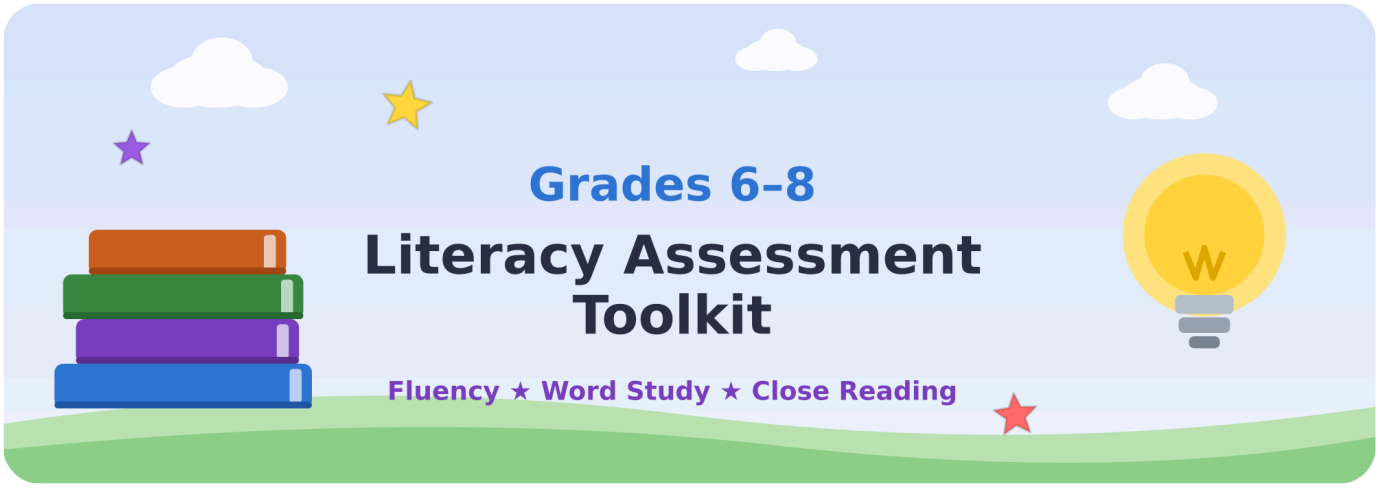


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Literacy & numeracy resources for special education teachers

How to Use This Toolkit

These three informal, criterion-referenced assessments help middle school teachers find out why a student struggles with grade-level text: fluency, advanced word study, or close reading and writing about text. Assessment 1 is given one-on-one; Assessments 2 and 3 can be given to small groups. Repeat every 8–10 weeks to monitor progress.

Assessment	Format	Skills measured	Time
1. Reading Pulse Oral Reading Fluency & Comprehension	One-on-one	Words correct per minute, accuracy, phrasing and expression, comprehension questions	8–10 min
2. Word Lab Advanced Word Study	One-on-one (reading); group (spelling, word parts)	Reading complex words, spelling of related words, Greek and Latin word parts	20–25 min
3. Deep Dive Close Reading & Written Response	Individual or small group	Central idea, text structure, evidence, author's purpose, argument writing	30–40 min

Which assessment first?

Start with **Reading Pulse**. If accuracy is below 95%, give **Word Lab** to find the word-level gap. If the student reads accurately and fluently but struggles in class, give **Deep Dive** to look at comprehension and writing about reading. For students reading well below grade level, the grades 3–5 toolkit may be a better starting point.

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Working with middle school students

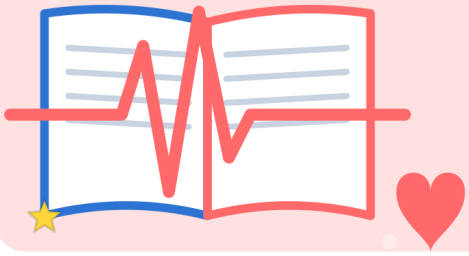
- Explain the purpose honestly: *"This helps me figure out what will make reading easier for you. It isn't a grade."*
- Give assessments privately when possible. Many older struggling readers are self-conscious about reading aloud.
- Mark **+** for correct and **–** for incorrect, and write what the student actually said for errors. A self-correction within about 3 seconds counts as correct (mark **SC**).

Accommodations for students with disabilities

- **Visual:** enlarge pages, use a reading guide strip or colored overlay, and increase line spacing.
- **Attention:** split the toolkit across sessions, give a visual checklist of parts, and allow breaks between parts.
- **Writing:** for Deep Dive, students may type, use speech-to-text, or dictate the written response. Note it, since it changes what's measured: ideas and evidence, not handwriting or spelling. Don't use these supports on the Word Lab spelling list.
- **Reading aloud:** in Deep Dive, you may read the passage aloud if you want to measure listening comprehension and reasoning separately from decoding. Record it. Never read target words in Reading Pulse or Word Lab.
- **Processing:** extend time and note it. Reading Pulse fluency scores are timed.
- Record every accommodation so results can be compared fairly over time.

> These are informal screening and diagnostic tools, not standardized or norm-referenced tests. Compare fluency results with your district's benchmarks or published oral reading fluency norms. Use these results alongside other data, not for eligibility decisions on their own.

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Reading Pulse

ASSESSMENT 1 · FLUENCY & COMPREHENSION

Assessment 1 · Reading Pulse: Oral Reading Fluency & Comprehension

Purpose: measure how accurately and smoothly a student reads grade-level text, and whether they understand it. There is one original passage for each grade: 6, 7 and 8. Start with the student's grade-level passage. If accuracy is below 90%, try the passage one grade lower, or use the grades 3–5 passages.

Materials: student copy, teacher copy, a timer, and a pencil.

Directions

1. Say: *"Please read this passage out loud, the way you would read it to understand it. If you get to a word you don't know, try it and keep going. Afterward I'll ask you some questions."*
2. Start the timer at the first word. Mark errors on the teacher copy.
3. At **1 minute**, put a bracket ( ]) after the last word read, but let the student finish the passage.
4. Ask the five questions. The student may look back at the passage.

What counts as an error

Counts as an error	Does not count as an error
Substituting a different word (*through* for *though*)	Self-correction within about 3 seconds (mark SC)
Leaving out a word	Repeating a word or phrase
Mispronouncing a word, including proper names after the first time	Consistent dialect or articulation differences
Hesitating more than 3 seconds (say the word, mark it wrong)	Inserting an extra word (note it, but don't count it)

Scoring

- **Words correct per minute (WCPM)** = words read in 1 minute − errors in that minute.
- **Accuracy** = (words read − errors) ÷ words read × 100. Use the whole passage.

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Accuracy	Suggested level	What it means
98–100%	Independent	Can read this level alone. Focus on comprehension and writing about reading.
95–97%	Instructional	Right level for teaching with support.
Below 95%	Frustration	Too hard right now. Give Word Lab to find word-level gaps.

The accuracy bands above are one common guideline. For WCPM, compare to your district's benchmarks or published oral reading fluency norms for the student's grade and time of year. At this age, accuracy and phrasing usually matter more than speed alone.

Phrasing and expression rubric

Score	What you hear
4	Reads smoothly in meaningful phrases, pays attention to punctuation and dialogue, and uses expression that matches the meaning.
3	Mostly reads in phrases, with a few choppy spots or misread punctuation.
2	Reads in short chunks, with little expression; meaning is often lost across sentences.
1	Reads mostly word by word in a flat voice.

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Student Page · Grade 6 Passage

Second Chair

Maya had practiced the cello every night for six weeks, but her hands still trembled as she waited outside the music room. Auditions for the spring concert would decide who sat in the first chair, the spot reserved for the strongest player in the section. For two years, that seat had belonged to an eighth grader named Theo, and everyone assumed it would stay his.

When her name was called, Maya walked in, sat down, and tuned her strings. The opening notes came out shaky, and she felt her face grow warm. Then she remembered what her grandmother always told her: "Play for the music, not for the judges." She closed her eyes and let the melody carry her through the difficult middle section, where her fingers had to leap across the strings.

A week later, the seating chart was posted. Maya's name appeared in the second chair, right beside Theo's. At first, she felt a sting of disappointment. But during the first rehearsal, Theo leaned over and whispered, "That run in the middle was amazing. Can you show me how you practiced it?" Maya smiled. Maybe second chair was not such a bad place to start.

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Reading Pulse · Grade 6 Teacher Copy: *Second Chair* (197 words)

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Passage text (mark errors on the words; bracket after the last word read at 1 minute)	Running count
Maya had practiced the cello every night for six weeks, but her hands	13
still trembled as she waited outside the music room. Auditions for the spring	26
concert would decide who sat in the first chair, the spot reserved for	39
the strongest player in the section. For two years, that seat had belonged	52
to an eighth grader named Theo, and everyone assumed it would stay his.	65
When her name was called, Maya walked in, sat down, and tuned her	78
strings. The opening notes came out shaky, and she felt her face grow	91
warm. Then she remembered what her grandmother always told her: "Play for the	104
music, not for the judges." She closed her eyes and let the melody	117
carry her through the difficult middle section, where her fingers had to leap	130
across the strings.	133
A week later, the seating chart was posted. Maya's name appeared in the	146
second chair, right beside Theo's. At first, she felt a sting of disappointment.	159
But during the first rehearsal, Theo leaned over and whispered, "That run in	172
the middle was amazing. Can you show me how you practiced it?" Maya	185
smiled. Maybe second chair was not such a bad place to start.	197

Words read in 1 min	Errors in 1 min	WCPM	Accuracy (whole passage)	Phrasing & expression (1–4)
			___ %	

#	Type	Question	Acceptable answers	+ / –
1	Literal	What did the first chair represent in the orchestra?	*The spot for the strongest player in the section.*	
2	Literal	What advice from her grandmother helped Maya during the audition?	*“Play for the music, not for the judges.”*	
3	Inference	Why did Maya feel a “sting of disappointment” when she saw the seating chart?	*She had worked hard and hoped to earn first chair.*	
4	Theme	What lesson does the story suggest about success?	*Reasonable answers: effort and growth matter more than rank; others can recognize your strengths; there is value in starting where you are.*	
5	Vocabulary	What does trembled mean in “her hands still trembled”?	*Shook (from nervousness).*	

Comprehension: ___ / 5. 4–5 = strong · 3 = developing · 0–2 = needs instruction.

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Student Page · Grade 7 Passage

The Secret Shape of Snowflakes

Every snowflake begins high in a cloud, where the air is far below freezing. A snowflake does not start as a frozen raindrop. Instead, water vapor, which is water in the form of a gas, freezes onto a tiny particle such as a speck of dust or pollen. This forms a small ice crystal. As the crystal falls through the cloud, more water vapor freezes onto it, and the crystal slowly grows.

Nearly all snowflakes have six sides or six branches. This pattern comes from the way water molecules link together when they freeze. They form a six-sided structure, and that structure repeats as the crystal grows larger. The exact shape of each snowflake, however, depends on the temperature and the amount of moisture in the air it passes through. Some temperatures produce thin, flat plates. Others produce long needles or feathery branches.

Because every snowflake takes a slightly different path through the sky, each one experiences different conditions. That is why scientists say it is extremely unlikely for two complex snowflakes to be exactly alike. In 1885, a young Vermont farmer named Wilson Bentley became one of the first people to photograph a single snowflake. Over his lifetime, he captured thousands of images, revealing a hidden world of frozen designs.

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Reading Pulse · Grade 7 Teacher Copy: *The Secret Shape of Snowflakes* (211 words)

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Passage text (mark errors on the words; bracket after the last word read at 1 minute)	Running count
Every snowflake begins high in a cloud, where the air is far below	13
freezing. A snowflake does not start as a frozen raindrop. Instead, water vapor,	26
which is water in the form of a gas, freezes onto a tiny	39
particle such as a speck of dust or pollen. This forms a small	52
ice crystal. As the crystal falls through the cloud, more water vapor freezes	65
onto it, and the crystal slowly grows.	72
Nearly all snowflakes have six sides or six branches. This pattern comes from	85
the way water molecules link together when they freeze. They form a six-sided	98
structure, and that structure repeats as the crystal grows larger. The exact shape	111
of each snowflake, however, depends on the temperature and the amount of moisture	124
in the air it passes through. Some temperatures produce thin, flat plates. Others	137
produce long needles or feathery branches.	143
Because every snowflake takes a slightly different path through the sky, each one	156
experiences different conditions. That is why scientists say it is extremely unlikely for	169
two complex snowflakes to be exactly alike. In 1885, a young Vermont farmer	182
named Wilson Bentley became one of the first people to photograph a single	195
snowflake. Over his lifetime, he captured thousands of images, revealing a hidden world	208
of frozen designs.	211

Words read in 1 min	Errors in 1 min	WCPM	Accuracy (whole passage)	Phrasing & expression (1–4)
			___ %	

#	Type	Question	Acceptable answers	+ / –
1	Literal	What does water vapor freeze onto to begin forming a snowflake?	*A tiny particle, such as dust or pollen.*	
2	Literal	Why do nearly all snowflakes have six sides or branches?	*Water molecules link together in a six-sided structure when they freeze.*	
3	Text structure	How does the author mainly organize the second paragraph?	*Cause and effect (how molecules and conditions cause the shapes).*	
4	Inference	Why are two complex snowflakes very unlikely to be exactly alike?	*Each one falls along a different path and meets different temperatures and moisture.*	
5	Vocabulary	What does revealing mean in the last sentence?	*Showing or making visible something that was hidden.*	

Comprehension: ___ / 5. 4–5 = strong · 3 = developing · 0–2 = needs instruction.

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Student Page · Grade 8 Passage

Unbreakable Words

During World War II, the United States military faced a dangerous problem in the Pacific. Enemy forces were intercepting radio messages and breaking many of the codes used to protect them. Military leaders needed a way to send information quickly without the enemy understanding it.

The solution came from the Navajo Nation. The Navajo language is complex, was not written down at the time, and was spoken by very few people outside the Navajo community. In 1942, a group of Navajo recruits joined the Marine Corps and helped create a new code based on their language. Because Navajo had no words for many military terms, the Code Talkers invented creative substitutes. A submarine, for example, became "iron fish."

The Code Talkers could encode, send, and decode a message in a fraction of the time that machines of the era required. They served in major battles across the Pacific, often working under heavy fire. Their code was never broken.

For many years, however, the Code Talkers could not talk about their work, because the program remained classified. Only decades later did the nation begin to recognize their contributions. Today, they are honored as heroes whose language helped protect countless lives.

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Reading Pulse · Grade 8 Teacher Copy: *Unbreakable Words* (199 words)

Student: _____ Date: _____ Grade: _____ Accommodations: _____

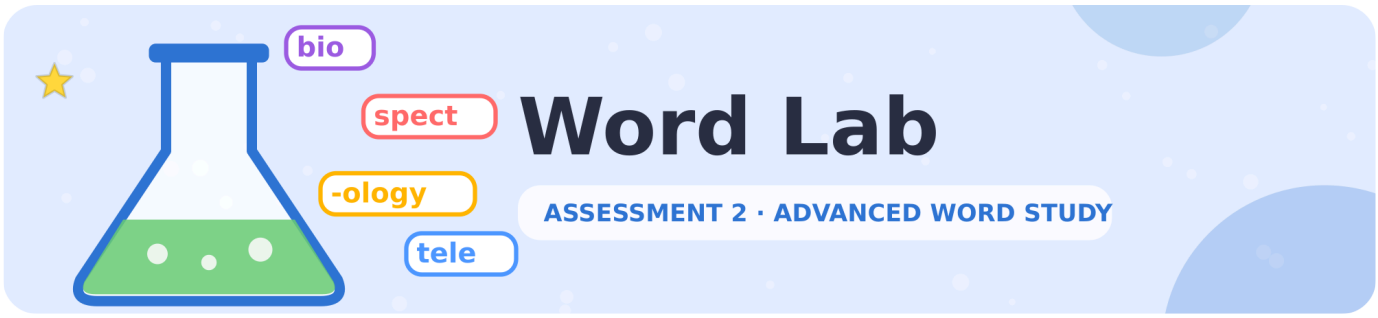
Passage text (mark errors on the words; bracket after the last word read at 1 minute)	Running count
During World War II, the United States military faced a dangerous problem in	13
the Pacific. Enemy forces were intercepting radio messages and breaking many of the	26
codes used to protect them. Military leaders needed a way to send information	39
quickly without the enemy understanding it.	45
The solution came from the Navajo Nation. The Navajo language is complex, was	58
not written down at the time, and was spoken by very few people	71
outside the Navajo community. In 1942, a group of Navajo recruits joined the	84
Marine Corps and helped create a new code based on their language. Because	97
Navajo had no words for many military terms, the Code Talkers invented creative	110
substitutes. A submarine, for example, became "iron fish."	118
The Code Talkers could encode, send, and decode a message in a fraction	131
of the time that machines of the era required. They served in major	144
battles across the Pacific, often working under heavy fire. Their code was never	157
broken.	158
For many years, however, the Code Talkers could not talk about their work,	171
because the program remained classified. Only decades later did the nation begin to	184
recognize their contributions. Today, they are honored as heroes whose language helped protect	197
countless lives.	199

Words read in 1 min	Errors in 1 min	WCPM	Accuracy (whole passage)	Phrasing & expression (1–4)
			___ %	

#	Type	Question	Acceptable answers	+ / –
1	Literal	What problem did the military face in the Pacific?	*The enemy was intercepting radio messages and breaking codes.*	
2	Literal	What three qualities made the Navajo language a good basis for a code?	*It was complex, not written down at the time, and spoken by very few people outside the community.*	
3	Inference	Why do you think the Code Talkers created phrases like “iron fish”?	*Navajo had no word for submarine, so they used a description that fit, and the enemy couldn't decode it.*	
4	Author's purpose	Why does the author include the final paragraph?	*To show the Code Talkers were recognized late and to emphasize their importance today.*	
5	Vocabulary	What does classified mean in “the program remained classified”?	*Kept secret by the government.*	

Comprehension: ___ / 5. 4–5 = strong · 3 = developing · 0–2 = needs instruction.

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Assessment 2 · Word Lab: Advanced Word Study

Purpose: find out whether a student can read, spell, and understand the long, complex words in middle school texts. Many older struggling readers read short words well but break down on words with several parts.

Part 1: Reading complex words (one-on-one)

- Say: *"Read these words to me. Some are real. Some are made-up words built from real word parts, so break them into parts and give them your best try."*
- Start at Set A. A word is correct if read accurately within about 5 seconds, including after breaking it into parts. Accept any reasonable pronunciation of made-up words.
- **Discontinue rule:** stop after a set where the student reads 2 or fewer real words correctly.
- **Mastered** = 4–5 real words **and** 2–3 made-up words correct.

Part 2: Spelling related words (individual or group)

- Say the word, read the sentence, then say the word again. Students write on lined paper numbered 1–15.
- Score each word right or wrong, then look for errors that cluster on one feature in the **feature focus** column.

Part 3: Greek and Latin word parts (individual or group)

- Students read each pair of words and choose what the bold word part means. You may read the directions aloud, but not the words.

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Student Page · Word Lab Part 1

★ Set A

Real	unpredictable	misinterpret	disagreement	reconstruction	uncomfortably
Made-up	unflandable	misgorpment	recaptiveness		

★ Set B

Real	contradict	spectacle	transportation	interrupt	inscription
Made-up	transdictive	spectorate	ruptification		

★ Set C

Real	photograph	telescope	biology	thermometer	democracy
Made-up	biophonic	telethermal	graphocracy		

★ Set D

Real	admission	decision	explanation	courageous	possibility
Made-up	flemission	contrability	gratiousness		

★ Set E

Real	hypothesis	analyze	significant	consequence	perspective
Made-up	analytorial	perspecture	consequentic		

★ Set F

Real	responsibility	communication	environmental	pronunciation	independently
Made-up	comprensibility	intermotivation	dysrecantality		

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Word Lab · Part 1 Teacher Record

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Set	Real words	Made-up words	Errors (write what the student said)	Mastered?
A. Multiple prefixes & suffixes	___ / 5	___ / 3		Y / N
B. Latin roots	___ / 5	___ / 3		Y / N
C. Greek word parts	___ / 5	___ / 3		Y / N
D. Suffixes that change the base word	___ / 5	___ / 3		Y / N
E. Academic vocabulary	___ / 5	___ / 3		Y / N
F. Five or more syllables	___ / 5	___ / 3		Y / N

The **first set not mastered** is where word-study instruction should start. If made-up words are much weaker than real words, the student may be relying on memory rather than word parts. Teach the parts explicitly.

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Word Lab · Part 2 Spelling Record

Student: _____ Date: _____ Grade: _____ Accommodations: _____

#	Word	Sentence	Feature focus	+ / –
1	**believable**	*Her excuse was not believable.*	Drop final e before -able	
2	**occurred**	*The accident occurred at noon.*	Double the final consonant (stressed syllable)	
3	**beginning**	*Read the beginning of the chapter.*	Double the final consonant	
4	**necessary**	*Is a jacket necessary today?*	Unstressed vowels, one c, double s	
5	**definitely**	*I will definitely be there.*	Base word finite, unstressed vowel	
6	**separate**	*Keep the papers separate.*	Unstressed vowel (a)	
7	**competition**	*She won the science competition.*	compete → competition (vowel change)	
8	**admission**	*Admission to the museum is free.*	admit → admission (t to ss)	
9	**confusion**	*There was confusion about the time.*	confuse → confusion (-sion)	
10	**politician**	*The politician gave a speech.*	politics → politician (-cian)	
11	**signature**	*Write your signature on the line.*	sign → signature (silent g becomes heard)	
12	**permissible**	*Phones are not permissible during the test.*	-ible ending	
13	**independence**	*The colonies fought for independence.*	-ence ending	
14	**criticize**	*Don't criticize without listening first.*	critic → criticize (-ize)	
15	**explanation**	*Your explanation was clear.*	explain → explanation (spelling change)	

Words	What they show	Score
1–6	Adding endings and spelling unstressed vowels	___ / 6
7–15	Spelling related words: keeping the base word's meaning when the sound changes	___ / 9
Total		**___ / 15**

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Student Page · Word Lab Part 3

Name: _____ Date: _____

Each pair of words shares a word part (in bold). Fill in the circle next to what the word part means.

1. **bene**fit, **bene**volent
   ○ a. bad ○ b. good ○ c. time
2. **mal**function, **mal**nutrition
   ○ a. bad or poorly ○ b. large ○ c. before
3. **chron**ological, syn**chron**ize
   ○ a. color ○ b. place ○ c. time
4. **aud**ience, **aud**ible
   ○ a. hear ○ b. speak ○ c. see
5. **vis**ible, **vid**eo
   ○ a. write ○ b. see ○ c. carry
6. de**scrib**e, **scrib**ble
   ○ a. build ○ b. throw ○ c. write
7. con**struct**, **struct**ure
   ○ a. build ○ b. break ○ c. look
8. pro**ject**, re**ject**
   ○ a. pull ○ b. throw ○ c. believe
9. **cred**ible, in**cred**ible
   ○ a. believe ○ b. carry ○ c. stretch
10. sym**phony**, micro**phone**
    ○ a. light ○ b. sound ○ c. writing
11. **geo**graphy, **geo**logy
    ○ a. earth ○ b. life ○ c. water
12. **auto**biography, **auto**matic
    ○ a. other ○ b. self ○ c. many
13. **micro**scope, **micro**chip
    ○ a. far ○ b. large ○ c. small
14. bi**ology**, zo**ology**
    ○ a. fear of ○ b. study of ○ c. writing about
15. **anti**biotic, **anti**freeze
    ○ a. before ○ b. with ○ c. against

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Word Lab · Part 3 Answer Key & Scoring

Student: _____ Date: _____ Grade: _____ Accommodations: _____

#	Answer	#	Answer	#	Answer
1	**b** · good	6	**c** · write	11	**a** · earth
2	**a** · bad or poorly	7	**a** · build	12	**b** · self
3	**c** · time	8	**b** · throw	13	**c** · small
4	**a** · hear	9	**a** · believe	14	**b** · study of
5	**b** · see	10	**b** · sound	15	**c** · against

Score: ___ / 15. 13–15 = Strong 9–12 = Developing 0–8 = Needs instruction

Teach missed word parts in families (for example, *spect*: inspect, spectator, perspective, respect) and have students build and explain new words.

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Assessment 3 · Deep Dive: Close Reading & Written Response

Purpose: find out how well a student understands a grade-level argument-style article and uses evidence to write about it. This shows the skills middle school classes demand most: central idea, text structure, evidence, author's purpose, and argument writing.

Directions

- Give students the article, the question pages, and lined paper for the written response. Say: *"Read the article carefully. You can mark it up, reread it, and look back at it while you answer. Then answer the questions and write your response."*
- Allow 30–40 minutes. Students may finish the written response in a second sitting if needed.
- Read-aloud and speech-to-text accommodations are described on page 1. Note any you use.

Scoring

- **Questions 1–5:** 1 point each. **Questions 6–8:** 2 points each (2 = accurate and supported with the text; 1 = partly accurate or unsupported; 0 = inaccurate or blank).
- **Written response:** score with the rubric, 1–4 for each row.

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Part	Skill	Score	Level
1–5	Central idea, vocabulary, structure, evidence, purpose	___ / 5	
6–8	Inference, using numbers from the text, author's point of view	___ / 6	
Written response	Argument writing with evidence	___ / 16	
Total		**___ / 27**	

Suggested levels: 80%+ = Strong · 60–79% = Developing · Below 60% = Needs instruction. Look at which kinds of questions were missed, not only the total.

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Deep Dive · Answer Key

#	Answer	Notes
1	b	Central idea: biology plus the debate it led to.
2	b	The text defines it right after the comma: “or strengthens.”
3	b	The later internal clock causes later sleepiness.
4	b	Shows teens feel awake even when they try to rest.
5	c	Paragraph 5 gives the counterarguments.
6	Short answer	It hooks readers and helps them picture the problem; many readers can relate to an early alarm.
7	Short answer	About 7 hours 15 minutes of sleep is less than the 8 to 10 hours experts recommend.
8	Short answer	Accept supported answers. Strong answers notice that the author presents both sides but leans toward later start times (“many experts argue that the benefits are worth the challenges”).

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Student Page · Deep Dive Article

Should School Start Later?

1. It is 6:15 a.m., and the alarm is buzzing. Across the country, many middle and high school students drag themselves out of bed while it is still dark outside. Many of them went to bed after 11:00 the night before. By second period, some are struggling to keep their eyes open. Is this simply a matter of teenagers staying up too late, or is something else going on?

2. Scientists say biology plays a major role. During the teenage years, the body's internal clock, sometimes called the circadian rhythm, shifts later. The brain begins releasing melatonin, a hormone that signals that it is time to sleep, later at night than it did in childhood. As a result, many teenagers do not feel sleepy until 10:30 or 11:00 p.m., even if they turn off their phones and try to rest earlier.

3. This shift matters because teenagers still need a great deal of sleep. Sleep experts recommend that teenagers get 8 to 10 hours each night. A student who falls asleep at 11:00 and wakes at 6:15 gets just over seven hours. Over weeks and months, that missing sleep adds up. Researchers have linked too little sleep to trouble paying attention, weaker memory, irritability, and a higher risk of car accidents among teen drivers. Sleep is also when the brain consolidates, or strengthens, what it learned during the day.

4. For these reasons, some school districts have moved their start times later. In several communities that made the change, students reported getting more sleep, and some schools saw improvements in attendance.

5. Not everyone supports the idea, however. Changing start times can be complicated and expensive. Many districts use the same buses for elementary, middle, and high schools, so moving one schedule can affect all the others. A later end to the school day can cut into sports practices, after-school jobs, and time for homework. Some parents also worry that a later start would not help if students simply stay up even later.

6. Still, many experts argue that the benefits are worth the challenges. Supporters point out that schools exist to help students learn, and well-rested students are better prepared to do exactly that. As more communities study the question, one thing is clear: the debate is really about how to give students the best possible chance to succeed.

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Student Page · Deep Dive Questions

Name: _____ Date: _____

Fill in the circle next to the best answer. You may look back at the article.

1 **Which statement *best* expresses the central idea of the article?**

- ○ a. Teenagers are tired because they stay up too late on their phones.
- ○ b. Changes in teens' internal clocks make early school start times hard on them, which has led to a debate about starting school later.
- ○ c. Every school should start at 9:00 a.m.
- ○ d. School buses are the main reason schools start early.

2 **In paragraph 3, what does the word *consolidates* mean?**

- ○ a. forgets
- ○ b. strengthens
- ○ c. organizes by date
- ○ d. delays

3 **How is paragraph 2 mainly organized?**

- ○ a. Problem and solution
- ○ b. Cause and effect
- ○ c. Compare and contrast
- ○ d. Order of events

4 **Which sentence *best* supports the idea that teens' late bedtimes are not only a matter of choice?**

- ○ a. “Many of them went to bed after 11:00 the night before.”
- ○ b. “...many teenagers do not feel sleepy until 10:30 or 11:00 p.m., even if they turn off their phones and try to rest earlier.”
- ○ c. “By second period, some are struggling to keep their eyes open.”
- ○ d. “Changing start times can be complicated and expensive.”

5 **What is the main purpose of paragraph 5?**

- ○ a. To explain how melatonin works
- ○ b. To describe a typical school morning
- ○ c. To present arguments against later start times
- ○ d. To summarize the whole article

Answer in complete sentences.

6 **Why do you think the author begins the article by describing an alarm going off at 6:15 a.m.?**

_____

_____

_____

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7 According to the article, why is a student who sleeps from 11:00 p.m. to 6:15 a.m. not getting enough sleep? Use numbers from the text.

8 Does the author take a side on later school start times, or stay neutral? Support your answer with evidence from the text.

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Student Page · Written Response

Prompt: Should your school start later in the morning? Write a response that:

- states your claim clearly,
- uses at least **two** pieces of evidence from the article,
- explains how your evidence supports your claim, and
- responds to at least **one** argument from the other side.

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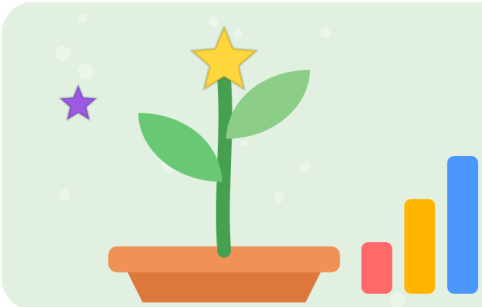
Deep Dive · Written Response Rubric

Student: _____ Date: _____ Grade: _____ Accommodations: _____

	4	3	2	1
Claim	Clear, precise claim that directly answers the prompt	Clear claim	Claim is unclear or only partly answers the prompt	No claim
Evidence	Two or more relevant, accurate pieces of evidence from the text, quoted or paraphrased	Two pieces of evidence, mostly relevant	One piece of evidence, or evidence that is vague or inaccurate	No text evidence
Reasoning	Clearly explains how each piece of evidence supports the claim	Explains some connections between evidence and claim	Repeats evidence with little explanation	No explanation
Counterclaim	Accurately names an opposing argument from the text and responds to it convincingly	Names an opposing argument and responds briefly	Mentions the other side without responding	No counterclaim

Written response: ___ / 16. Writing conventions (spelling, grammar, punctuation) are not scored here, so the rubric measures thinking about the text. Note convention patterns separately if they matter for the student's goals.

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Growth Tracker

STUDENT SUMMARY PROFILE & NEXT STEPS

Growth Tracker: Student Summary Profile & Next Steps

Use one profile per student to track growth across the year and share results with families or the IEP team.

Student: _____ Date: _____ Grade: _____ Teacher: _____

Skill	Fall	Winter	Spring
Passage grade level used			
Words correct per minute (WCPM)			
Accuracy (%)			
Phrasing & expression (1–4)			
Comprehension questions (/5)			
First Word Lab set not mastered			
Spelling (/15)			
Greek & Latin word parts (/15)			
Deep Dive questions (/11)			
Written response (/16)			
Accommodations used			

From results to instruction

If the data show…	Start instruction with…
Accuracy below 95%	Word-level work. Teach the first Word Lab set not mastered: breaking long words into parts, then reading them in connected text.
Accurate but phrasing score of 1–2	Fluency with grade-level text: repeated reading, reading with audio support, and practicing phrasing in dialogue and complex sentences.

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If the data show…	Start instruction with…
Greek & Latin word parts below 9/15	Morphology routines: teach a few word parts each week, build word families, and connect them to content-area vocabulary.
Spelling errors on related words (7–15)	Show how related words share spelling even when sounds change (sign/signature, compete/competition).
Deep Dive: misses on central idea or structure	Summarizing and text-structure organizers. Have students explain the order of ideas before writing.
Deep Dive: weak evidence or reasoning	Model the claim–evidence–reasoning pattern, use sentence frames (“The text states… This shows…”), then fade support.
Deep Dive: no counterclaim	Teach students to name the other side fairly and respond to it, using short debates before writing.

Grouping tip: group students by the first skill that breaks down, not by total score. Two students with the same scores can need very different instruction.

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