the beach for a picnic. We could swim, play volleyball, and have races. It wouldn't be very expensive.

Tomas volunteered his ideas next. "I agree with Komi," said Tomas. "If we go to the beach, we won’t have to spend much money on decorating a party room. Besides, the weather is so nice, who wants to stay inside? I'd rather be outdoors swimming and playing softball."

"But the beach is quite a few miles away," said Jala. "It sounds like a good idea, but who’s going to drive all of us there? We need to figure that out first."
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 BAND

“I’m answering your ad for a guitarist in the school paper,” Michelle explained to Jada. “I play electric guitar and I’d like to be in your band.”

Jada invited Michelle into her house where her fellow bandmates sat. Since their friend had moved away a few weeks ago, they were looking for a new lead guitar player and feared they wouldn’t find anyone as good. “What kind of songs do you play, Michelle?”

Michelle lifted her guitar out of its case and plugged it in. After quickly tuning it, she launched into a fast solo that left everyone gaping at one another, wide-eyed. “Wow, this is excellent!” shouted Nico. “Where did you learn to play like that?”

“My sister’s in a band,” explained Michelle with a grateful smile. “She’s pretty good and spends a lot of time with me. So, what do you think?”

“Give us a minute to talk it over,” said Jada, not wanting to make any hasty decisions. The band huddled in the corner.

“What do you think?” Ravi asked.

“I think she’s great, let’s invite her in,” said Nico.

“But she’s only our first tryout,” Jada reminded them.

Nico replied, “Yeah, but she’s a fantastic guitarist and she can sing.”

So they voted. When Michelle won three to zero, the band had their new member and they could start to perform again. Michelle had the perfect idea for where they should hold their first gig—the school talent show! The show was only three weeks away, so they had to work fast.
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.

THE BALLOON RIDE

When Tommy and his parents arrived at their destination, they were met by Mr. Lopez, the hot air balloon pilot. Tommy quickly got out of the car and ran over to the pilot.

“Where’s the balloon?” asked Tommy excitedly.

“It’s over there,” said Mr. Lopez, pointing at the large canvas bag next to his pickup truck.

“That sure doesn’t look like a balloon,” replied Tommy.

Mr. Lopez nodded his head and explained, “Not yet it doesn’t, because the balloon is folded up inside that bag. Want to help me unpack it?”

“Sure!” said Tommy, who was still surprised that such a big balloon could be stored in such a small bag.

It took about fifteen minutes, but finally Tommy, Mr. Lopez, and Tommy’s parents had the balloon unfolded and spread out on the ground. It was really long. But the best part was its colors. Red, blue, yellow, and gold stripes ran from the top to the bottom.

“Where will the balloon take us?” asked Tommy.

Mr. Lopez looked over at the flag on his truck to determine which direction the wind was blowing. “It looks like the wind is blowing north, Tommy. If that’s the case, we’ll probably float right over Diamond Lake and the park next to it. That should be fun because the last time I did that we saw some wildlife. I remember seeing a couple of deer and some hawks.”
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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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.

A LONG DAY

Our sightseeing trip was fun, but Antonio got tired of walking. We didn’t know what to do with someone who wouldn’t walk, so Papa gave him a ride on his back. I’ll bet lots of parents have carried their children when they got tired of sightseeing.

Finally, we got to the bay where the riot called the Boston Tea Party had occurred. There were lots of ships in the bay that we might see, but we were all getting hungry, so Papa took us into a small shop. We looked at the food counter and saw all kinds of fish lying on ice. None of it looked very tasty to us, so we ate some shrimp instead.

Suddenly Antonio said, “I want to go swimming.”

“Me, too,” said our sister Selena. “This has been fun, but I’d like to go back to the hotel and jump into the swimming pool.”

“Okay,” Dad agreed, “I think we’ve had enough walking for one day.”

Instead of taking the taxi back to the hotel, we rode the bus. When we got off, we still had to walk two blocks to the hotel, and I was so tired when we arrived that I slept instead of going swimming.
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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REMINDERS:

Scoring
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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.

BASKETBALL GAME

Do you like to get excited and yell and cheer? If you do, then go to a high school basketball game. I should warn you that if you go, there will be an awful lot of noise and music. When you put all the students from two different schools together in the same building and each school has its band playing, it can be hard to hear what the person next to you is saying.

Don’t let that stop you from going to the game, though. It’s a lot of fun. Before you know it, you will be yelling and cheering along with everyone else. You will probably cheer even if you don’t know any of the players on the teams. Basketball games are exciting and fast-moving with lots of action on the court. Players rush back and forth continuously, and points are scored a lot more quickly than in other sports.

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?”
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REMINDERS:

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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.

BERNESE MOUNTAIN DOG

The Bernese Mountain Dog is a large working dog. It is named after a town in Switzerland called Berne. Although its true history isn’t fully known, it may have developed from Roman dogs brought to Switzerland 2,000 years ago. This dog served as a helper and companion for farmers. Though not a herding dog, it was used for guarding and helping with cows. It even pulled small carts. The Bernese is one of four breeds of mountain dog from the Swiss Alps. In the late 1800s, the Bernese Mountain Dog was starting to disappear. However, people were able to save the breed. It became an official dog breed in 1907. Today, these dogs have become very popular in the US as well.

Bernese Mountain Dogs are often mistaken for St. Bernards. This may be because they are both large working dogs with similar colors. Both dogs have white on their feet, chest, nose, and the tip of their tail. One difference is that Bernese Mountain dogs are mostly black. St. Bernards are a reddish brown. The Bernese also stands out because of its eyebrows! This dog has a small reddish-brown spot above each eye.

Another difference that you might notice is that St. Bernards are much heavier dogs. St. Bernard males can be as big as 180 pounds. Bernese males can reach 115 pounds. Females for both types of dogs are a little smaller. Also, Bernese Mountain dogs usually have smaller faces than the St. Bernard.
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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REMINDEERS:

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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.

FREEDOM TRAIL

After we got off the train, found the hotel, and checked into our room, we unpacked our bags. It seemed to take forever, but finally we were ready to go sightseeing.

“We’re in Boston, so I think we should start our day of sightseeing by walking the Freedom Trail,” said Mom. “That’s the trail that Paul Revere rode along to warn the people that the British were coming.”

In the lobby of the hotel we got a map showing us where we might best begin our walk along the Freedom Trail. The beginning of the trail was quite some distance from the hotel, so we rode in a taxi to its origin. The trail started in a big park called the Boston Commons where many people were enjoying themselves by feeding the birds. Children were riding bikes or skateboards. Some people were playing music or selling things they had made.

On the sidewalk, a red line marked the Freedom Trail. We followed it until we came to a cemetery where we opened an iron gate and went in. Mom said that the names on the tombstones were of people who had lived in Boston over one hundred years ago. Next, we came to an old church. The buildings around it were new, but the church had been preserved. Up on its roof was a huge bell that rang every day at noon.
INSTRUCTIONS:

1. Set the timer for 1 minute.
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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.

THE HIKE TO PINE LAKE

As Teto and his friend Bob prepared for their hike, Teto’s mother gave them several important items. She gave them a compass, which would help them figure out what direction they would be walking. She also gave the boys a first aid kit in case one of them got hurt. Finally, she offered the boys some waterproof matches that might come in handy in case it rained.

Soon the day arrived for beginning the hike. Teto and Bob carefully looked over their equipment to make sure they had everything. Both boys placed the gear in their backpacks. After trying on his pack, Bob thought his was too light. When he checked the pack, he found that he had forgotten the pots, pans and cups needed for cooking. Fortunately, they hadn’t left home yet, and he was able to pack the cooking gear.

Teto’s mom drove the boys to the beginning of Ridge Trail. It was a sunny, summer day and both Bob and Teto were glad to start their hike. After walking for several hours on the first day the boys began to tire. It seemed as if they had been going uphill the whole time. Finally, they arrived at Pine Lake in the late afternoon. Teto was ready for a swim, but Bob said he was too tired.

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?”
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REMINDERS:

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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.

STATE FAIR

Every summer at the end of August, we go to the state fair. My brother and I love to go to the state fair. There is so much to do and see. We like the rides, the games, the animals, and the shows.

The rides are awesome. The roller coaster always has a lot of high-speed twists and turns that leave us laughing. My favorite ride is the Big Drop which plunges over seventy-five feet. We also like the Cascade Falls ride, which drenches us in cold water. On a hot summer day, that may be the best ride.

The games on the midway are also fun. My brother is really good at shooting basketballs and throwing baseballs. I’m better at the shooting gallery games, and I usually win a lot of prizes. Neither of us is very good at the game where we toss plastic rings over the necks of empty pop bottles. We can never seem to get a “ringer.”

The animal exhibits aren’t as much fun, but they are often interesting. There are a lot of different animals to see. One large building has all the farm animals like cows, horses, chickens, pigs, and sheep. Another building has more exotic animals that are found in the wilderness. One of my favorite exhibits focuses on birds of prey. This showcases eagles, hawks, and falcons. Another interesting display is the bat cave. It’s eerie to see the hundreds of bats hanging upside down, just waiting to make their next move.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
BIRTHDAY BALLOON RIDE

Tamir usually did not like Mondays, but today was different. Today was his tenth birthday, and he was doing something out of the ordinary just after school. When his parents had asked him what he wanted as a gift, he’d told them, “A hot air balloon ride!” He had watched a television show about balloons and thought it looked exciting.

All day long, Tamir sat in school and watched the clock. At lunchtime he told his best friends, Shawna and Troy, that he was going on a balloon ride after school. Both of them wanted to go, but Tamir said there would only be room for his parents, the pilot, and him. He promised to take his camera along and show them pictures later.

Finally, school was over. When the bell rang, Tamir ran outside and found his parents waiting in their car. He hopped in, and they were off. Tamir’s father said the balloon pilot had called earlier to say the weather conditions were perfect for the ride!
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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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.

REMINDRS:

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 BEACH

The best way to cool off on a hot summer day is to go to the beach. Where I live, we don’t have air conditioning and the temperature can get up into the 90’s some days. To keep the house cool, we pull all the shades down and turn on fans. Sometimes, it’s so hot that we just spend the whole day at the beach. Other times, we go for a quick swim after dinner to cool off before going to bed.

At the beach, we stick an umbrella in the sand and lay out a blanket to mark our territory. But most of our time is spent down by the water. The sand is wet and cool, and the breeze off the water makes you forget how hot it is back home. We bring a cooler with food and drinks and some sand toys for the little kids. I like to swim out to the dock with my friends and practice diving off. Sometimes we throw “treasures” into the water and try to find them underwater. My mom can relax under the umbrella and read her book since there is a lifeguard to watch us.

When we get back home, the heat doesn’t feel so bad. Besides, we’re so tired from swimming that we can fall right to sleep. It’s a great way to stay cool.
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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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
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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.

THE GREEN FROG MYSTERY
“Look at the size of that frog!” exclaimed Jose. “Let’s try to catch it for a pet.”

Angela looked at the frog, and it certainly was the biggest frog she had ever seen. It was also the greenest frog she had ever seen, and its bulging eyes seemed to beckon them to follow. Every time Jose grabbed for the frog, it hopped several yards ahead. Once he fell to the ground with his hands cupped over the frog, but it slipped out and continued hopping.

“Angela, I have an idea,” said Jose. “If you position yourself way ahead of me, you might be able to grab it when it jumps.”

Angela wasn’t convinced that she wanted to disturb the frog, but she finally decided to help and said, “I’ll try, but I think we should let it go after we look at it. Also, let’s not go too far away from home.”

Angela and Jose tried their new approach several times, but each time the frog got away. After it jumped away from them, it would turn and look at them as if to say, “Come and get me!”

“I’m getting tired of this,” Angela complained. “Let’s just forget about the frog and go home.”

“Wait, look at that!” said Jose excitedly. Angela’s eyes followed in the direction of Jose’s pointed finger. Straight ahead, only a few yards away, stood an enormous old house. It was almost as if the frog had led them there on purpose.
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.
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REMINDERS:

Scoring

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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.

THE GUITAR PLAYER

Brian was pleased with his new electric piano. He had been saving his money for a year to buy the piano and take lessons. After a few months of practicing every day, Brian’s teacher said he was ready to play in public. Brian thought maybe he could play in the school talent show at the end of the year. But he didn’t want to play on stage by himself.

Brian’s teacher suggested he start a band. All he needed was someone to play drums, lead guitar, and bass guitar. Brian thought of his old friend, Nico, who had been playing drums for several years. One afternoon, Nico came to Brian’s house with his cousin, Juan, who played bass guitar. After jamming together, they got excited about forming a band. But they still needed someone to play electric guitar, and the talent show was only four weeks away.

Brian put an advertisement in the school newspaper. The three boys started practicing together while they waited for someone to reply. After a week, Brian was ready to give up on his plans for starting a rock band.

One night, while the group was practicing in the garage, there was a knock at the door. Brian opened it and saw Michelle, a girl in his class, holding a guitar case. A smile spread across his face. “Are you here to try out for our band?”

Michelle stepped inside, got out her guitar, and joined them in a quick jam session. Brian, Nico, and Juan exchanged looks of awe when they heard how well Michelle could play.

When the jam ended, Brian announced, “Michelle, you’re in. The talent show’s in three weeks. Let’s get to work!”
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 HOT AIR BALLOON

“Is this how we fill up the balloon with air?” asked Tamir. “With this fan?”

“Not quite,” said Mr. Lopez, who was the balloon’s pilot. “We need to put hot air in the balloon. This fan just helps us get started. As soon as the balloon is partially full, I will turn on the burner which makes the hot air. When the balloon fills with enough hot air, it will rise, and with this basket connected to the balloon, we’ll be able to go for a ride.”

After a few more adjustments, Mr. Lopez turned to Tamir and his parents and asked, “Are you ready for me to turn the burner on?”

“Yeah!” Tamir yelled excitedly. The pilot turned the control knob on his gas tanks and lit the burner. A huge flame leaped out and roared. Pointed at the opening on the bottom of the balloon, the burner soon began to fill it with hot air.

Slowly, the balloon filled and rose into the air. Tamir couldn’t believe how high off the ground it went while inflating. It must be as high as a four-story building, he thought to himself. He and his parents began to take pictures with their phones. He couldn’t wait to show them to his friends, Shawna and Troy.

Soon the balloon was ready for takeoff. Tamir and his parents climbed into the basket with Mr. Lopez, and within minutes, they were floating upward!
Passage Oral Reading

INSTRUCTIONS:

1. Set the timer for 1 minute.
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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.

THE VOTE

There was a period of silence while the students considered the options that had been raised. Aisha, the class president, took this opportunity to summarize. “So far, we have had three suggestions for a year-end school celebration. One, a picnic at the beach; two, an evening dance party at school; and three, going to play laser tag. Are there any other ideas before we put these to a vote?”

Komi spoke next. “The least expensive choice might be a dance party here at school. Instead of hiring a band, we could bring our own music. Then our only cost would be the snacks and drinks.”

“We might be able to get a school discount for laser tag,” Jala offered.

“I like the idea of a beach picnic, though,” added Tomas. “Especially since the weather’s been so nice.”

No one spoke for several minutes. Finally, Aisha said, “If there is no further discussion, we’ll put the three choices to a vote. We can discuss details and costs later. All those in favor of an evening dance party at school, please raise your hand.”

Only six students voted for the party. Next, they voted on the beach picnic, which received twenty-two votes. The last five students voted for laser tag.

“It looks like we’ll be having a picnic at the beach!” declared Aisha. “Now let’s organize committees.”
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

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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.

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THUNDERSTORM

It was a hot, still summer afternoon. The temperature had reached ninety-three degrees and the humidity was high. My buddy Alex and I were fishing on Green Lake. We didn’t have a boat, so we fished from the shore. Luckily, we found a huge oak tree there. We were able to cast our lines from the shade of this beautiful tree. Dressed in our sleeveless t-shirts and shorts, we tried to stay cool. If only we could catch some fish.

Catching fish soon seemed unimportant. Most of the afternoon the sky had been a bright blue, but now things were changing. We could see dark clouds forming to the west and felt a breeze beginning to blow. That combination usually meant rain was coming. Soon the puffy clouds stretched upward, forming tower-like figures in the sky. I remembered my dad called these thunderheads. He always said to get away from them. I knew Alex and I should consider leaving soon.

The coloring in the sky above us grew ominous. The white clouds had given way to gray, and some now seemed to be an eerie green. The breeze had turned into a strong wind. Raindrops began to fall. In the distance, we saw the flash of lightning and heard the rumbling of thunder soon after. Again, I remembered my dad’s advice. He said the closer a clap of thunder was to a flash of lightning, the closer the storm was. It was time to leave.

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Student Name  
Date  
Duration (60 sec max)  
Notes
**INSTRUCTIONS:**

1. Set the timer for 1 minute.
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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**
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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.

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**SOLAR ECLIPSE**

When the moon passes between the earth and sun, it casts a shadow on the earth. This is called a solar eclipse. In some eclipses, the sun is only partly covered. When the sun is completely covered, it is called a total eclipse. People see only a thin ring of light surrounding a black disc. A total eclipse looks like dusk in the middle of the day. Shadows look eerie and birds may stop singing.

A total solar eclipse happens somewhere on Earth once about every eighteen months. Because the earth’s position is always changing, viewing areas are different for each one. This means one point on the earth might only experience a total eclipse once in many, many years.

Some people make a hobby out of watching total eclipses. They are known as eclipse chasers. They are amazed by the sun’s unusual appearance in an eclipse and how that alters our world for a few minutes. One total eclipse is not enough. These eclipse chasers travel great distances to see total eclipses all over the world.

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**Student Name**

**Date**

**Duration (60 sec max)**

**Notes**
INSTRUCTIONS:

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Self-correction

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Record

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WOMEN ON THE WAGON TRAIN

Pioneers left the eastern part of the United States in the early 1800s. Thousands migrated west for the chance of owning land with rich farming soil. Many of the pioneers were women and children.

The pioneers mainly traveled by wagon train. Women usually didn’t do the heavy work on the wagon train. However, their contributions were meaningful. They were in charge of the household types of work. If necessary, women also drove wagons, herded livestock, and even took turns at guard duty.

Mornings were busy as the women made breakfast, folded tents, and helped load the wagons. Once on the move, women and children usually walked beside the wagon. At noon the wagon train stopped, and the women made the meal and packed up afterward. Evenings were spent making supper and pitching tents for the night.

Childbirth and caring for children were part of women’s daily lives. They also took care of family illnesses. They made campfires, cooked, hauled water, and washed and mended the clothing. They did all these things day after day as the wagon train crossed thousands of miles.

Traveling across prairies, rivers, and mountain passes, women endured dust, heat, and freezing temperatures. There were animal attacks, wagon breakdowns, and all sorts of accidents. Life on the wagon train wasn’t easy for anyone.
INSTRUCTIONS:

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Self-correction

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Hesitation

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

Record

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THE AMAZING HEART

There are over five hundred muscles inside your body. Your muscles help you walk and run and dance. They also help you lift and carry heavy things. Muscles also help move blood around the body. Did you know that?

Your heart is an organ that uses muscles to keep your body going. The heart muscles are remarkable because they work together as a special pump sending blood around your body. This is important because blood gives you oxygen needed by your cells. The right side of your heart pumps blood to your lungs. The left side of your heart gets blood from your lungs and pumps it to other parts of your body. This process never stops, which makes your heart muscles work hard!

For that reason, it is important to find ways to keep your heart healthy. Luckily these things are fairly simple, and you can start habits that will last all your life. First, choose foods that have healthy fat content, like nuts and fish, and eat plenty of vegetables and fruit. Keep your teeth and gums healthy with brushing and flossing. Get enough sleep, because sleep is extremely important for heart health. Exercise regularly and make sure you do not sit too long each day. Researchers have learned that extended sitting undoes much of the benefit of exercise.

Your heart is an amazing, muscular organ. It will serve you well if you take excellent care of yourself.
INSTRUCTIONS:

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CLICKER TRAINING

Animal shelters take in dogs and cats that have no home. In some cases, the animal’s owner can no longer take care of them. Shelters work very hard to help find new homes for every animal.

Not all cats and dogs in the shelters are social. Some are shy and uncomfortable with people petting them. Some have other behaviors that keep them from being adopted. Clicker training can help.

For this type of training, you need a clicker device, a target object, such as a ball on a stick, and food treats. When an animal touches the target, it hears a click and receives a treat. A click is used because it is different from other noises that animals hear. It helps them connect touching the target with getting a treat. They become more eager to follow the target wherever it goes.

As trainers move the target around, animals begin to feel like they have a “job.” This helps them relax and feel more in control. Gradually, behaviors are used instead of targets. When an animal accepts a pat or does not scratch, it gets rewarded. Clicker training can help animals become social and get adopted more quickly.
INSTRUCTIONS:

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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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FRIDA KAHLO

Born in 1907 in Mexico City, Frida Kahlo is considered one of Mexico’s greatest artists. She is best known for colorful paintings of herself. Kahlo’s paintings show her with different hairstyles and clothing but the same steady gaze.

Kahlo’s father was an expert photographer, and she frequently helped him in his studio. As a girl, she took drawing classes but was more interested in science. In 1922, Kahlo entered school in Mexico City. She hoped to study medicine. Three years later, Kahlo was hurt in a serious bus accident. The pain from the accident would last all her life. While she was healing, Kahlo taught herself to paint. She also studied the art of older master artists.

Kahlo began wearing special Mexican dress. This included a long skirt, loose blouse, and flowers in her hair. She also became interested in Mexican folk art, which she included in her paintings. That, and her style of dress became her trademark.

In 1941, Frida Kahlo was asked to make paintings for the Mexican government. Her constant health problems prevented her from delivering the work. But Kahlo’s work was included in many shows, and her paintings became more popular.

Frida Kahlo received her first solo exhibition in 1953. She wasn’t well and arrived at the opening in an ambulance. She spent the evening talking and celebrating from a bed set up especially for her. Kahlo died a year later in 1954 but left her mark on the world.
INSTRUCTIONS:

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STATE FAIRS

Each year, most states in the US hold a state fair. They usually take place in late summer or early autumn. Thousands of people come from all over the state to see exhibits of agricultural products.

Agricultural fairs like those today first began in the nineteenth century. A New England farmer named Elkanah Watson planned gatherings where farmers could show their animals to others. These included cattle, oxen, pigs, and sheep. The farmers would enter their animals in contests. Prize money was awarded for the best animals. Watson also showed other communities how to hold these fairs.

In 1841, New York held the first official state fair. Often, the produce or animals that won prizes at the county fairs would be at the state fair. Some fairs then began to showcase artwork and crafts. It was not uncommon to see quilts, sewing, leather craft, wood carvings, and baked goods.

Over time, as society went from being mostly agricultural to industrial, state fairs changed. They began to include industrial products, technology exhibits, carnival games, rides, auto racing, and musical concerts.

Today, state fairs aren't just for farmers. They are great fun for everyone. People get to see chickens, rabbits, horses, cattle, goats, and sheep up close. They can enjoy the arts and crafts and learn things from the exhibits. Best of all, they get to eat delicious festival food!