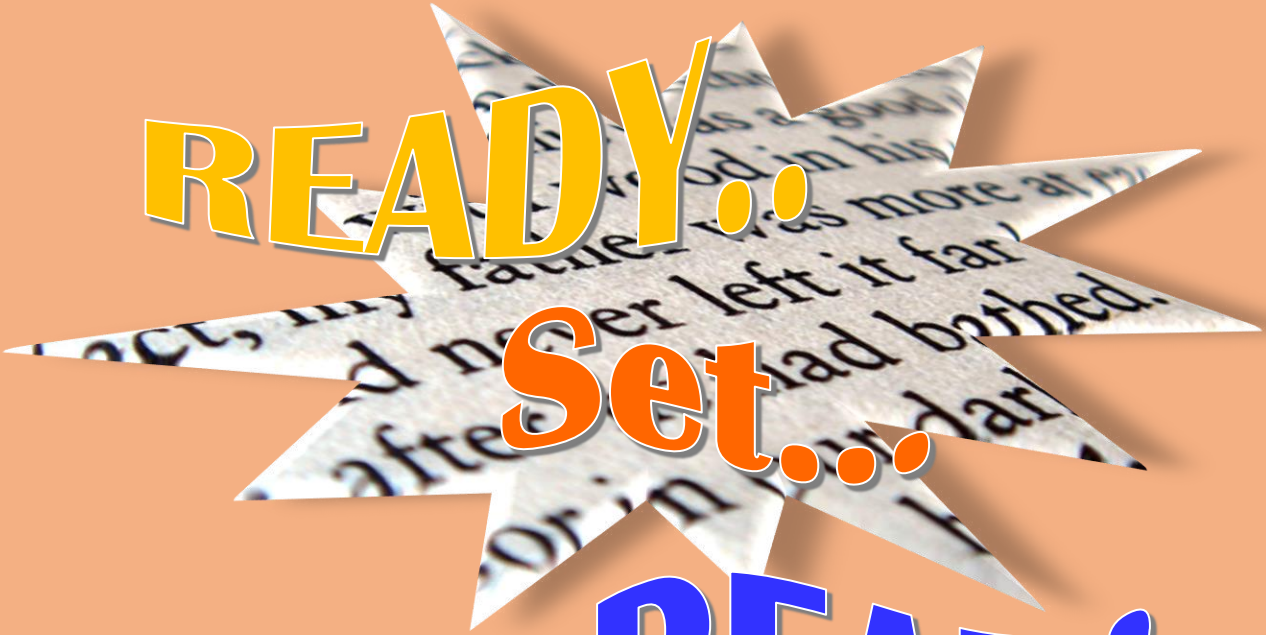


Peabody
CBM Reading Passages
& Word Counts
Grade 2



READY..
Set...
READ!

Lynn S. Fuchs
Vanderbilt University

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2nd Grade CBM Excerpt

Special Education

Dear Educator,

Thank you for your interest in CBM Reading Passages and Word Counts for 2nd 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 2nd 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 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.

Sue had curly hair. She had the curliest hair of anyone in the third grade. It hung down in foot-long ringlets. Yes, Sue had curly hair.

"Hey! Curly-Sue!" shouted someone. Sue would not turn around. "Curly-Sue, Curly-Sue," she heard. "That's not my name," said Sue with tears in her eye. "Please stop it. Leave me alone. My name is Sue, Sue Potts."

Sue was sad as she walked home with her friend, Daryl. "Why do people make fun of me? They are so mean," said Sue. Daryl thought for a minute. He said, "Yes, it is mean. But do you remember calling Terry a 'smarty-pants' on Monday only because he made an A? You made a C and you were mad."

"I know," said Sue, "but it is not the same. They are making fun of the way I look, not about how smart I am. Anyway, I was not trying to be mean to Terry. I was just mad at myself for making a low grade."

"I think it hurt Terry's feelings anyhow. People always tease him like calling him 'bookworm' because he is so smart," said Daryl. Then he had to go. His house was on the next street.

Sue headed for her house. As she was walking to her door, she looked down the street and saw Miss Lowe. Miss Lowe was the most beautiful woman Sue had ever seen. She was very tall and had long, dark hair that matched her big brown eyes. She had a sweet smile and waved down the street to Sue. Sue returned the wave and the smile. She sighed as she thought how nice it would be to look like Miss Lowe.

Later that day, Sue helped Mom in the yard. She saw Miss Lowe working in her yard. Sue walked down the street to say hello. Miss Lowe was happy to have a visitor while she worked.

"How are you, Sue?" she asked. "I'm sad," said Sue. "Everyone calls me names because I have curly hair. I wish I looked like you." Miss Lowe laughed. She said that people used to call her "Too-Tall-Tracy" in school. Sue could not believe it! Miss Lowe was so pretty.

"We all have been hurt by mean names. You just have to remember how it feels," said Miss Lowe.

Sue thought about Terry. She smiled and knew she would never call names again.

Once upon a time, there lived a great king. His name was Midas. King Midas had a daughter. She was very sweet. She made King Midas happy. She brought him flowers each morning. King Midas loved her very much.

King Midas also loved gold. He loved to see his stacks of gold shining in the sunlight. He counted his gold every morning. Soon he began to wish for more.

His daughter saw that he had become unhappy. She tried to cheer him by bringing to him the most beautiful flowers in the land. But still King Midas was unhappy. He found beauty only in things that were made of gold.

Midas ate only from golden dishes. He drank only from golden cups. He even combed his hair with a golden comb!

One evening, after supper, Midas was counting his gold. He looked up and saw a tiny man standing next to his chair. "What do you want?" King Midas asked. "I am here because you are unhappy. I am here to help you," the tiny man replied. "How?" asked Midas. "By granting you a wish," the tiny man said, smiling.

"I wish for everything I touch to turn to gold!" Midas said quickly. The tiny man smiled and said, "Your wish will come true."

King Midas was the happiest king in the land. He danced a jig. He clicked his heels. He sang at the top of his lungs. King Midas was finally happy. Everything he touched would turn to gold!

Midas stopped dancing. Should he not try his new power? Would his wish really come true?

Midas went to his garden. He put his hand in the pond. The water turned to gold. Then he touched a pink rose. It also turned to gold. Midas was very happy.

The king was hungry. But when he touched his food it turned to gold. When he tried to drink, it too turned stiff and shiny.

Then King Midas heard his daughter crying. "What is wrong?" he asked. "All of the flowers are stiff now that you have turned them to gold. They are ugly," she cried.

Seeing that his daughter was unhappy, Midas put his arms around her. As he touched her, Midas felt her turn stiff and golden. Then King Midas was horrified. He knew that his power to turn things to gold was useless. He knew that he loved his daughter more than anything on earth.

Carrie was happy because tomorrow was going to be May Day. Carrie went to Bear School and she was in the second grade. May Day was the school's spring party. They had May Day on Friday at the school. They would not have to go to any classes.

The school was split into two teams. One team was the Green Team and the other team was the White Team. Green and white were the colors of the school. Each team tried to win the most points in the games.

May Day started early in the morning. The whole school stood around the flagpole. The flagpole was in the front yard of the school. Each grade had to sing a song for the other children and parents. Carrie's grade was going to do a hula dance. They were going to sing a song called "Hawaiian Rainbows." After each grade sang a song, the parents clapped for them. Then they raised the flag and May Day started.

Carrie looked for her friend Deb. Deb and Carrie were going to run in the sack race together. They were on the Green Team. Carrie found Deb, and they went to get an ice cream cone. Deb got strawberry ice cream and Carrie got banana.

The sack race was about to start. Carrie and Deb went to get a sack from the judge. They both climbed into the big potato sack. It was hard to stand up in it. They hopped to the starting line. The judge blew his whistle, and they all started to hop. Deb and Carrie fell down but got back up. They made it to the end and finished in third place. They were so happy. Then the girls went to the soda stand. They each bought a soda. A soda tasted so good because it was ice-cold. They

went to buy a hot dog and some cotton candy. May Day was so much fun, they thought.

By the end of the day, the girls were tired. They had been turned by the sun, too. The children gathered around the flagpole again, and they waited to see which team had won. The principal called out, "The GREEN TEAM!" Carrie and Deb were so happy. They jumped up and down and clapped their hands. Carrie knew this was the best May Day ever!

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