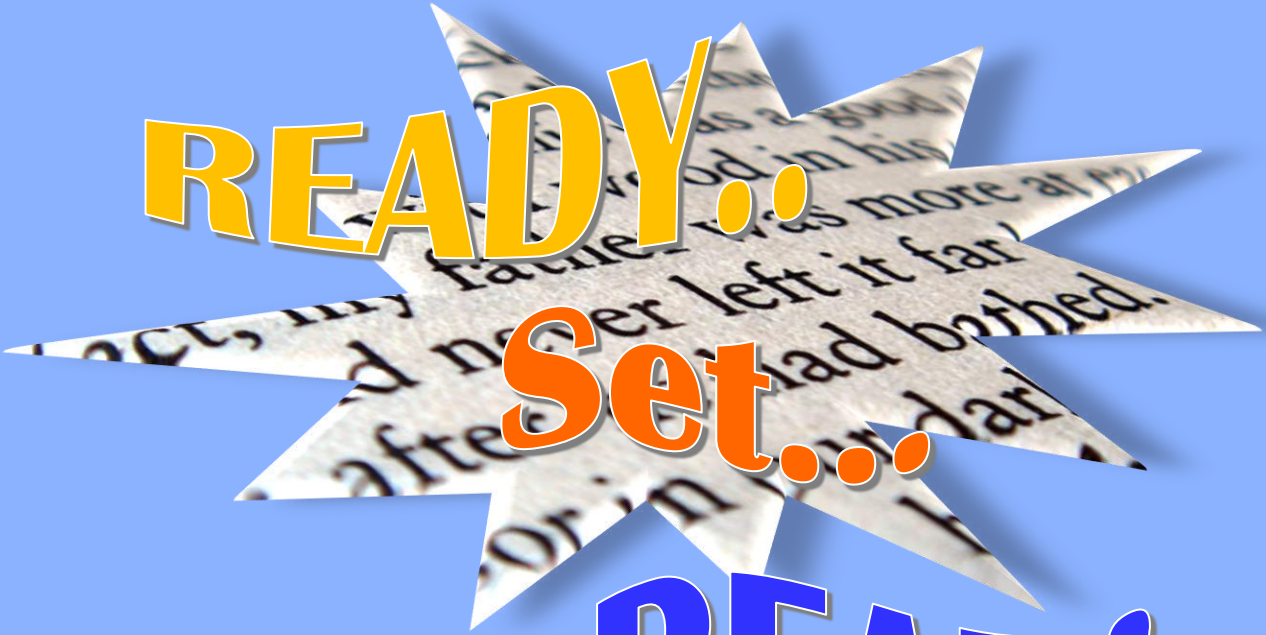


Peabody
CBM Reading Passages
& Word Counts
Grade 5



READY..
Set...
READ!

Lynn S. Fuchs
Vanderbilt University

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5th Grade CBM Excerpt

Special Education

Dear Educator,

Thank you for your interest in CBM Reading Passages and Word Counts for 5th 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 5th 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.

Lynn Davies
Program Manager
Vanderbilt University
110 Magnolia Circle, Suite 418
Nashville, TN 37203

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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.

Jenny lived in a big cave that overlooked a waterfall. She had hair that swept the ground. She often picked wild orchids from the jungle to put in her hair. At other times she simply wore her gold and diamond crown, for Jenny was Queen of the African Jungle.

Jenny's family had gone on a safari when she was a baby. The Zora tribe had stolen her from her parents because she was so beautiful. They had made her their baby queen. She had grown up with the finest food, robes, and jewels.

Jenny's life was full of action. She liked to swing from vine to vine over the territory and the rivers. It was also a useful way to travel when there were lions and tigers on the ground. Jenny traveled so fast that they could not follow her and gobble her up.

One day many tribe members came to Queen Jenny with a problem. It seemed that there was an elephant that was bothering the people who washed their clothes in the river each morning. It would not have been such a problem except for the fact that this particular elephant was the largest one in the jungle. He was twenty-five feet high and he weighed eighteen tons.

One morning, Jenny waited for the elephant to attack. She hid herself up in a tree by the river. She also held a long rope in her hand. When the elephant began spewing water, Jenny grabbed a vine and swung out and landed atop the elephant's back. The elephant tried to throw her off but Jenny was too swift and too strong. She tossed the rope around the elephant's neck and tamed him instantly.

The tribe had a celebration in honor of Jenny, their brave queen. All of the Zoras bowed their heads with respect as Jenny marched through the village.

"Jenny, I asked you a question. Were you listening?" demanded Miss Crabtree. "I asked you the name of your favorite country in Africa. Have you been daydreaming again?"

Jenny smiled and answered her social studies teacher.

This summer vacation my family decided to rent a cabin at the State Park to enjoy the forest, lake, and wildlife. My parents felt that the natural surroundings would be beneficial for us "city kids". My cousin Samantha, who is my age, and her family joined us.

Every day we would hike along the trails and bridges to the swimming area. My mother made us take my little sister Angela with us, but we didn't mind taking her along. She is pretty quiet and normal for a seven-year-old. Our mothers would appear a little later to take a dip in the refreshing swimming pool. My dad and uncle would take Samantha's brothers, "the twins", fishing early every morning. Later they would meet the rest of us in the swimming area. The twins would come sit by us, all sweaty and foul smelling, and talk incessantly about the fish they had caught. They would call Samantha, Angela, and me "dumb girls" because we never wanted to go fishing with them. At first we ignored them, but the teasing did not stop.

After about a week of this, Samantha and I became rather annoyed. We devised a plan that would end the teasing once and for all.

"OK, you little pests, we'll challenge you to a fishing contest," Samantha said through her teeth.

"We'll meet you on the first bridge at 6:30 tomorrow morning, and whoever has caught the most fish in two hours wins," I instructed.

We walked down to the bridge the next morning. Dad had given us a carton of worms so we wouldn't have to search for them. I'm not crazy about baiting hooks, but I managed to get my worm secured, and Samantha could bait a hook in a flash. Angela, on the other hand, was having difficulty with hers. I think it made her queasy.

Right away, Benjamin caught a fish, and I caught one that was too small to keep. About an hour went by and nothing else happened. It was starting to get hot, and none of us was having any luck. Just as we were getting discouraged, Angela yelled, "I got one!" It was so gigantic that I had to help her, and we struggled to reel it in. We screamed with excitement as we dumped it into the bucket. This made the boys furious.

"Be quiet, will ya?" snapped Benjamin.

About fifteen minutes later, Angela reeled in another bass. We couldn't believe our eyes.

"We won, you brats! Time's up!" Samantha and I shouted. "Now leave us alone." We looked over at our champion and found her gazing at her two fish in the bucket. She seemed more distraught than elated.

"You gonna clean those fish for dinner?" Mitchell asked.

Angela had a horrified expression on her face. "We can't eat them!"

I felt sort of sorry for her as she threw the two fish back into the lake. I think the twins did, too. They never asked us to go fishing again.

"Where are you going, Little Owl? Is there something wrong?" asked the Wise Old Owl. "You appear to be distressed for some reason, and I would like to help you if I could."

Little Owl hid his head in his wings and cried, "Oh, Wise Owl, I am so afraid that I have finally been sent from the nest forever. I said disrespectful things to my mother, the Good Owl, and my father has sent me away." Little Owl was in tears and he cried without control.

Wise Old Owl thought silently to himself for a moment and then he spoke. "Little Owl, I have some advice for you. You are a young and very smart owl. However, you wish for things to be so before they can be."

"I do not understand what you are saying," said Little Owl. "I will listen to what you say, but I think you are too old to see my problem."

Wise Old Owl chuckled to himself, and he gathered Little Owl into his wings and began to talk to him. "Little Owl," he said, "I know your parents and I know that they have raised you to be a good Little Owl. What I do not understand is your impatience to grow up. I, myself, am very old; and now I wish to be young and foolish. You are different from me in that you wish to be old and wise. You also wish to have a big nest with a wife and many eggs to hatch. You must earn them and you must also grow. Then you will have these things and you will speak to your mother and father without disrespect."

Little Owl thought about the things that Wise Old Owl had said to him. In time, he grew to be an older owl himself, and he had a mother owl and a nest full of baby owls. His oldest baby owl made Little Owl very angry because he wanted all of the food that Mother

Owl brought to the nest for him. Little Owl scolded him every day, but the young owl did not seem to listen.

Finally Little Owl sent his son to see the Wise Old Owl. Wise Old Owl was very old and very wise by this time, and he talked to the young owl as he had talked to Little Owl years ago. The young owl understood what the Wise Old Owl had said. He said he was sorry to his father, Little Owl, and that he would try to grow up to be a good owl, too.

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