

# 6th Grade Progress Monitoring

## August–November Examiner Packet

Administer once between August and November using any one of the passages listed on the following page.

### Directions

“I want you to read this passage out loud and do your best reading. If you get stuck or come to a word you cannot read, I will tell you the word so you can keep reading. When I say ‘Stop,’ I will ask you to tell me about what you read. Do you understand? ... Okay, you will begin as soon as I turn the page.”

- Read the title of the passage.
- Start timing when the student says the first word.
- As he or she is reading, mark any words incorrect that are misread (i.e., substitutions, omissions, reversals, skips, or numerals read incorrectly).
- If the student hesitates for more than 3 seconds on a word, mark it as an error. Provide the word and then say, “Go on.”
- If the student skips a line, stop and redirect the student to the beginning of the line. Count the first word of the line as an error. Do not stop the timer.
- After 60 seconds, say, “Stop.” Circle the last word read.
- If the student finishes all the words before the time is up, note the time required to read all the words.
- **COMPREHENSION RETELL:** Give the initial retell prompt: “Can you tell me everything you remember reading in the passage?” Each time the student pauses, use the follow-up prompt (“Do you remember anything else?”) until the student can recall no other information.

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## GRADE 6

### Progress Monitoring Passages August-November

STORY	LEXILE	TEXT TYPE
THE BLUE MORPHO BUTTERFLY	410	E
THE AYE AYE	440	E
HANS	440	E
PENGUINS	450	E
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
KOALAS	560	E
UNDERGROUND TOWN	700	E
VICKIE AND THE KITTEN	710	N
JIM HENSON	800	E
MRS. MASON'S GIFT	820	N

N = Narrative passage

E = Expository passage

# Record Sheet: Passage Reading Fluency

Student Name		Date		Gender	
Examiner (and Title)		School		Grade	

Passage,

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
$(60 \times \mathbf{B}) \div \mathbf{A} =$ Words correct per minute (WCPM)			
<b>C EQUATED SCORE</b>			
Comprehension Retell			
<b>X</b> Recalled idea units		<b>Y</b> Maximum possible idea units	
$\mathbf{X} \div \mathbf{Y} = \mathbf{Z}$ <b>PASSAGE RETELL SCORE</b>			

**The Blue Morpho Butterfly**  
**Lexile: 410 – 6th Grade Progress Monitoring Aug-Nov #1**  
**Source: Original Work**

Butterflies are beautiful. Butterflies are amazing. One species of butterfly is the Blue Morpho.

14 The Blue Morpho has bright blue wings. Its wingspan is about 6 inches. The underside of the  
31 wings is brown. It has eyespots too. Scientists say that these eyespots scare away predators. The  
47 eyespots look like the eyes of larger animals. Thus, predators will not be as likely to attack. The  
65 eyespots keep the butterfly safe. The color difference is useful in another way too. The butterfly  
81 looks like it keeps disappearing when it flies.

89 The Blue Morpho likes different foods. It drinks the juices of rotting fruit. It likes tree sap. It likes  
108 wet mud. It even eats fungi too.

115 The Blue Morpho is found in the rainforests of South and Central America. It likes the tall trees.  
133 It likes moist air. Many people love to look at this beautiful butterfly. It is a popular butterfly for  
152 collectors.  
153

**Grade 6 Progress Monitoring Equating Table AUG - NOV – *The Blue Morpho Butterfly***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<33	34	87	91	141	148	195	205
34	35	88	92	142	149	196	206
35	36	89	93	143	150	197	207
36	37	90	94	144	151	198	208
37	38	91	95	145	152	199	209
38	39	92	96	146	153	200	210
39	40	93	97	147	154	201	211
40	41	94	98	148	155	202	212
41	42	95	99	149	156	203	213
42	43	96	100	150	157	204	214
43	44	97	101	151	158	205	215
44	45	98	102		159		216
	46		103	152	160	206	217
45	47	99	104	153	161	207	218
46	48	100	105	154	162	>208	219
47	49	101	106	155	163		
48	50	102	107	156	164		
49	51	103	108	157	165		
50	52	104	109	158	166		
51	53	105	110	159	167		
52	54	106	111	160	168		
53	55	107	112	161	169		
54	56	108	113	162	170		
55	57	109	114	163	171		
56	58	110	115	164	172		
57	59	111	116	165	173		
58	60	112	117	166	174		
59	61	113	118	167	175		
60	62	114	119	168	176		
61	63	115	120	169	177		
62	64		121		178		
	65	116	122	170	179		
63	66	117	123	171	180		
64	67	118	124	172	181		
65	68	119	125	173	182		
66	69	120	126	174	183		
67	70	121	127	175	184		
68	71	122	128	176	185		
69	72	123	129	177	186		
70	73	124	130	178	187		
71	74	125	131	179	188		
72	75	126	132	180	189		
73	76	127	133	181	190		
74	77	128	134	182	191		
75	78	129	135	183	192		
76	79	130	136	184	193		
77	80	131	137	185	194		
78	81	132	138	186	195		
79	82	133	139	187	196		
80	83		140		197		
	84	134	141	188	198		
81	85	135	142	189	199		
82	86	136	143	190	200		
83	87	137	144	191	201		
84	88	138	145	192	202		
85	89	139	146	193	203		
86	90	140	147	194	204		



## The Aye Aye

**Lexile: 440 – 6th Grade Progress Monitoring Aug-Nov #2**

**Source: Original Work**

The Aye Aye is a type of primate. It is found only in Madagascar. It is an interesting animal.

19

Aye Ayes are nocturnal. They sleep all day. They are awake at night. Their homes are nests in trees.

38

They don't live in groups. They live alone.

46

Aye Ayes have a special way of looking for food. One of their fingers is long and thin. They use

66

this to tap the trunks of trees. They are searching for insects inside the tree. They tap the tree so

86

that they can hear if insects have made tunnels inside.

96

They can tell by the feel and sound if they have found a tunnel. They have strong, sharp teeth.

115

They use them to cut a hole in the tree. Then they use their long fingers to scoop the insects out of

137

the tree.

139

Unfortunately, the Aye Aye is an endangered species—not many are left alive. So people must

155

work to protect them.

159

**Grade 6 Progress Monitoring Equating Table AUG - NOV – *The Aye Aye***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<12	21	80	78	148	135	216	192
13	22	81	79	149	136	217	193
14	23	82	80	150	137	218	194
15	24	83	81	151	138	219	195
16	25	84	82	152-153	139	220-221	196
17-18	26	85-86	83	154	140	222	197
19	27	87	84	155	141	223	198
20	28	88	85	156	142	224	199
21	29	89	86	157	143	225	200
22	30	90	87	158-159	144	226-227	201
23-24	31	91-92	88	160	145	228	202
25	32	93	89	161	146	229	203
26	33	94	90	162	147	230	204
27	34	95	91	163	148	231	205
28	35	96	92	164-165	149	232-233	206
29-30	36	97-98	93	166	150	234	207
31	37	99	94	167	151	235	208
32	38	100	95	168	152	236	209
33	39	101	96	169	153	237	210
34	40	102	97	170	154	238-239	211
35	41	103-104	98	171-172	155	240	212
36-37	42	105	99	173	156	241	213
38	43	106	100	174	157	242	214
39	44	107	101	175	158	243	215
40	45	108	102	176	159	244-245	216
41	46	109-110	103	177-178	160	246	217
42-43	47	111	104	179	161	247	218
44	48	112	105	180	162	248	219
45	49	113	106	181	163	249	220
46	50	114	107	182	164	250-251	221
47	51	115-116	108	183-184	165	252	222
48-49	52	117	109	185	166	253	223
50	53	118	110	186	167	254	224
51	54	119	111	187	168	255	225
52	55	120	112	188	169	256	226
53	56	121-122	113	189-190	170	257-258	227
54-55	57	123	114	191	171	259	228
56	58	124	115	192	172	260	229
57	59	125	116	193	173	261	230
58	60	126	117	194	174	262	231
59	61	127	118	195-196	175	>263-264	232
60-61	62	128-129	119	197	176		
62	63	130	120	198	177		
63	64	131	121	199	178		
64	65	132	122	200	179		
65	66	133	123	201-202	180		
66-67	67	134-135	124	203	181		
68	68	136	125	204	182		
69	69	137	126	205	183		
70	70	138	127	206	184		
71	71	139	128	207-208	185		
72-73	72	140-141	129	209	186		
74	73	142	130	210	187		
75	74	143	131	211	188		
76	75	144	132	212	189		
77	76	145	133	213	190		
78-79	77	146-147	134	214-215	191		



# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units	
8	It The Aye Aye	is a type of primate	1
14	It The Aye Aye	is only found in one place Madagascar	2
23	They The Aye Ayes	sleep all day are awake at night are nocturnal	3
36	They The Aye Ayes	live in trees nests	4
43	They The Aye Ayes	don't live in groups live alone	5
56	They The Aye Ayes	have a long thin finger for getting food tapping on tree trunks or special way of looking for food	6
81	They The Aye Ayes	look search for insects inside the trees in tunnels or can tell by the feel and sound if they have found a tunnel	7
125	They The Aye Ayes	use their teeth to cut a hole in the tree chew holes in the tree	8
136	They The Aye Ayes	use their fingers to get to scoop the insects out	9
146	They The Aye Ayes	are endangered have to be protected	10

**Hans**  
**Lexile: 440 – 6th Grade Progress Monitoring Aug-Nov #3**  
**Source: TPRI**

16

Hans Christian Anderson was a famous author. He wrote children’s stories and fairy tales. But he only became famous after a lot of hard work.

25

When Hans was young, he didn’t play sports like the other boys. Hans liked to make up stories. He

44

made a stage out of wood for his dolls and animals. Then, he would have them perform his stories.

63

He could do this for hours.

69

Hans’ family was poor. They lived in a small house in Denmark. But that didn’t bother Hans. His

87

father loved him very much and encouraged his talents. At age 7, Hans saw his first play. After

105

that, he told his father he wanted to be an actor.

116

Hans left home when he was 14. He went to the city. He wanted to become an actor. But people

136

laughed at him. Nobody gave him a chance.

144

Hans knew he was good at making up stories. People loved to hear them. So he decided to write

163

stories instead of act. Hans could tell wonderful stories. But he didn’t have much schooling. He

179

could not write them well. Then he met a man who offered to send him to grammar school.

197

Hans studied hard. But he felt awkward because he was much older than the other pupils. He was

215

often laughed at because he was several years older than the other students.

228

Hans continued to work hard and eventually went to a university. He began to write more. His

245

fairy tales became very popular. Children everywhere loved them.

254

Over the next few years, his writing became so popular that almost everyone knew his name. He

271

began to travel to many countries. Kings and princes invited him to their palaces. Hans felt very

288

important and special.

291

Hans lived a long life and was loved by many people. He felt very proud to be doing something

310

that made others happy.

314

**Grade 6 Progress Monitoring Equating Table AUG - NOV – Hans**

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<20	16	79	73	139	130	198	187
21	17	80	74	140	131	199	188
22	18	81	75	141	132	200	189
23	19	82	76	142	133	201	190
24	20	83	77	143	134	202	191
25	21	84	78	144	135	203	192
26	22	85	79	145	136	204	193
27	23	86	80	146	137	205	194
28	24	87	81	147	138	206	195
29	25	88-89	82	148	139	>207	196
30	26	90	83	149	140		
31	27	91	84	150	141		
32	28	92	85	151	142		
33	29	93	86	152	143		
34	30	94	87	153	144		
35	31	95	88	154	145		
36	32	96	89	155	146		
37	33	97	90	156	147		
38	34	98	91	157	148		
39-40	35	99	92	158	149		
41	36	100	93	159	150		
42	37	101	94	160	151		
43	38	102	95	161	152		
44	39	103	96	162-163	153		
45	40	104	97	164	154		
46	41	105	98	165	155		
47	42	106	99	166	156		
48	43	107	100	167	157		
49	44	108	101	168	158		
50	45	109	102	169	159		
51	46	110	103	170	160		
52	47	111	104	171	161		
53	48	112	105	172	162		
54	49	113-114	106	173	163		
55	50	115	107	174	164		
56	51	116	108	175	165		
57	52	117	109	176	166		
58	53	118	110	177	167		
59	54	119	111	178	168		
60	55	120	112	179	169		
61	56	121	113	180	170		
62	57	122	114	181	171		
63	58	123	115	182	172		
64-65	59	124	116	183	173		
66	60	125	117	184	174		
67	61	126	118	185	175		
68	62	127	119	186-187	176		
69	63	128	120	188	177		
70	64	129	121	189	178		
71	65	130	122	190	179		
72	66	131	123	191	180		
73	67	132	124	192	181		
74	68	133	125	193	182		
75	69	134	126	194	183		
76	70	135	127	195	184		
77	71	136	128	196	185		
78	72	137-138	129	197	186		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
7	A man Hans Andersen was a writer an author or wrote children's stories fairy tales	1
25	He Hans became famous by working hard through hard work or did not play any sports	2
63	He Hans wrote stories for his dolls animals to play to perform to act out or had dolls animals perform act out his stories	3
81	He Hans lived in a small house in Denmark or Being poor Living in a small house didn't bother Hans him	4
90	His Hans' father loved him or encouraged him his talents	5
104	He Hans wanted to be an actor saw his first play when he was 7	6
123	He Hans moved to the city left home when he was 14	7
139	People laughed at him (Hans) didn't give him (Hans) a chance	8
158	People liked loved his (Hans') stories or He Hans decided to write stories instead	9

Table continues on the next page.

# Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units										
178	<table border="1"> <tr> <td>He Hans</td> <td>couldn't write well</td> <td><i>or</i></td> </tr> <tr> <td></td> <td>didn't have</td> <td>an education much school</td> </tr> </table>	He Hans	couldn't write well	<i>or</i>		didn't have	an education much school	10				
He Hans	couldn't write well	<i>or</i>										
	didn't have	an education much school										
197	<table border="1"> <tr> <td>A man sent</td> <td>him (Hans)</td> <td>to school to learn to write better</td> </tr> </table>	A man sent	him (Hans)	to school to learn to write better	11							
A man sent	him (Hans)	to school to learn to write better										
209	<table border="1"> <tr> <td>He Hans</td> <td>felt bad awkward was laughed at</td> <td>because he was older</td> </tr> <tr> <td>Other kids Other students</td> <td colspan="2">made fun of him (Hans)</td> </tr> </table> <p style="text-align: right;"><i>or</i></p>	He Hans	felt bad awkward was laughed at	because he was older	Other kids Other students	made fun of him (Hans)		12				
He Hans	felt bad awkward was laughed at	because he was older										
Other kids Other students	made fun of him (Hans)											
239	<table border="1"> <tr> <td>He Hans</td> <td>went to</td> <td>college a university</td> </tr> </table>	He Hans	went to	college a university	13							
He Hans	went to	college a university										
250	<table border="1"> <tr> <td>His Hans'</td> <td>stories fairy tales</td> <td>became</td> <td>popular famous loved by everyone loved by children</td> </tr> </table>	His Hans'	stories fairy tales	became	popular famous loved by everyone loved by children	14						
His Hans'	stories fairy tales	became	popular famous loved by everyone loved by children									
277	<table border="1"> <tr> <td rowspan="3">He Hans</td> <td>traveled to *</td> <td>many different</td> <td>places countries</td> </tr> <tr> <td>met *</td> <td>kings princes</td> <td><i>or</i></td> </tr> <tr> <td>felt *</td> <td>important special</td> <td></td> </tr> </table>	He Hans	traveled to *	many different	places countries	met *	kings princes	<i>or</i>	felt *	important special		15
He Hans	traveled to *		many different	places countries								
	met *		kings princes	<i>or</i>								
	felt *	important special										
296	<table border="1"> <tr> <td>He Hans</td> <td colspan="2">lived a long life was loved by many people</td> </tr> </table>	He Hans	lived a long life was loved by many people		16							
He Hans	lived a long life was loved by many people											
314	<table border="1"> <tr> <td>He Hans</td> <td>was</td> <td>proud glad</td> <td>to make people happy</td> </tr> </table>	He Hans	was	proud glad	to make people happy	17						
He Hans	was	proud glad	to make people happy									

\* To earn credit for this idea unit, the student must recall at least two details.

## Penguins

Lexile: 450 – 6th Grade Progress Monitoring Aug-Nov #4

Source: TPRI

16

Penguins are very interesting birds. Most penguins live in very cold places. To keep warm, they huddle together. The warmest place is on the inside of the huddle. They take turns standing on the outside.

34

35

They also have feathers that are very small and thick. These feathers help keep the penguin warm.

52

Penguins have small wings but cannot fly. Their legs are very short. And they waddle when they walk. These birds can slide across the ice faster than waddling with their feet. Their feet are like flippers. They use them as paddles. That makes swimming easy.

69

87

97

Like other birds, the female lays the egg. Then the male takes over the care of the egg. He keeps the egg off the ice and warm until it hatches. First, he balances the egg on his feet. Next, he covers it with a special fold of skin. This keeps the egg warm. Penguins are unusual birds.

117

138

154

**Grade 6 Progress Monitoring Equating Table AUG - NOV – Penguins**

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<12	-7	64	51	114	108	165	165	>215	222
13	-6	65	52	115	109	166	166		
14	-5	66	53	116	110	167	167		
15	-4		54	117	111		168		
16	-3	67	55	118	112	168	169		
17	-2	68	56	119	113	169	170		
18	-1	69	57	120	114	170	171		
19	0	70	58		115	171	172		
20	2	71	59	121	116	172	173		
21	3	72	60	122	117	173	174		
22	4	73	61	123	118	174	175		
23	5		62	124	119	175	176		
24	6	74	63	125	120		177		
25	7	75	64	126	121	176	178		
26	8	76	65	127	122	177	179		
27	9	77	66	128	123	178	180		
	10	78	67		124	179	181		
28	11	79	68	129	125	180	182		
29	12	80	69	130	126	181	183		
30	13	81	70	131	127	182	184		
31	14		71	132	128	183	185		
32	15	82	72	133	129		186		
33	16	83	73	134	130	184	187		
34	17	84	74	135	131	185	188		
	18	85	75	136	132	186	189		
35	19	86	76		133	187	190		
36	20	87	77	137	134	188	191		
37	21	88	78	138	135	189	192		
38	22	89	79	139	136	190	193		
39	23		80	140	137		194		
40	24	90	81	141	138	191	195		
41	25	91	82	142	139	192	196		
42	26	92	83	143	140	193	197		
	27	93	84	144	141	194	198		
43	28	94	85		142	195	199		
44	29	95	86	145	143	196	200		
45	30	96	87	146	144	197	201		
46	31	97	88	147	145	198	202		
47	32		89	148	146		203		
48	33	98	90	149	147	199	204		
49	34	99	91	150	148	200	205		
50	35	100	92	151	149	201	206		
	36	101	93		150	202	207		
51	37	102	94	152	151	203	208		
52	38	103	95	153	152	204	209		
53	39	104	96	154	153	205	210		
54	40	105	97	155	154	206	211		
55	41		98	156	155		212		
56	42	106	99	157	156	207	213		
57	43	107	100	158	157	208	214		
58	44	108	101	159	158	209	215		
	45	109	102		159	210	216		
59	46	110	103	160	160	211	217		
60	47	111	104	161	161	212	218		
61	48	112	105	162	162	213	219		
62	49		106	163	163	214	220		
63	50	113	107	164	164		221		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
5	Penguins live in cold places are birds	1
18	They Penguins huddle together to keep warm group gather	2
28	They Penguins take turns standing inside the huddle outside the group or The warmest place is inside the huddle group	3
43	They Penguins have small feathers thick or Their Penguins' feathers keep them warm	4
56	They Penguins can't fly have small wings	5
64	They Penguins have short legs small or waddle when they walk	6
80	They Penguins slide faster than walking waddling	7
88	Their Penguins' feet are like flippers or They Penguins use their feet as paddles like	8
105	Female Mother Girl penguins lay eggs	9
127	Male Father Boy penguins keep the egg warm off the ice until it hatches	10
135	Male Father Boy penguins balance the egg on their feet cover it with skin	11



## A Soothing Song

### TCLD Title: A Soothing Song

Lexile: 500 – 6th Grade Progress Monitoring Aug-Nov #5

Source: TAKS Study Guide 2003

20

Kayla stood and stared into the box at her feet. The puppy she had found had been crying for an hour. Now Kayla was ready to cry, too. Kayla knew her parents were tired of listening to the noise.

39

She had tried everything she could think of—chew toys, food, a warm blanket. Nothing made the puppy happy. She wanted to keep him, and her parents had said he could stay if he behaved.

56

74

So Kayla didn't cry. She wouldn't give up! She sat down on the floor and began to sing. The puppy stopped howling. Kayla smiled and sang some more. Maybe this would work after all .

94

108

**Grade 6 Progress Monitoring Equating Table AUG - NOV – A Soothing Song**

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<11	12	73	69	135	126	197	183	258-259	240
12	13	74	70	136	127	198	184	260	241
13	14	75	71	137	128	199	185	261	242
14	15	76	72	138	129	200	186	262	243
15	16	77	73	139	130	201	187	263	244
16	17	78	74	140	131	202	188	264	245
17	18	79	75	141	132	203	189	265	246
18	19	80	76	142	133	204	190	266	247
19	20	81	77	143	134	205	191	267	248
20-21	21	82	78	144	135	206	192	268	249
22	22	83-84	79	145-146	136	207	193	269	250
23	23	85	80	147	137	208-209	194	270	251
24	24	86	81	148	138	210	195	271-272	252
25	25	87	82	149	139	211	196	273	253
26	26	88	83	150	140	212	197	274	254
27	27	89	84	151	141	213	198	275	255
28	28	90	85	152	142	214	199	276	256
29	29	91	86	153	143	215	200	277	257
30	30	92	87	154	144	216	201	278	258
31	31	93	88	155	145	217	202	279	259
32	32	94	89	156	146	218	203	280	260
33-34	33	95-96	90	157	147	219	204	281	261
35	34	97	91	158-159	148	220-221	205	282	262
36	35	98	92	160	149	222	206	283-284	263
37	36	99	93	161	150	223	207	285	264
38	37	100	94	162	151	224	208	286	265
39	38	101	95	163	152	225	209	287	266
40	39	102	96	164	153	226	210	288	267
41	40	103	97	165	154	227	211	289	268
42	41	104	98	166	155	228	212	290	269
43	42	105	99	167	156	229	213	291	270
44	43	106	100	168	157	230	214	292	271
45-46	44	107	101	169	158	231	215	293	272
47	45	108-109	102	170-171	159	232	216	294	273
48	46	110	103	172	160	233-234	217	295	274
49	47	111	104	173	161	235	218	296-297	275
50	48	112	105	174	162	236	219	298	276
51	49	113	106	175	163	237	220	299	277
52	50	114	107	176	164	238	221	300	278
53	51	115	108	177	165	239	222	301	279
54	52	116	109	178	166	240	223	302	280
55	53	117	110	179	167	241	224	303	281
56	54	118	111	180	168	242	225	304	282
57	55	119	112	181	169	243	226	305	283
58-59	56	120-121	113	182	170	244	227	306	284
60	57	122	114	183-184	171	245	228	307	285
61	58	123	115	185	172	246-247	229	>308-309	286
62	59	124	116	186	173	248	230		
63	60	125	117	187	174	249	231		
64	61	126	118	188	175	250	232		
65	62	127	119	189	176	251	233		
66	63	128	120	190	177	252	234		
67	64	129	121	191	178	253	235		
68	65	130	122	192	179	254	236		
69	66	131	123	193	180	255	237		
70-71	67	132	124	194	181	256	238		
72	68	133-134	125	195-196	182	257	239		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
15	A girl Kayla found a puppy	1
39	Her The girl's Kayla's parents were tired of the noise puppy crying noisy puppy	2
49	She The girl Kayla tried chew toys food a warm blanket everything she could think of to keep it him her the puppy quiet happy or couldn't make the puppy happy quiet stop crying	3
74	She The girl Kayla could keep the puppy if it behaved was quiet	4
78	She The girl Kayla didn't wouldn't cry give up	5
92	She The girl Kayla sang began singing to the puppy	6
96	The puppy stopped crying howling or Her The girl's Kayla's singing worked	7

**The Writing Pencil**  
**TCLD Title: The Writing Pencil**  
**Lexile: 510 – 6th Grade Progress Monitoring Aug-Nov #6**  
**Source: SDAA 2005**

22  
41  
59

Josh had to write a story for school. Time was running out. He had to turn in his paper in two days. He was beginning to worry. “What if I can’t think of a good story?” he wondered. Josh thought of flying cars and tall mountains and faraway lands. He picked up the new pencil that was a present from his aunt. Then he looked at the clean, white paper. No ideas came to him.

75  
94

Josh went to sleep. He had a dream about a pencil that could write wonderful stories. All Josh had to do was hold the pencil on the paper.

103  
122  
139

When Josh woke up the next morning, he looked at his new pencil. He knew what he would write about. He wrote so fast that the pencil seemed to be writing the story all by itself!

**Grade 6 Progress Monitoring Equating Table AUG - NOV – *The Writing Pencil***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<12	13	84	70	156-157	127	229	184
13	14	85-86	71	158	128	230	185
14-15	15	87	72	159	129	231	186
16	16	88	73	160	130	232-233	187
17	17	89	74	161-162	131	234	188
18	18	90-91	75	163	132	235	189
19-20	19	92	76	164	133	236-237	190
21	20	93	77	165-166	134	238	191
22	21	94-95	78	167	135	239	192
23-24	22	96	79	168	136	240	193
25	23	97	80	169	137	241-242	194
26	24	98	81	170-171	138	243	195
27	25	99-100	82	172	139	244	196
28-29	26	101	83	173	140	>245	197
30	27	102	84	174	141		
31	28	103	85	175-176	142		
32	29	104-105	86	177	143		
33-34	30	106	87	178	144		
35	31	107	88	179	145		
36	32	108	89	180-181	146		
37	33	109-110	90	182	147		
38-39	34	111	91	183	148		
40	35	112	92	184-185	149		
41	36	113-114	93	186	150		
42-43	37	115	94	187	151		
44	38	116	95	188	152		
45	39	117	96	189-190	153		
46	40	118-119	97	191	154		
47-48	41	120	98	192	155		
49	42	121	99	193	156		
50	43	122	100	194-195	157		
51	44	123-124	101	196	158		
52-53	45	125	102	197	159		
54	46	126	103	198	160		
55	47	127	104	199-200	161		
56	48	128-129	105	201	162		
57-58	49	130	106	202	163		
59	50	131	107	203-204	164		
60	51	132-133	108	205	165		
61-62	52	134	109	206	166		
63	53	135	110	207	167		
64	54	136	111	208-209	168		
65	55	137-138	112	210	169		
66-67	56	139	113	211	170		
68	57	140	114	212	171		
69	58	141	115	213-214	172		
70	59	142-143	116	215	173		
71-72	60	144	117	216	174		
73	61	145	118	217	175		
74	62	146-147	119	218-219	176		
75-76	63	148	120	220	177		
77	64	149	121	221	178		
78	65	150	122	222-223	179		
79	66	151-152	123	224	180		
80-81	67	153	124	225	181		
82	68	154	125	226	182		
83	69	155	126	227-228	183		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
22	A boy Josh	had	a paper a story	due in two days	1
36	He The boy Josh	was worried he couldn't think of a good story			2
43	He The boy Josh	thought of	tried to think of things to write about ----- or flying cars tall mountains faraway lands		3
62	He The boy Josh	used picked up	a new pencil from his aunt		4
75	He The boy Josh	didn't have any ideas couldn't get started writing ----- or No ideas came to			5
		him the boy Josh			
91	He The boy Josh	dreamt about a pencil that wrote stories			6
123	He The boy Josh	decided to write about his new pencil ----- or looked at his pencil and knew what he would was going to write			7
127	He The boy Josh	could write wrote	the story	easily fast like the pencil in his dream	8

## Koalas

**Lexile: 560 – 6th Grade Progress Monitoring Aug-Nov #7**

**Source: TPRI**

16

Koalas live in Australia. Sometimes people call them koala bears. But koalas are not bears. They are marsupials. Marsupials are mammals that have pouches.

24

41

58

When koalas are born, they immediately go to their mother's pouch. They stay there for about six months. This is where they grow and develop. Baby koalas are called joeys. When they are born, they are very tiny. They are no bigger than a peanut.

69

87

107

Joeys cannot see or hear when they are born. These **senses** develop in the pouch. After they leave the pouch, they ride on their mother's backs until they are ready to be on their own. Koalas can be on their own when they are about a year old.

117

133

150

170

Koalas are very gentle animals. They keep to themselves and don't hurt other animals. They are nocturnal. Koalas sleep for about 18 hours each day. They have large, rubbery noses. Their ears are big and floppy. And they have thumbs that make it easy to grip trees and food. Their soft fur makes them look cuddly and cute.

175

191

Koalas live in eucalyptus trees. They spend most of their days there. They eat only eucalyptus leaves. Koalas rarely drink water. They get all the water they need from the eucalyptus leaves.

207

229

When a koala is around the age of 2 or 3, he is considered fully grown. At this age, a female koala can have a baby of her own.

236

254

271

289

306

312

The number of koalas has dwindled over the years. People used to hunt koalas for their fur. Their forests have been destroyed to build houses. Many have been killed or injured by cars. Because of this, Australia has made it a protected animal. People are no longer allowed to hunt them. But there are no laws protecting their forests. Many koalas now live in zoos or special areas where people can make sure they stay safe.

**Grade 6 Progress Monitoring Equating Table AUG - NOV – Koalas**

<b>WCPM</b>	<b>Equated Score</b>	<b>WCPM</b>	<b>Equated Score</b>	<b>WCPM</b>	<b>Equated Score</b>
<25	29	81	86	137	143
26	30	82	87		144
27	31	83	88	138	145
28	32	84	89	139	146
29	33	85	90	140	147
30	34		91	141	148
31	35	86	92	142	149
32	36	87	93	143	150
33	37	88	94	144	151
	38	89	95	145	152
34	39	90	96	146	153
35	40	91	97	147	154
36	41	92	98	148	155
37	42	93	99	149	156
38	43	94	100	150	157
39	44	95	101	151	158
40	45	96	102	152	159
41	46	97	103	153	160
42	47	98	104	154	161
43	48	99	105	155	162
44	49	100	106	156	163
45	50	101	107	157	164
46	51	102	108	158	165
47	52	103	109	159	166
48	53	104	110	160	167
49	54	105	111	161	168
50	55	106	112	162	169
51	56	107	113	163	170
52	57	108	114	164	171
53	58	109	115	165	172
54	59	110	116	166	173
55	60	111	117	167	174
56	61	112	118	168	175
57	62	113	119	169	176
58	63	114	120	170	177
59	64	115	121	171	178
60	65	116	122	172	179
61	66	117	123	173	180
62	67	118	124	174	181
63	68	119	125	175	182
64	69	120	126	176	183
65	70	121	127	177	184
66	71	122	128	178	185
67	72	123	129	179	186
68	73	124	130	>180	187
69	74	125	131		
70	75	126	132		
71	76	127	133		
72	77	128	134		
73	78	129	135		
74	79	130	136		
75	80	131	137		
76	81	132	138		
77	82	133	139		
78	83	134	140		
79	84	135	141		
80	85	136	142		



# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
4	Koalas are not bears live in Australia are from	1
18	They Koalas are marsupials mammals with pouches	2
42	Baby koalas stay in their mother's pouch for a long time six months	3
54	Baby koalas are called joeys	4
62	They Baby koalas Joeys are tiny the size of a peanut no bigger than a peanut	5
74	They Baby koalas Joeys can't see or hear get develop their sight vision hearing senses in the pouch	6
95	They Koalas ride on their mother's back after they leave the pouch until they are a year old until they are ready to be on their own	7
121	They Koalas are gentle don't hurt other animals keep to themselves	8
134	They Koalas sleep for a long time 18 hours each day are nocturnal	9

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units
153	They Koalas	have	rubbery noses * floppy ears * thumbs to grip trees * thumbs to grip food * soft fur * cuddly fur *	10
180	They Koalas	live in trees	spend most of the time day in trees <i>or</i>	11
192	They Koalas	eat only get water from	Eucalyptus leaves	12
223	They Koalas	are grown adults	when they're 2 or 3 years old	13
	Female Girl	koalas can have a baby at 2 or 3 years old <i>or</i>		
253	There are few koalas left because		people hunted them for their fur their forests were destroyed to build houses they were killed by cars	14
279	They Koalas	are now protected <i>or</i>		15
	People can no longer hunt		them koalas	
304	Many koalas now live in		zoos safe places	16

\* To earn credit for this idea unit, the student must mention at least two descriptive details.

**Underground Town**  
**TCLD Title: Underground Town**  
**Lexile: 700 – 6th Grade Progress Monitoring Aug-Nov #8**  
**Source: SDAA 2004**

16  
34  
50  
67

How would you like to live underground? Many families in the town of Coober Pedy, Australia, do just that. Their houses, called dugouts, are carved out of the earth. They are similar to regular houses. They have kitchens, bedrooms, and living rooms, but they have few windows. Most of the light in the houses is artificial. It comes from lamps and overhead lights instead of direct sunlight. The roofs of the homes are made of layers and layers of dirt.

80  
98  
114  
132

People in the town build dugouts because of where they live. Coober Pedy is in a desert in southern Australia. Temperatures can climb as high as 120 degrees in the summer. They can plunge as low as 32 degrees in the winter. Dust storms and swarms of flies can make life miserable. Underground, though, it is always a comfortable 75 degrees. People don't even need fans.

146  
165

Why would people want to live in such a place? Coober Pedy is an opal-mining town. Opals are colorful stones used for jewelry. The mines in Coober Pedy produce most of the world's opals.

181  
196  
212  
226  
229

Early settlers in Coober Pedy realized that they could avoid the harsh temperatures by building their homes underground. Today almost half of the 3,500 people in the town live in dugouts. Restaurants, schools, and other buildings are also underground. People in Coober Pedy enjoy their lives "down under."

**Grade 6 Progress Monitoring Equating Table AUG - NOV – *Underground Town***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<46	53	101	110	156	167	212	224
47	54	102	111	157	168		225
48	55	103	112	158	169	213	226
49	56	104	113	159	170	214	227
50	57	105	114	160	171	215	228
51	58	106	115	161	172	216	229
52	59	107	116	162	173	217	230
53	60	108	117	163	174	218	231
54	61	109	118	164	175	219	232
55	62	110	119	165	176	220	233
56	63	111	120	166	177	221	234
57	64	112	121	167	178	222	235
58	65	113	122	168	179	223	236
59	66	114	123	169	180	224	237
60	67	115	124	170	181	225	238
61	68	116	125	171	182	226	239
62	69	117	126	172	183	227	240
63	70	118	127	173	184	228	241
64	71	119	128	174	185	>229	242
65	72	120	129	175	186		
66	73	121	130	176	187		
	74	122	131	177	188		
67	75	123	132	178	189		
68	76	124	133	179	190		
69	77		134	180	191		
70	78	125	135	181	192		
71	79	126	136	182	193		
72	80	127	137	183	194		
73	81	128	138		195		
74	82	129	139	184	196		
75	83	130	140	185	197		
76	84	131	141	186	198		
77	85	132	142	187	199		
78	86	133	143	188	200		
79	87	134	144	189	201		
80	88	135	145	190	202		
81	89	136	146	191	203		
82	90	137	147	192	204		
83	91	138	148	193	205		
84	92	139	149	194	206		
85	93	140	150	195	207		
86	94	141	151	196	208		
87	95	142	152	197	209		
88	96	143	153	198	210		
89	97	144	154	199	211		
90	98	145	155	200	212		
91	99	146	156	201	213		
92	100	147	157	202	214		
93	101	148	158	203	215		
94	102	149	159	204	216		
95	103	150	160	205	217		
	104	151	161	206	218		
96	105	152	162	207	219		
97	106	153	163	208	220		
98	107	154	164	209	221		
99	108		165	210	222		
100	109	155	166	211	223		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
19	People Families	in Australia in Coober Pedy	live	underground in dugouts	1
35	They The dugouts The underground homes		are similar to regular homes houses	or have kitchens, bedrooms, and living rooms*	2
47	They The dugouts The underground homes	have	few windows mostly artificial light little sunlight	or The people use lamps for light overhead lights	3
80	The roofs are made of layers of dirt				4
91	They The people Australians	build dugouts live underground have this kind of home		because of where they live because they live in a desert	5
111	It's	hot 120 degrees	in the summer	or cold 32 degrees in the winter	6
132	There are †	dust storms lots of flies (bugs)		or make it hard to live there or Dust storms Flies (bugs) make life miserable hard intolerable	7
139	Underground In the dugout	it is	comfortable 75 degrees the same temperature		8
163	They The people	live stay	in the town	to mine opals because the opals are there	9

\*To earn credit for this idea unit option, the student must supply at least two of the three details.

†The student may also earn credit for this idea unit by referring to the lack of dust, flies, or bugs underground.

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units	
181	The town Coober Pedy	produces is responsible for	most of the opals in the world	10	
	Most of the world's opals come from	the town Coober Pedy	<i>or</i>		
199	They The people Early settlers	have had	homes underground dugouts	to avoid harsh temperatures	11
212	Half the people	live	underground in dugouts		12
220	Businesses Schools Restaurants Other buildings	are also underground		<i>or</i>	13
	People Families	in Coober Pedy enjoy living	"down under" underground		

**Vickie and the Kitten**  
**TCLD Title: Vickie and the Kitten**  
**Lexile: 710 – 6th Grade Progress Monitoring Aug-Nov #9**  
**Source: TAAS 2000**

19  
40  
56  
74  
92

Vickie wanted a kitten more than anything. When she was old enough to take care of a pet, her parents bought her a kitten as a surprise. It was tiny and as white and soft as cotton. In fact, Vickie named him Cotton. After her parents brought him home, Vickie and her brother Kevin played with Cotton. They watched him chase a piece of string. They took turns holding him and petting his soft fur. Vickie and Kevin held the kitten close. Cotton purred and looked up at them with big green eyes.

93  
112

Then Kevin began to sneeze, and his eyes became red. The more he held the kitten, the more he sneezed.

113  
129

“Uh-oh,” their dad said with a worried look. “Maybe Kevin shouldn’t be in contact with the kitten.”

130

“I’ll keep Cotton in my room away from Kevin,” Vickie suggested. “Then Kevin won’t sneeze.”

145  
161

But Kevin kept sneezing, and his eyes watered. Finally Vickie’s mom said, “I’m sorry, Vickie. We can’t keep Cotton if he makes Kevin sick.”

169  
188  
207

Vickie began to sob. Her mom hugged her and wiped away her tears. “Vickie, I know this is hard. But we’ll find a good home for Cotton. With Kevin sneezing, this isn’t the right home for a cat.” Vickie understood, but she was disappointed.

213  
230  
247

The next day Vickie’s mom suggested that they call Mrs. Parsi, who lived across the street. She already had two cats, but she might know someone who wanted a kitten. Vickie agreed sadly while Cotton purred happily.

250  
270  
290

“I do know a family who wants a kitten,” Mrs. Parsi told them in a cheerful voice. “Their last name is Martin. They just moved into the house next door to me. They had planned to get a kitten once they were settled in their new home.”

297  
313  
328

That evening Vickie and her mom knocked on the Martins’ door. Mr. and Mrs. Martin greeted them warmly. They smiled with delight when they saw Cotton. “He’s beautiful!” Mrs. Martin said. “Cotton is the perfect name for him.”

335

Mr. Martin noticed Vickie's sad face. He said, "Vickie, maybe you can help us take care of Cotton.

353

You can come over anytime and play with him."

362

Just then a girl about Vickie's age came down the stairs. "Oh, what a cute kitten!" she exclaimed

380

when she saw Cotton. "I love his big green eyes."

390

"His name is Cotton," Vickie said. "He loves to chase string."

401

Together the girls played with Cotton. They laughed as Cotton jumped for the string and ran after

418

it. They talked together as they played. Vickie learned that the girl's name was Marie. They would

435

be in the same class at school.

442

A while later Vickie's mom said it was time to go home. Vickie smiled as she said farewell to

461

Cotton and handed him to Marie. Vickie waved. She thought, "Cotton has the right home now, and

478

I have a new friend."

483



**Grade 6 Progress Monitoring Equating Table AUG - NOV – Vickie and the Kitten**

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<27	3	76	60	124	117	172	174
28	4		61	125	118	173	175
29	5	77	62	126	119	174	176
30	6	78	63		120	175	177
31	7	79	64	127	121	176	178
32	8	80	65	128	122		179
	9	81	66	129	123	177	180
33	10	82	67	130	124	178	181
34	11		68	131	125	179	182
35	12	83	69		126	180	183
36	13	84	70	132	127	181	184
37	14	85	71	133	128		185
	15	86	72	134	129	182	186
38	16	87	73	135	130	183	187
39	17		74	136	131	184	188
40	18	88	75	137	132	185	189
41	19	89	76		133	186	190
42	20	90	77	138	134	187	191
43	21	91	78	139	135		192
	22	92	79	140	136	188	193
44	23	93	80	141	137	189	194
45	24		81	142	138	190	195
46	25	94	82	143	139	191	196
47	26	95	83		140	192	197
48	27	96	84	144	141	193	198
	28	97	85	145	142		199
49	29	98	86	146	143	194	200
50	30		87	147	144	195	201
51	31	99	88	148	145	196	202
52	32	100	89		146	197	203
53	33	101	90	149	147	198	204
54	34	102	91	150	148		205
	35	103	92	151	149	199	206
55	36	104	93	152	150	200	207
56	37		94	153	151	201	208
57	38	105	95	154	152	202	209
58	39	106	96		153	203	210
59	40	107	97	155	154	204	211
	41	108	98	156	155		212
60	42	109	99	157	156	205	213
61	43		100	158	157	206	214
62	44	110	101	159	158	207	215
63	45	111	102		159	208	216
64	46		103	160	160	209	217
65	47	112	104	161	161		218
	48	113	105	162	162	210	219
66	49	114	106	163	163	211	220
67	50	115	107	164	164	>212	221
68	51	116	108	165	165		
69	52	117	109		166		
70	53	118	110	166	167		
	54	119	111	167	168		
71	55	120	112	168	169		
72	56		113	169	170		
73	57	121	114	170	171		
74	58	122	115		172		
75	59	123	116	171	173		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
4	A girl Vickie wanted a kitten	1
24	Her Vickie's parents mom and dad gave her bought her one a kitten when she was old enough to take care of it as a surprise	2
43	She Vickie named him the kitten Cotton because of his fur he was white he was soft	3
57	She Vickie and her brother and Kevin played with the kitten Cotton watched the kitten Cotton chase a piece of string	4
72	They Vickie and her brother (Kevin) held him (Cotton) and petted him	5
98	Kevin Her (Vickie's) brother sneezed got allergies had red eyes or The more Kevin her (Vickie's) brother held the kitten, Cotton, the more he (Kevin) sneezed got allergies got red eyes	6
130	Her Their dad thought Kevin shouldn't touch have contact with the kitten Cotton	7
136	Vickie kept suggested she keep thought about keeping wanted to keep it the kitten Cotton in her room away from her brother (Kevin)	8
164	Her Their mom said they couldn't keep it the kitten Cotton because Kevin kept sneezing because the kitten made Kevin sick	9
173	Vickie cried sobbed was sad	10

Table continues on the next page.

# Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
196	Her (Vickie's) mom Vickie	wanted promised was disappointed understood	to find a good home for that they had to get rid of	the kitten Cotton the kitten Cotton <i>or</i>	11
224	Her (Vickie's) mom	called decided to call suggested they call	the neighbor Mrs. Parsi *		12
262	Mrs. Parsi knew	a family the Martins other neighbors	who wanted a kitten		13
308	Vickie and her mom went to meet		the new neighbors the Martins		14
323	They † The Martins Mr. and Mrs. Martin	liked smiled at	the kitten Cotton		15
341	They † The neighbors The Martins Mr. Martin	noticed could tell saw noticed saw	Vickie was sad Vickie's sad face <i>or</i>		16
353	He They † The neighbors The Martins Mr. Martin	said Vickie could come	play with help take care of	the kitten Cotton	17
407	Vickie and	the girl the neighbor girl the Martins' daughter	played with	the kitten Cotton	18
440	The girl The neighbor girl The Martins' daughter Marie	was in Vickie's class			19
483	Cotton The kitten	had a home and Vickie had a friend			20

\* It is acceptable for the student to say "Miss Parsi."

† The pronoun "they" is acceptable only if it is clear that student is referring to the Martins/neighbors.

**Jim Henson**  
**TCLD Title: Jim Henson**  
**Lexile: 800 – 6th Grade Progress Monitoring Aug-Nov #10**  
**Source: TAAS 2001**

17  
35  
53  
71

Those of you who have seen the show Sesame Street know the wonderful puppets made by Jim Henson. When Henson was a child, he never played with puppets or saw a puppet show. But when he grew up, he made puppets that became famous. One of Henson's first puppets was a frog made out of his mother's old green coat. The frog's best friend was a pig. Soon many other puppets followed.

72  
91  
107  
124  
142  
161  
180

Jim Henson was born in Mississippi in 1936. He lived in a small town, where he rode horses and fished. When Henson was in the fifth grade, his family moved near Washington, D.C. After high school Henson needed to find a job. A television station was looking for someone to work with puppets on a new show. Henson had learned about puppets when he had joined a puppet club in high school. He was excited about a chance to be on television. He and a friend made three puppets and tried out for the job. They were both hired, but the show was on television for only three weeks.

181  
198  
213  
229

People at another television station liked Henson and his puppets. They decided to put them on an afternoon show. Later Henson did another show called Sam and His Friends. Many people thought only small children would be interested in watching it. People of all ages, however, thought the show was funny. In 1958 it won a prize for being one of the best shows in town.

247  
262  
278  
293

Henson's puppets began doing commercials on television, trying to get people to buy things such as coffee. His puppets also appeared on weekly television shows. In 1969 Henson helped make a new show called Sesame Street. On this show his puppets helped children learn numbers, letters, and shapes.

295  
312

Seven years later Henson's puppets had their own show. In 1980 the show was chosen as the greatest international television show of all time. It was seen in homes all over the world.

328  
345  
361  
379  
396

Henson worked below the stage so his puppets would be watched instead of him. When the camera was pointed in a certain direction, the people moving the puppets could not be seen. Henson always watched a television below the stage. This let him see exactly what the people at home saw during his show. Henson made his puppets seem real by turning their heads or changing the angle of their mouths. This made them appear to be sad, happy, or surprised.

409

428

429

Today people all over the world smile when they see these life-like puppets on television and in the movies.

**Grade 6 Progress Monitoring Equating Table AUG - NOV – Jim Henson**

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<47	33	100	90	153	147
48	34	101	91	154	148
49	35	102	92	155	149
50	36	103	93	156	150
51	37	104	94	157	151
52	38	105	95	158	152
53	39	106	96	159	153
	40	107	97	160	154
54	41	108	98	161	155
55	42	109	99	162	156
56	43	110	100	163	157
57	44		101	164	158
58	45	111	102	165	159
59	46	112	103	166	160
60	47	113	104	167	161
61	48	114	105		162
62	49	115	106	168	163
63	50	116	107	169	164
64	51	117	108	170	165
65	52	118	109	171	166
66	53	119	110	172	167
67	54	120	111	173	168
	55	121	112	174	169
68	56	122	113	175	170
69	57	123	114	176	171
70	58	124	115	177	172
71	59		116	178	173
72	60	125	117	179	174
73	61	126	118	180	175
74	62	127	119	181	176
75	63	128	120		177
76	64	129	121	182	178
77	65	130	122	183	179
78	66	131	123	184	180
79	67	132	124	185	181
80	68	133	125	186	182
81	69	134	126	187	183
82	70	135	127	188	184
	71	136	128	189	185
83	72	137	129	190	186
84	73	138	130	191	187
85	74		131	192	188
86	75	139	132	193	189
87	76	140	133	194	190
88	77	141	134	195	191
89	78	142	135		192
90	79	143	136	196	193
91	80	144	137	197	194
92	81	145	138	198	195
93	82	146	139	>199	196
94	83	147	140		
95	84	148	141		
96	85	149	142		
	86	150	143		
97	87	151	144		
98	88	152	145		
99	89		146		

# Retell Scoring Guide

Jim Henson

(page 1 of 2)

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
18	A guy Jim Henson created made puppets	1
28	He Henson never saw a puppet show played with puppets had puppets when he was little a child	2
52	He Henson made a puppet that was a frog or from his mother's coat	3
67	The frog's friend Another puppet he (Henson) made was a pig	4
78	He Henson was born in lived in Mississippi a small town the country 1936 or rode horses and fished	5
104	He Henson They Henson's family moved to Washington to D.C.	6
144	He Henson was in a puppet club learned about puppets became interested in puppets in high school	7
154	He Henson Henson and a friend tried out for wanted got was/were excited about made three puppets for a job on a a chance to be on a puppet show tv show	8
200	He Henson They Henson and his friend got on another an afternoon puppet show tv show or did another show called Sam and His Friends	9
232	People thought the show was funny one of the best shows in town	10

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
252	His (Henson’s) puppets did commercials	11
283	He Henson started created made helped begin the show Sesame Street	12
292	His (Henson’s) puppets helped children learn numbers letters shapes	13
319	His (Henson’s) puppet show was seen around the world one of the greatest international shows of all time	14
342	People could see the puppets on stage and not him (Henson) instead of him (Henson)	15
379	He Henson watched a tv below the stage to see what people saw	16
392	He Henson made his puppets seem real by turning their heads changing their mouths	17
425	Today, people like to see his puppets on tv in movies	18



**Mrs. Mason's Gift**  
**TCLD Title: Mrs. Mason's Gift**  
**Lexile: 820 – 6th Grade Progress Monitoring Aug-Nov #11**  
**Source: SDAA 2003**

15  
33  
51  
67  
83

Gina climbed the steps to Mrs. Mason's porch. She enjoyed visiting the former schoolteacher and listening to her stories. Mrs. Mason was sitting with a book on her lap, surrounded by her cats and the many plants she tended. Today was the day Gina would say good-bye until next summer. School would start next week. Her stay with her grandmother and the afternoons spent with her grandmother's neighbor Mrs. Mason were over for this year. Gina's parents were waiting for her in the car.

85  
102  
117

"Thanks for all the cookies and stories, Mrs. Mason. From what you've told me, school sure must have been different when you were teaching. It's hard to believe that computers weren't around then."

118  
135

Mrs. Mason smiled and said, "I have something for you." She handed Gina the book she was holding. The pages were blank. The word Journal was printed on the cover.

148  
164  
183  
201

After waving good-bye to her grandmother and thanking Mrs. Mason for the gift, Gina settled down in the back seat for the long drive home. She opened the journal Mrs. Mason had given her and found a letter inside. After reading it carefully, she knew she would soon fill her journal with memories of the summer and hopes for the new school year.

212

Dear Gina,

214  
234  
251  
270  
289  
307  
325  
343

Use this journal as a tool to focus on yourself and the world around you. You can write about your thoughts, memories, and daily life. Your journal will then be a personal record of things that are important to you. To keep a journal, follow these simple steps. 1. Set aside a time to write every day. Decide what time of day is best for you. 2. Write about things that interest you. People, places, and everyday happenings are good topics. You may choose to stick to prose or try some poetry. 3. Write the day's date before each entry. What you write will become more interesting to you as time goes by. Later you'll have fun reading your first entries. Once you start writing, you will get more ideas. I hope this little book will lead to many years of journal writing. See you next summer.

361  
363  
365

Your friend,  
Mrs. Mason

**Grade 6 Progress Monitoring Equating Table AUG - NOV – Mrs. Mason's Gift**

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<25	33	78	90	131	147	183	204
26	34	79	91	132	148	184	205
27	35	80	92	133	149	185	206
28	36	81	93		150	186	207
29	37	82	94	134	151	187	208
30	38	83	95	135	152	188	209
31	39	84	96	136	153	189	210
32	40		97	137	154	190	211
33	41	85	98	138	155	191	212
34	42	86	99	139	156	192	213
35	43	87	100	140	157	193	214
	44	88	101	141	158	194	215
36	45	89	102	142	159		216
37	46	90	103	143	160	195	217
38	47	91	104	144	161	196	218
39	48	92	105	145	162	197	219
40	49	93	106		163	198	220
41	50	94	107	146	164	199	221
42	51	95	108	147	165	200	222
43	52	96	109	148	166	201	223
44	53		110	149	167	202	224
45	54	97	111	150	168	203	225
46	55	98	112	151	169	204	226
47	56	99	113	152	170	205	227
48	57	100	114	153	171	206	228
	58	101	115	154	172		229
49	59	102	116	155	173	207	230
50	60	103	117	156	174	208	231
51	61	104	118	157	175	209	232
52	62	105	119		176	210	233
53	63	106	120	158	177	211	234
54	64	107	121	159	178	212	235
55	65	108	122	160	179	213	236
56	66	109	123	161	180	214	237
57	67		124	162	181	215	238
58	68	110	125	163	182	216	239
59	69	111	126	164	183	217	240
60	70	112	127	165	184	>218	241
	71	113	128	166	185		
61	72	114	129	167	186		
62	73	115	130	168	187		
63	74	116	131	169	188		
64	75	117	132	170	189		
65	76	118	133		190		
66	77	119	134	171	191		
67	78	120	135	172	192		
68	79	121	136	173	193		
69	80		137	174	194		
70	81	122	138	175	195		
71	82	123	139	176	196		
72	83	124	140	177	197		
	84	125	141	178	198		
73	85	126	142	179	199		
74	86	127	143	180	200		
75	87	128	144	181	201		
76	88	129	145	182	202		
77	89	130	146		203		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	X Recalled Idea Unit							Y Maximum Possible Idea Units
14	A girl Gina	liked enjoyed	seeing visiting	listening to hearing	stories from	Mrs. Mason * a former teacher		1
48	Gina The girl	was	saying goodbye going back to school					2
61	Gina The girl	spent stayed	the summer with her		grandmother grandma		3	
	Mrs. Mason was the neighbor of			Gina's the girl's				
109	The lady The neighbor Mrs. Mason	told	Gina the girl	about	school being different not having computers	when she was a teacher in the past		4
133	Mrs. Mason The lady The neighbor	gave handed		Gina the girl	a journal a diary a book		5	
188	Gina The girl	found	a letter a note	from	Mrs. Mason the lady the neighbor	inside the	journal diary book	6
224	Mrs. Mason The lady The neighbor	suggested told	Gina the girl	to use the	journal diary book	as a tool to focus on	herself the world around her	7
235	Gina The girl	could should	use the	journal diary book	to write	her memories about daily life important things her thoughts her ideas		8

\* It is acceptable for the student to say "Miss Mason."

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit						Ⓜ Maximum Possible Idea Units
262	Mrs. Mason The lady The neighbor	gave told ----- told	Gina the girl	steps for ----- to write	keeping a writing in the ----- each day † at the same time † poetry † the date on each entry † about interesting things/places/people †	journal diary book ----- <i>or</i>	9
327	Mrs. Mason The lady The neighbor	thought	Gina the girl	would get more ideas would become more interested ----- would like to read her own journal someday	----- <i>or</i>	as she wrote	10
357	Mrs. Mason The lady The neighbor	hoped	Gina the girl	would keep	writing a journal	for years	11

† To earn credit for the second option of this idea unit, the student must supply at least two of the crossed (†) details.