

7th Grade Progress Monitoring

December–February Examiner Packet

Administer once between December and February using any one of the passages listed on the following page. Avoid selecting the same passage you administered between August and November.

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 7

Progress Monitoring Passages December-February

STORY	LEXILE	TEXT TYPE
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
TITANIC	550	N
KOALAS	560	E
VICKIE AND THE KITTEN	710	N
JANE GOODALL: A FRIEND TO CHIMPANZEES	740	E
A GREAT COMET	780	E
FACES ON THE MOUNTAIN	950	E

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

A Soothing Song

TCLD Title: A Soothing Song

Lexile: 500 – 7th Grade Progress Monitoring Dec-Feb #1

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 7 Progress Monitoring Equating Table DEC - FEB – *A Soothing Song*

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

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 – 7th Grade Progress Monitoring Dec-Feb #2
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 7 Progress Monitoring Equating Table DEC - FEB – *The Writing Pencil*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<54	35	125-126	92	197	149	268-269	206	340	263
55	36	127	93	198	150	270	207	341	264
56-57	37	128	94	199-200	151	271	208	342-343	265
58	38	129	95	201	152	272	209	344	266
59	39	130-131	96	202	153	273-274	210	345	267
60	40	132	97	203	154	275	211	346	268
61-62	41	133	98	204-205	155	276	212	347-348	269
63	42	134	99	206	156	277	213	349	270
64	43	135-136	100	207	157	278-279	214	350	271
65	44	137	101	208	158	280	215	351	272
66-67	45	138	102	209-210	159	281	216	352-353	273
68	46	139	103	211	160	282	217	354	274
69	47	140-141	104	212	161	283-284	218	355	275
70	48	142	105	213	162	285	219	356	276
71-72	49	143	106	214-215	163	286	220	357-358	277
73	50	144	107	216	164	287	221	359	278
74	51	145-146	108	217	165	288-289	222	360	279
75-76	52	147	109	218	166	290	223	361	280
77	53	148	110	219-220	167	291	224	362-363	281
78	54	149	111	221	168	292	225	364	282
79	55	150-151	112	222	169	293-294	226	365	283
80-81	56	152	113	223	170	295	227	366	284
82	57	153	114	224-225	171	296	228	367-368	285
83	58	154	115	226	172	297	229	369	286
84	59	155-156	116	227	173	298-299	230	370	287
85-86	60	157	117	228	174	300	231	371	288
87	61	158	118	229-230	175	301	232	372-373	289
88	62	159-160	119	231	176	302	233	374	290
89	63	161	120	232	177	303-304	234	375	291
90-91	64	162	121	233	178	305	235	376	292
92	65	163	122	234-235	179	306	236	377-378	293
93	66	164-165	123	236	180	307	237	379	294
94	67	166	124	237	181	308-309	238	380	295
95-96	68	167	125	238	182	310	239	381	296
97	69	168	126	239-240	183	311	240	382-383	297
98	70	169-170	127	241	184	312	241	384	298
99	71	171	128	242	185	313-314	242	385	299
100-101	72	172	129	243-244	186	315	243	386	300
102	73	173	130	245	187	316	244	387-388	301
103	74	174-175	131	246	188	317	245	389	302
104	75	176	132	247	189	318-319	246	390	303
105-106	76	177	133	248-249	190	320	247	391	304
107	77	178	134	250	191	321	248	392-393	305
108	78	179-180	135	251	192	322	249	394	306
109	79	181	136	252	193	323-324	250	395	307
110-111	80	182	137	253-254	194	325	251	396	308
112	81	183	138	255	195	326	252	397-398	309
113	82	184-185	139	256	196	327-328	253	399	310
114	83	186	140	257	197	329	254	400	311
115-116	84	187	141	258-259	198	330	255	401	312
117	85	188	142	260	199	331	256	402-403	313
118	86	189-190	143	261	200	332-333	257	404	314
119	87	191	144	262	201	334	258	405	315
120-121	88	192	145	263-264	202	335	259	406	316
122	89	193	146	265	203	336	260	407-408	317
123	90	194-195	147	266	204	337-338	261	409	318
124	91	196	148	267	205	339	262	410	319
								>411	320

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 him the boy Josh			5
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

Titanic

Lexile: 550 – 7th Grade Progress Monitoring Dec-Feb #3

Source: TPRI

21

April 10th, 1912, was the most exciting day of my life. Little did I know that it was a prelude to the most terrifying time of my life as well.

30

48

66

86

My father had moved to America several months prior to then. He found a good job. He had finally saved enough money to bring my mother and me to join him. He surprised us with second class tickets on a ship called the RMS Titanic. My mother told me it was the biggest ship in the world.

87

105

127

145

161

I couldn't believe my eyes when I saw it. It was enormous! My mom let me wander around alone and explore the ship. I was 8 and grown up enough to know not to get into trouble or to be a nuisance. I quickly made a friend on board. Her name was Marjorie. She was going to visit America with her parents. We spent nearly the entire trip playing together and watching the other passengers. We had hours of fun!

167

184

201

221

236

Everything was normal when I went to bed on April 14th. Around midnight I was startled awake by the voices of men yelling and women screaming. My mother ran into the hall. She heard someone say we had hit an iceberg. The ship was filling with water. We had no time to gather our belongings or get dressed. We followed the panicking crowd toward the main deck. My mother clutched my hand tightly.

240

258

277

295

314

333

353

375

394

Someone was yelling that the boat was sinking. How could this be? I looked at my mom. I could tell it was true. People were frantic to get to the lifeboats. There were so many people. I wondered how they could all fit into so few boats. People were pushing each other. I was knocked to the ground. I heard my mother scream. A kind man picked me up before I was trampled. He led my mom and me to a lifeboat and made sure we were safely aboard. As other people boarded with us, I saw Marjorie and her family waiting in line. I yelled for them, but they didn't hear me. I was scared for them. I wanted them to come on my boat. I wanted them to be safe, too. I told the crewman that I would make room for them, but he gave the order to release our boat without hearing what I had said. We had to leave without them.

405

424

441

I don't know how long we floated in the sea. We were freezing, wet, and scared, but we were the lucky ones. We were alive. So many people were left behind that night. I wondered what happened to Marjorie. I never saw her again.

449

468

488

506

527

528

When we got to America, my father was waiting for us. His eyes were filled with tears, and he sobbed as he held us tightly. Years later I realized that those tears weren't only for us, but for all the people who never made it to America. Ever since then, even though my name is Jessica, he has called me Joy. He gave me that new nickname to reflect how he felt when he was told that we survived.

Grade 7 Progress Monitoring Equating Table DEC - FEB – *Titanic*

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

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
30	It April 10th was an exciting day the start the beginning of something terrifying scary or	1
46	His/her father had found got a job in America	2
75	The father surprised sent the family the mother/mom and him/her (with) tickets on the Titanic saved money to bring the family the mother/mom and him/her over to America on the Titanic or	3
87	The ship The Titanic was enormous the biggest ship in the world	4
110	He She could go around explore wander the ship alone was old enough not to get into trouble on the ship or	5
136	He She made a friend met a girl met Marjorie	6
157	They He/She and Marjorie played had fun together for hours the entire trip the whole trip	7
193	He She woke up to screaming screams yells heard someone people screaming around midnight in the night or	8
208	The ship The Titanic hit an iceberg some ice	9
234	They He/she and the mother/mom hurried followed the crowd to the main deck main area on the ship	10

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units			
263	The ship The Titanic	was sinking was starting to sink	11		
271	People	were pushing were panicked were frantic	to get on the boats lifeboats	12	
313	A man	saved him/her from being picked him/her off the ground before she was	trampled run over stepped on	13	
329	The man got	them the family the mother/mom and him/her	on a lifeboat	14	
358	He She	called yelled	for Marjorie to get on the boat lifeboat	or	15
		was scared for	his/her friend Marjorie Marjorie's family		
405	The boat	had to leave left	without	his/her friend Marjorie Marjorie's family	16
430	He/she The family They	was (were) lucky	to be alive to be on a lifeboat	or	17
			because others	were got	left behind
449	He She	never saw	his/her friend Marjorie	again	18
469	His/her father cried when	they the family he/she and his/her mother	arrived	in America	19
		he saw he held	them the family he/she and his/her mother		
528	Her father started calling her Joy	because he was happy she survived even though her name was Jessica			20

Koalas

Lexile: 560 – 7th Grade Progress Monitoring Dec-Feb #4

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 7 Progress Monitoring Equating Table DEC - FEB – Koalas

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

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.

Vickie and the Kitten
TCLD Title: Vickie and the Kitten
Lexile: 710 – 7th Grade Progress Monitoring Dec-Feb #5
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 7 Progress Monitoring Equating Table DEC - FEB – Vickie and the Kitten

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<49-50	50	115	107	180	164	245	221	310	278
51	51	116	108	181	165	246	222	311	279
52	52	117	109	182	166	247	223	312	280
53	53	118	110	183	167	248	224	313	281
54	54	119	111	184	168	249-250	225	314-315	282
55	55	120	112	185-186	169	251	226	316	283
56	56	121-122	113	187	170	252	227	>317	284
57-58	57	123	114	188	171	253	228		
59	58	124	115	189	172	254	229		
60	59	125	116	190	173	255	230		
61	60	126	117	191	174	256	231		
62	61	127	118	192	175	257-258	232		
63	62	128	119	193-194	176	259	233		
64	63	129-130	120	195	177	260	234		
65-66	64	131	121	196	178	261	235		
67	65	132	122	197	179	262	236		
68	66	133	123	198	180	263	237		
69	67	134	124	199	181	264	238		
70	68	135	125	200	182	265-266	239		
71	69	136	126	201-202	183	267	240		
72	70	137-138	127	203	184	268	241		
73-74	71	139	128	204	185	269	242		
75	72	140	129	205	186	270	243		
76	73	141	130	206	187	271	244		
77	74	142	131	207	188	272	245		
78	75	143	132	208	189	273-274	246		
79	76	144	133	209-210	190	275	247		
80	77	145-146	134	211	191	276	248		
81-82	78	147	135	212	192	277	249		
83	79	148	136	213	193	278	250		
84	80	149	137	214	194	279	251		
85	81	150	138	215	195	280	252		
86	82	151	139	216	196	281-282	253		
87	83	152	140	217-218	197	283	254		
88	84	153-154	141	219	198	284	255		
89-90	85	155	142	220	199	285	256		
91	86	156	143	221	200	286	257		
92	87	157	144	222	201	287	258		
93	88	158	145	223	202	288	259		
94	89	159	146	224	203	289-290	260		
95	90	160	147	225-226	204	291	261		
96	91	161-162	148	227	205	292	262		
97-98	92	163	149	228	206	293	263		
99	93	164	150	229	207	294	264		
100	94	165	151	230	208	295	265		
101	95	166	152	231	209	296	266		
102	96	167	153	232	210	297-298	267		
103	97	168	154	233-234	211	299	268		
104	98	169-170	155	235	212	300	269		
105-106	99	171	156	236	213	301	270		
107	100	172	157	237	214	302	271		
108	101	173	158	238	215	303	272		
109	102	174	159	239	216	304	273		
110	103	175	160	240	217	305	274		
111	104	176	161	241-242	218	306-307	275		
112	105	177-178	162	243	219	308	276		
113-114	106	179	163	244	220	309	277		

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.

Jane Goodall: A Friend to Chimpanzees
TCLD Title: Jane Goodall: A Friend to Chimpanzees
Lexile: 740 – 7th Grade Progress Monitoring Dec-Feb #6
Source: TAAS 2002

19
34
53

When Jane Goodall was a child, her family heard that a baby chimpanzee had been born at a zoo in London. To celebrate this exciting news, Goodall’s parents bought her a stuffed toy chimpanzee. She named it Jubilee after the real baby chimp at the zoo. From that day on, Goodall kept the stuffed animal by her side.

58
76
95

Jane Goodall was born on April 3, 1934, in London, England. As a child she was fascinated with animals. At the age of four, she sat for hours in a henhouse, watching closely. She wanted to find out how chickens lay eggs.

100
117

While walking to school, she often stopped to watch a bird or squirrel. By looking and listening, Goodall learned about animals.

121
140
157

From an early age Goodall loved to read. One of her favorite books was *The Story of Dr. Dolittle*, a tale about a man who could talk to animals. Goodall also enjoyed reading about wild animals. She began to dream about going to Africa to study them.

168
183
201
219
236
253
270

About three years after she finished high school, Goodall unexpectedly received a letter. It was from an old classmate whom Goodall had not heard from in a long time. The friend wrote that her family had moved to a farm in Africa. She invited Goodall for a visit, and Goodall accepted. For several months Goodall worked hard and saved money for the trip. She also read more about Africa. In 1957 Goodall sailed to Africa. After visiting her friend, Goodall began a job in Kenya. There she met a scientist who told her about a group of chimpanzees in nearby Tanzania. He helped arrange for her to study the chimps in the wild.

281
297
315
329
343
359
375
391
412
429

At first Goodall did not see many chimps. They would run away when she approached, but eventually they began to accept her. Within a few months they did not flee when she was near. Goodall watched how the animals lived and behaved. She carefully wrote down her observations. While doing so, she made many important discoveries about chimpanzees. She learned that chimps do not eat only plants, as scientists had thought. Chimps also eat insects and sometimes meat. Another of Goodall’s discoveries was even more amazing. One day she was watching a chimp that she called David Greybeard. David Greybeard poked a blade of grass into an insect mound. When he pulled out the blade of grass, it was covered with insects. Then he ate the insects off the blade of grass. Later Goodall saw the same chimp using a stick to collect insects. This showed Goodall that chimpanzees use tools to get food.

435

Goodall has spent many years studying chimpanzees and has become an expert on their behavior.

450

Now she travels around the world, giving speeches about chimps. She wants people to be

465

concerned about animals, both in zoos and in the wild. Wherever Goodall goes, her stuffed

480

chimpanzee Jubilee is by her side.

486

Grade 7 Progress Monitoring Equating Table DEC - FEB – Jane Goodall: A Friend to Chimpanzees

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

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	A chimpanzee was born at a zoo in London	1
34	She Jane Goodall got a toy chimpanzee a stuffed animal (chimpanzee) Jubilee always kept a toy chimpanzee a stuffed animal (chimpanzee) Jubilee with her by her side or	2
77	She Jane Goodall always liked was fascinated by animals	3
100	She Jane Goodall watched chickens hens to see to find out how they laid eggs	4
111	She Jane Goodall watched studied learned about listened to different animals birds squirrels when she was little	5
140	She Jane Goodall loved to read about animals a man who talked to animals Dr. Dolittle Her favorite books were about	6
168	She Jane Goodall dreamed of studying animals in Africa	7
187	After high school After she graduated she Jane Goodall got a letter from a friend an old classmate someone she hadn't heard from in a long time	8
216	The friend invited her (Goodall) to his/her place his/her farm Africa	9

Table continues on the next page.

Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
231	<p>She Jane Goodall</p> <p>got ready saved money</p> <p>to go to Africa for her trip to Africa to visit her friend</p> <p>or</p> <p>went sailed to Africa in 1957</p>	10
253	<p>She Jane Goodall</p> <p>started working got a job</p> <p>in Kenya</p>	11
281	<p>Someone in Kenya A scientist</p> <p>helped her study</p> <p>chimpanzees chimps</p> <p>in the wild in nature in Tanzania</p>	12
293	<p>The chimps</p> <p>would run away hide</p> <p>from her (Goodall)</p>	13
303	<p>They The chimps</p> <p>started began</p> <p>to trust to accept</p> <p>her (Goodall)</p>	14
348	<p>She Jane Goodall</p> <p>learned discovered</p> <p>that chimps</p> <p>don't eat just plants eat more than just plants</p> <p>or</p> <p>also eat insects meat</p>	15
413	<p>She Jane Goodall</p> <p>learned discovered</p> <p>that chimps use</p> <p>tools blades of grass sticks</p> <p>to get</p> <p>food insects</p>	16
447	<p>She Jane Goodall</p> <p>became is</p> <p>an expert on</p> <p>chimps chimpanzees</p> <p>or</p> <p>gives speeches on chimps around the world</p>	17
486	<p>She Jane Goodall</p> <p>still carries</p> <p>her stuffed chimpanzee Jubilee</p>	18

A Great Comet
TCLD Title: A Great Comet
Lexile: 780 – 7th Grade Progress Monitoring Dec-Feb #7
Source: TAAS 2000

18
40

For six months in 1997, people watched a glowing object in the night sky. Comet Hale-Bopp made a show in the sky that lasted from January to June. Its head shone as brightly as a star. Its tail swept back like a fan. Some people thought it might be the best comet to pass by Earth in 20 years.

60
79
98
117
134
152

Comets begin as dirty chunks of rock in an icy fog. Some of these rocks move toward the sun when its gravity pulls them. Once the rocks get near the sun, they begin to look like comets. Each comet forms a tail and a round head that are characteristic of all comets. The round head and tail make a comet easy to recognize. Comets travel in orbits, or circles, around the sun. These orbits can be big or small. Comets that make small orbits around the sun come near Earth every 200 years or less. They are not very bright, but we see them more often.

166
186

Hale-Bopp is a comet that makes big orbits around the sun. It will not pass near Earth again for about 2,400 years.

189
209
225
245
263
280

In the 1990s about 12 comets a year were discovered. Most of these could not be seen in the sky without special equipment because they did not come very close to Earth. Even though Hale-Bopp was far away from Earth, it could be seen because its head was huge. The heads of most comets are no larger than six miles in diameter. Hale-Bopp's head was about 25 miles across. Because of its size, Hale-Bopp glowed brightly. Most of the famous comets have had long, thin tails that streamed for millions of miles. Hale-Bopp's tail was wider and shorter.

291
306
324
341
362
368

People enjoyed watching Hale-Bopp for several reasons. It glowed brightly. Hale-Bopp could be seen without a telescope for six months, from an hour after sunset until an hour before sunrise each day. Everyone had sufficient time to see this bright traveler. There were plenty of chances to look at it. There will continue to be many more comets for us to see. Like Hale-Bopp, they will look like glowing balls in the night sky.

Grade 7 Progress Monitoring Equating Table DEC - FEB – A Great Comet

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

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	
17	The comet Hale-Bopp	was in the sky	could be seen	for six months	from January to June		1	
34	It The comet Hale-Bopp	had a tail like a fan					or	2
	The comet's Hale-Bopp's	head	glowed shone shined	brightly as bright as a star				
60	People thought	it the comet Hale-Bopp	was the best in	a long time many years 20 years			3	
67	Comets	start begin	as rocks chunks of rock				4	
106	Comets	have are recognized by their	round heads and tails			or	5	
	The head and tail of the comet	form are made	when it gets	near close to close by	the sun			
132	Comets	move travel orbit circle	around the sun				6	
155	Comets	in that make	small	orbits circles	are	not very bright not as bright seen more often seen more frequently seen sooner seen every 200 years or less	7	
175	Hale-Bopp	makes big	orbits circles			or	8	
		won't be seen for	2,400 years a long time many years					

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
212	Comets discovered	in the 1990s not long ago	did not come close to Earth us	or were hard to see needed special equipment to be seen	9
239	Hale-Bopp could be seen because it		was huge was really large had a huge head had a large head		10
260	Hale-Bopp's head was 25 miles		wide across in diameter		11
289	Hale-Bopp's tail was	wider than shorter than	most other	comets	12
302	People liked enjoyed	Hale-Bopp because it	glowed brightly	or could be seen viewed without a telescope special equipment	13
358	There will be	other more	comets	like Hale-Bopp that look like glowing balls in the sky	14

Faces on the Mountain
TCLD Title: Faces on the Mountain
Lexile: 950 – 7th Grade Progress Monitoring Dec-Feb #8
Source: SDAA 2003

16
34
51
67

In 1924 Doane Robinson of the South Dakota Historical Society had an idea. He thought carving huge stone faces into a mountainside would be a wonderful gift to the people of the United States. The monument would also attract tourists to his state. He hired sculptor Gutzon Borglum to do the carving. Mount Rushmore's giant faces now bring millions of visitors to South Dakota to see one of the largest public monuments ever created.

74
90
108
124
144
160
175
190
204

Borglum chose Mount Rushmore in the Black Hills as the site for the carving. The mountain's rock face was 400 feet high and 1,000 feet across. The carvings would last because the rock was hard granite without deep cracks or other obvious flaws. Because it faced southeast, the rock face was lit by the sun most of the day, so the carved faces would not be in the shadows. Robinson suggested carving the faces of western heroes such as Lewis and Clark. Borglum wanted to honor the Presidents who had helped make the United States a great nation. Borglum's vision won out. He chose George Washington, the first President, and Thomas Jefferson, the author of the Declaration of Independence. Next he chose Abraham Lincoln, his personal hero, and finally the great outdoorsman Theodore Roosevelt.

208
224
242
261
277
294
310
325
342

Work began on August 10, 1927. Artisans used dynamite to blast rock from the mountain. Then they cut away more rock to create the faces. These master craftsmen sat in special chairs on long cables that hung over the side of the mountain. Borglum used a five-foot-high plaster model of the faces to direct the workers. When workers started carving Jefferson's face, they found that the rock on that side of the mountain was unstable. Borglum had to readjust his plans and carve Jefferson on the other side of Washington. The original carving of Jefferson's face was blasted away with dynamite. Lincoln was carved after Jefferson, and Roosevelt was carved last. It took workers six and a half years to finish the carving, though the memorial wasn't completed for 14 years because of financial problems.

345
360
378
386

The memorial's 50th anniversary was celebrated with an elaborate party on July 3, 1991. Nineteen of the men who had helped build the monument attended. Today the site is more popular than ever, attracting close to three million visitors each year.

Grade 7 Progress Monitoring Equating Table DEC - FEB – *Faces on the Mountain*

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

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 man Doane Robinson	wanted to	carve sculpt	faces into a mountain	or	1
		thought	carvings stone faces	would be a gift to	people citizens US citizens Americans	
	Millions of	visitors people tourists	go to see the faces	on Mount Rushmore in South Dakota on the monument	or	
52	Gutzon Borglum	was hired to	sculpt carve	the faces Mount Rushmore on the monument	or	2
	A sculptor Another man	sculpted carved	the faces Mount Rushmore the monument			
82	Mount Rushmore The mountain	is was	in the Black Hills 400 feet high 1,000 feet across			3
110	The rock The granite	would make the carvings last		or		4
		did not have	cracks flaws			
124	The faces	would not be in the shadow were mostly in the sun were facing southeast				5
	They The men Robinson and Borglum	decided to carve Presidents		or		
162		decided not to carve	western heroes Lewis and Clark	or		6
	Robinson One man	wanted suggested carving	western heroes Lewis and Clark	but Borglum but the other man but the sculptor	wanted US Presidents	

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit						Ⓜ Maximum Possible Idea Units
186	They Borglum	picked chose	Washington (the first President) * Jefferson (the author of the Declaration of Independence) * Lincoln (his personal hero) * Roosevelt (a great outdoorsman) *				7
233	They had to	blast the rock use dynamite cut away rock	to make to create to carve to sculpt	the faces			8
251	The craftsmen The carvers The workers	worked from were attached to sat in chairs attached to	long cables on the side of the mountain				9
	The sculptor Borglum	used a model to	direct help	the craftsmen the carvers the workers			
298	Jefferson's	face carving sculpture	had to be moved had to be switched	because of due to the	unstable weak	rock granite mountain	10
333	It took	over six years six and a half years	to finish the	faces carvings			11
		14 years to finish the memorial					
359	Some Nineteen	of the workers were at the 50th anniversary of the memorial					12
	The Its The memorial's Mount Rushmore's	50th anniversary was in 1991					

* To earn credit for this idea unit, the student must mention at least two presidents or stated reasons for their inclusion.