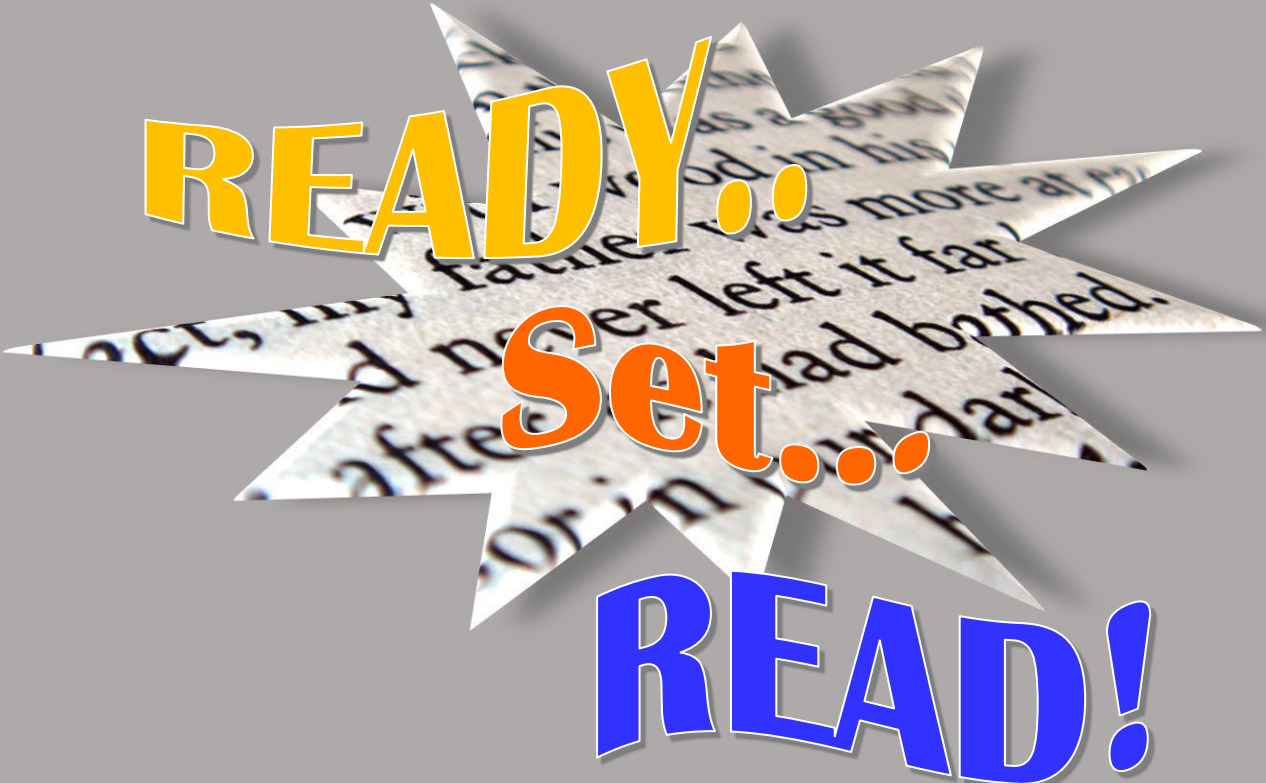


Peabody
CBM Reading Passages
& Word Counts
Grade 4



READY..
Set...
READ!

Lynn S. Fuchs
Vanderbilt University

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4th Grade CBM Excerpt

Special Education

Dear Educator,

Thank you for your interest in CBM Reading Passages and Word Counts for 4th 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 4th 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.

Roberto's birthday was in the middle of the month of November. "November is an ugly month," Roberto thought, "because the skies are gray, and it is too cold to go outside and play." Roberto didn't have any brothers or sisters, so he missed having someone at home to play with. Roberto sat in a chair by the window watching the rain come down. Roberto thought, "Oh, how I would love to have someone to play with or something to do on this cold, gray November day."

As Roberto was wishing for someone to play with, he saw something move out in the rain. He pressed his nose against the cold glass to get a better look. Far out in the rain, next to the big oak tree, was a large, black, shaggy dog. The dog was walking toward the house with his head hung low. The dog's fur was as black as night and dripping with water.

Roberto ran to the door and opened it up to take a better look. The dog came to a stop in front of Roberto and looked up at him with big, sad eyes. "Mom, come look at what is outside!" called Roberto. Roberto's mother put down the book she was reading and came to the door. "I found a dog and I want to keep him. Can I, please?" pleaded Roberto. "Oh, no!" said Mother. "The last thing we need is a dog, because they are dirty and smelly." Roberto knew he would have to think quickly, because a dog would make a wonderful friend at home. How could he make his mother change her mind? Roberto's mind raced to all of the fun things he and the dog could do together.

Suddenly Roberto had a thought. "Mom, what if the dog is my birthday present?" Roberto asked. "What if the dog is my only birthday present? Can I keep him then?" Roberto's mother thought about what Roberto had asked. At last she smiled and said, "Well, if

you promise to feed him and take care of him, then you may keep him."

"Hurrray!" yelled Roberto. "Thank you very much!" Roberto clapped his hands and bounded out into the rain to hug his new dog. This was the best birthday present he had ever had!

The students in Mrs. Wright's room had just finished studying about all of the animals in the zoo. They had read about lions, tigers, bears, giraffes, and all the other animals that could be found in a zoo. One day Mrs. Wright asked, "How would all of you like to go to a zoo to see the animals that we have been talking about?" The students were excited. They had never been to a zoo before.

The next week, the students followed Mrs. Wright onto the school bus that would take them to the zoo. They rode through the city to the gates of the zoo. The first thing they saw when they walked through the gates were huge turtles sitting on the grass. The turtles were so big that some of the smaller kids could sit on the turtles.

Next, the students went to the area where the bears stayed. There were rocks and trees in the open area that the bears could climb on. The students watched the bears playing in the water and splashing it with their paws.

The students then went to the area where the tigers stayed. The tigers had big muscles that flexed every time they moved. The students watched in awe as the tigers chewed on a bone from a big animal. The students went by the areas where the elephants lay in the grass and the giraffes nibbled on leaves.

At last the students came to the area where the lion lived. The lion was their favorite animal. As the kids got to the lion's den, the lion began to roar. The students were excited to hear the big roar of the lion.

Before the class left the zoo, Mrs. Wright took them to the snack bar. This was the students' most favorite place of all! "Mrs. Wright," said one of her students, "it is fun to see the bears and turtles and tigers

and lions. However, the most fun thing to do is eat!" The students thought that coke, candy, and popcorn was the best way to end a day at the zoo.

Long ago, in a strange, faraway land, there lived a magnificent king named Midas. King Midas loved many things in his life, two of which he held especially precious. One was his lovely daughter, Evelyn, and the other was his gold. King Midas was a very cheerful king. Each morning as he counted his gold, Evelyn would bring him fresh flowers from the garden, and there was nothing more King Midas could possibly wish for.

As time passed, King Midas became more and more discontent. He greedily wished for more gold. His castle was filled with riches, and yet he longed for more gold. He reigned from a golden chair, ate and drank from golden dishes, and slept in a bed made of gold! But King Midas wanted more.

One evening after supper, when King Midas was counting his gold, a wee tiny man suddenly appeared before him. Startled, Midas asked, "Who are you? What do you want?" The strange figure eyed Midas. "I have noticed that you are unhappy, and I am here to help you," he said in a raspy voice. "How?" asked Midas. "By granting you a wish," said the tiny man with a wicked smile.

"I wish for everything I touch to turn to gold!" Midas said eagerly. "So be it!" was the man's reply.

King Midas was transformed into the happiest king in the world. He clapped his hands and clicked his heels. "I'm rich! I'm rich!" he sang as he twirled and danced through the castle. Suddenly, he stopped! Was the man really magic? Could he grant wishes to kings? Midas was almost afraid to touch anything for fear his wish would not come true. He walked into his garden to smell a rose and, as he cupped

it with his hands, the rose became stiff and golden. Midas was astonished and changed all of the flowers into gold.

While he was gloating over his new power, King Midas heard his daughter Evelyn weeping in the garden. "What is wrong, my dear?" he asked. "The flowers are gold," she cried. "They are all stiff and have lost their fragrance." "But, my dear, that is the way I wish them to be," the king said.

That statement made Evelyn cry even louder, and the sympathetic king bent to pull her into his arms. At once, to his horror, King Midas realized that he had turned Evelyn into a stiff, golden statue. He then knew his power would mean nothing. He had lost the thing he had loved most on this earth.

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