

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Oral Reading

### Tunnel Vision: Building an Underwater Tunnel -(Scholastic)

#### SPRING 4

#### Finding the Idea

Like all well-made structures, the tunnel started with a good idea. Jim Pattison Jr., who runs Ripley Entertainment, noticed the underwater tunnel in other aquariums he visited around the world. He thought it looked great, but he wanted to do something different. He wanted the tunnel to twist and turn. This would make the tunnel a lot more fun to walk through while looking at the animals. But it would also make the tunnel harder to design and build.

An aerial view showing how part of the tunnel winds

Did you know? Ripley Entertainment made two aquariums in the U.S. before making the one in Toronto. All three have a winding tunnel, but the one in Toronto is the longest.

green sea turtle

Fun Fact: Females can lay between 75-200 eggs in one clutch!

#### Notice if the student...

<input type="checkbox"/> rereads text	<input type="checkbox"/> sounds word out	<input type="checkbox"/> covers the ending and
<input type="checkbox"/> asks for help	<input type="checkbox"/> looks at the pictures	<input type="checkbox"/> looks for smaller words
<input type="checkbox"/> skips the word and comes back	<input type="checkbox"/> chunks the words	<input type="checkbox"/> self-corrects
<input type="checkbox"/> tries to figure out what makes sense in the sentence	<input type="checkbox"/> uses text features other than pictures	<input type="checkbox"/> finger points

Halting	Careful	Confident	Fluent	Expressive
-little expression -short phrases -slow with long pauses and repetitions	-some expression that conveys meaning -longer word phrases some of the time -moderate rate with some pauses and repetitions -little flow	-expression generally reflects mood and pace -longer, meaningful phrases some of the time -rate with a few pauses or repetitions -sounds like talk	-expression reflects mood and pace -longer, meaningful phrases most of the time -good rate – flow- may be an occasional pause	-very expressive in mood and pace – like a performance -consistently longer, meaningful phrases -rate reflects the 'passion' of the author's voice

## READING ASSESSMENT CONFERENCE

### Living Life to the Extremes

SPRING 4

\*This conference should feel like a good chat about the book. The prompts are here to guide you. Feel free to build on the students' response but keep the conference brief\*

Ask, after reading, the following questions:



#### How do you usually figure out words you don't know? (Examples: interference, military, pollution)

Word Strategies: (Do not show this list to students.)

- |   |  |
|---|--|
| <input type="checkbox"/> finger points                | <input type="checkbox"/> chunk the word                                      |
| <input type="checkbox"/> reread it                    | <input type="checkbox"/> skip it   |
| <input type="checkbox"/> look at the picture          | <input type="checkbox"/> cover the ending and look for smaller words         |
| <input type="checkbox"/> ask someone                  | <input type="checkbox"/> break the word into syllables                       |
| <input type="checkbox"/> sound it out                 |  |
| <input type="checkbox"/> look it up in the dictionary | <input type="checkbox"/> try and figure out what makes sense in the sentence |
| <input type="checkbox"/> Other: _____                 |  |



#### What do you do to help yourself when you don't understand what you are reading?

Sense Strategies: (Do not show this list to students.)

- |   |  |
|---|--|
| <input type="checkbox"/> reread it                              | <input type="checkbox"/> make a picture in my mind   |
| <input type="checkbox"/> skip it                                | <input type="checkbox"/> try another book  |
| <input type="checkbox"/> look in the paragraph for words I know | <input type="checkbox"/> make notes on what I've read  |
| <input type="checkbox"/> ask someone                            | <input type="checkbox"/> make a connection between the text, yourself, the world, another text, captions |
| <input type="checkbox"/> other: _____                           |  |

1. What connections did you make as you were reading?

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2. Tell me something that you learned or surprised you about underwater aquariums?

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