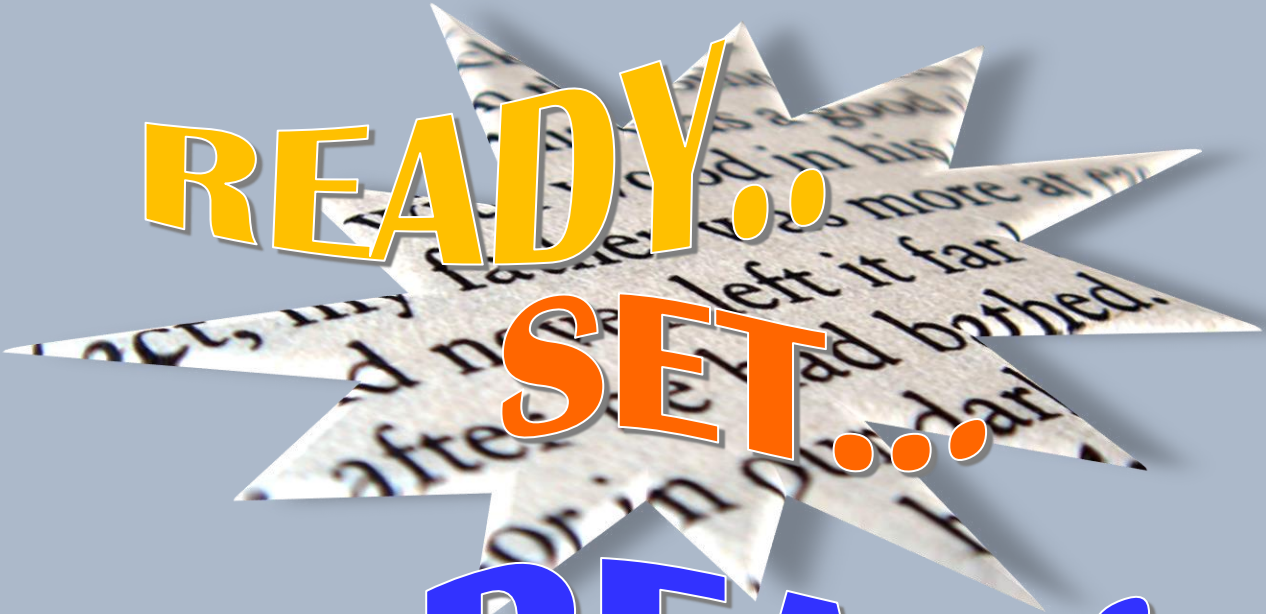


Peabody
CBM Reading Passages
& Word Counts
Grade 1



READY..
SET...
READ!

Lynn S. Fuchs
Vanderbilt University

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1st Grade CBM Excerpt

Special Education

Dear Educator,

Thank you for your interest in CBM Reading Passages and Word Counts for 1st Grade developed at Vanderbilt University. We are pleased to offer you this excerpt of probes to review.

These pages from the CBM Reading Passages and Word Counts for 1st Grade manual are provided as a courtesy to allow you to preview a representative sampling of the CBM-Reading probes. This excerpt includes the following:

1. Introduction & Instructions
2. Reading Passages and Word Counts: Student Probes
 - a. Probe 1
 - b. Probe 15
 - c. Probe 20
3. Reading Passages and Word Counts: Teacher's Scoring Sheet
 - a. Probe 1
 - b. Probe 15
 - c. Probe 20

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If you would like to place an order for the CBM Reading Passages and Word Counts for 1st Grade, please visit the Website for the Fuchs Research Group at

<http://vkc.mc.vanderbilt.edu/fuchs-dev/>. If you have questions, email Lynn Davies at lynn.a.davies@vanderbilt.edu.

Thank you for your interest in Vanderbilt University's CBM Reading Passages and Word Counts.

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Passage Reading Fluency (Fuchs, Hamlett, & Fuchs, 1990).*

CBM Passage Reading Fluency (PRF) is used to monitor students' overall progress in reading at grades 1-7. Some teachers prefer Maze Fluency beginning at Grade 4.

CBM PRF is administered individually. In general education classrooms, students take one PRF test each week. Special education students take two PRF tests each week. Each PRF test uses a different passage at the same grade level of equivalent difficulty. For higher-performing general education students, teachers might administer PRF tests (also referred to as "probes") on a monthly basis and have each student read three probes on each occasion.

For each CBM PRF reading probe, the student reads from a "student copy" that contains a grade-appropriate reading passage. The examiner scores the student on an "examiner copy." The examiner copy contains the same reading passage but has a cumulative count of the number of words for each line along the right side of the page. The numbers on the teacher copy allow for quick calculation of the total number of words a student reads in 1 minute.

Administration of CBM PRF is as follows:

Examiner: I want you to read this story to me. You'll have 1 minute to read. When I say 'begin,' start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin. Trigger the timer for 1 minute.

The examiner marks each student error with a slash (/). At the end of 1 minute, the last word read is marked with a bracket (]). If a student skips an entire line of a reading passage, a straight line is drawn through the skipped line. When scoring CBM probes, the teacher identifies the count for the last word read in 1 minute and the total number of errors. The teacher then subtracts errors from the total number of words to calculate the student score.

There are a few scoring guidelines to follow when administering reading CBM probes. Repetitions (words said over again), self-corrections (words misread, but corrected within 3 seconds), insertions (words added to passage), and dialectical difference (variations in pronunciation that conform to local language norms) are all scored as correct. Mispronunciations, word substitutions, omitted words, hesitations (words not pronounced within 3 seconds), and reversals (two or more words transposed) are all scored as errors.

Numerals are counted as words and must be read correctly within the context of the passage. With hyphenated words, each morpheme separated by a hyphen(s) is counted as a word if it can stand alone on its own (e.g., Open-faced is scored as two words but re-enter is scored as one word). Abbreviations are counted as words and must be read correctly within the context of the sentence.

As teachers listen to students read, they can note the types of decoding errors that students make, the kinds of decoding strategies students use to decipher unknown words, how miscues reflect students' reliance on graphic, semantic, or syntactic language features, and how self-corrections, pacing, and scanning reveal strategies used in the reading process (Fuchs, Fuchs, Hosp, & Jenkins, 2001). Teachers can use these more qualitative descriptions of a student's reading performance to identify methods to strengthen the instructional program for each student. More information about noting student decoding errors is covered under "Step 7: How to Use the Database Qualitatively to Describe Student Strengths and Weaknesses."

If a student skips several connected words or an entire line of the reading probe, the omission is calculated as 1 error. If this happens, every word but 1 of the words is subtracted from the total number of words attempted in 1 minute.

- * Fuchs, L.S., Hamlett, C.L., & Fuchs, D. (1990). *Monitoring Basic Skills Progress: Basic Reading* [software]. Austin, TX: Pro-Ed. This software automatically administers and scores the maze and graphs, analyzes, and manages the PRF data.

Lars was a big dragon. He was green and had red eyes. He shot long flames from his mouth. The grass around his cave was scorched.

Lars was the meanest dragon in the land. He scared the people in the village. At night the people would look up to Lar's cave. They saw the mighty flames he breathed. He blew the smoke down to the village. Often the people could not breathe. The smoke was too thick.

One day the people of the village had a party. It was a holiday. All work stopped. The men came in from the fields. The women and children stopped their chores. They began to get ready for the party.

Girls and boys decorated the village. They tied ribbons on the trees. They painted hats to wear. They put flowers on the doors of the houses.

The men roasted meat over a fire. The women made sweet breads and cakes. They laid the food on the table. Then the people sat down to eat. They said thanks for the food. Then they ate and ate. The food was tasty.

Then the music started. The dancing began. The people danced in the square. It was loud and fun.

Smoke began to blow into the village. The smoke was hot and thick. The people could not breathe. It was the dragon! He was blowing the smoke. The party stopped. The people had to go inside their houses. They all were sad. The holiday was spoiled.

Then a little girl left her house. She slipped out. She did not want her mother to see her. She climbed the mountain. She went into the cave of Lars. Lars

blew fire at her. She was not scared. Lars did not understand.

"I am here to ask you to stop. We work hard. It is our party. Do not blow smoke. We cannot breathe," said the girl. "I am sorry," said Lars. "I just get jealous. I do not have any friends. I do not have parties."

"Come with me, dragon," said the girl. "Come to our party. Be our friend."

Lars smiled and took her hand. They walked down the mountain. The people were afraid at first. Then they knew Lars just wanted to be their friend.

Cindy asked her mother if she could have sleep-over company. "Sure," said Mom. "Whom would you like to ask over?" "I would like to ask Hannah. I will call her on the phone."

"Hello, Hannah. This is Cindy. Can you come over to spend the night?" asked Cindy. "Sure," said Hannah. "I will get my mom to bring me over. I will be there soon."

Cindy made cookies. She waited for Hannah to come over. Soon there was a knock on the door. It was Hannah. "Come in," said Cindy. Hannah came inside. She and Cindy went to Cindy's room. They played Candyland. Soon it was time for dinner. The girls ate pizza. Cindy's dad made it. He made the best pizza.

After dinner the girls watched TV. There was a Disney movie on. It was called "Lady and the Tramp." It was a cartoon about dogs. Cindy and Hannah watched it with Cindy's parents. It was a great movie. It was a cartoon. However, the dogs seemed real. They talked just like people.

"It is time for bed," said Mom. "Get out your sleeping bags. I will pour you some juice. You may drink it in front of the TV. You may watch for thirty more minutes. Then turn out the lights."

Then Hannah saw some matches. They were long and wooden. They had a red tip. Cindy said, "Put those back. I do not want to get into trouble. Dad told me never to play with matches."

"Do not worry. I just want to see how they work. I will not burn down the house," said Hannah. She

chose a match. Then she tried to strike it. It did not catch on fire. Then she tried again. This time it caught fire quickly. Then it burned Hannah's hand. She dropped the match. It fell on the rug. Soon the rug caught fire. Cindy and Hannah screamed. Mom and Dad heard the screams and ran into the room. Mom got a cloth and beat out the flames. Soon the fire was out.

Dad and Mom looked at the girls. They were so scared. Mom and Dad said, "We are mad. We told you not to play with fire. You could have been hurt. If you want to see how matches work, ask us. We will show you. We are mad but we still love you. Go to sleep. Do not play with matches anymore."

Cindy and Hannah said OK. They had learned their lesson. You do not play with fire!

Jane had to take piano lessons. Her mom and dad made her go. Jane did not like playing the piano. She did not like the stupid songs. She did not like going to the lessons. Her parents made Jane so mad. They never let her do anything fun.

It was Monday. Jane had lessons on Mondays. Jane did not like Mondays. Jane had not practiced her music much. The teacher had assigned new songs. They were stupid songs. "These songs are for babies," said Jane. Mom and Dad still made her go. They said, "We work hard to earn our money. It costs a lot of money to pay for your piano lessons. We think you should learn how to play. You will be glad when you are older. Then you will thank us. Until you grow up, you must do as we say. And you should do it with a

smile on your face. We are not trying to be mean. We promise. We love you, Jane."

Jane felt bad. She knew that Mom and Dad wanted her to learn to play. Jane just did not like the "baby" songs that they wanted her to learn.

Jane went to her lesson. "Hello," said Miss Brasher. "Come on in." Jane walked in. She sat down at the piano. Her teacher asked her to play the songs she had practiced. Jane began to play. She did not do very well. She had not practiced enough.

"Did you practice?" asked the teacher. "Yes," said Jane. "But maybe I need more practice. I will go home and practice this week. Then I will come back. I will play better then. I promise."

The teacher told Jane to leave. Then she called her parents. She told them that Jane did not practice.

Jane got into trouble. Her parents were mad. They made her practice each afternoon. She could not play with her friends.

Jane soon learned the music. She became a good player. When she went to the teacher, she played well. The teacher called her parents again. She bragged on Jane. Her parents were happy. Jane was happy.

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