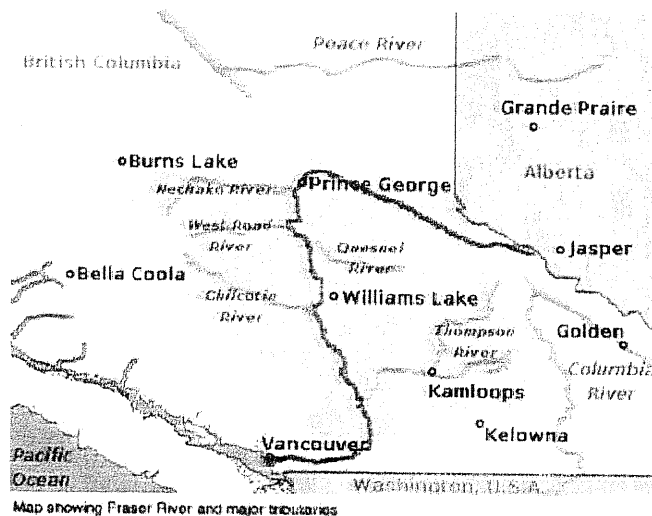
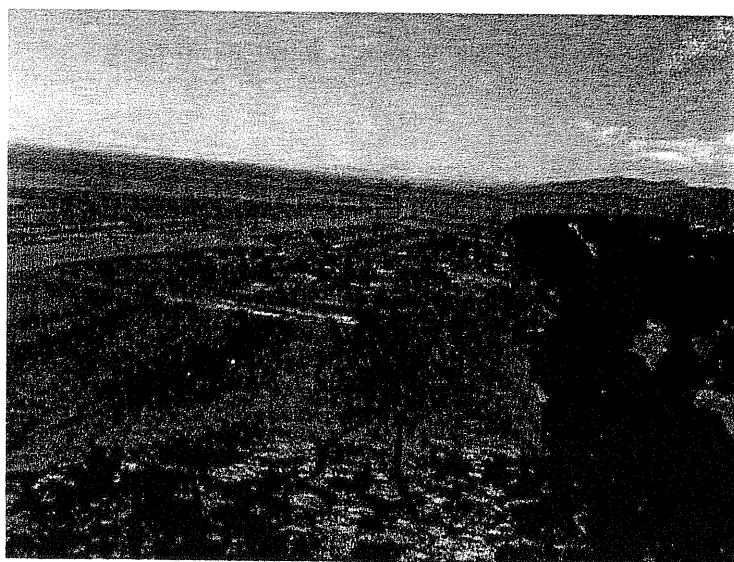


Our Mighty Fraser River (Faye Brownlie)



Imagine getting in a car and riding for 14 or 15 hours. If you were traveling at 100 km an hour, you would cover the same distance as the length of the Fraser River. That is a long distance! The Fraser River flows for 1400 km. It begins near Jasper, and continues until it flows into the Pacific Ocean, near Vancouver. People of British Columbia live all along its way. Perhaps you are one of these people or perhaps you have visited the Fraser River.

The river was named after the explorer Simon Fraser. He wanted to find out where the river emptied into the Pacific Ocean. With the help of his First Nations' guides, he travelled along the river all the way to the ocean. It was a dangerous trip with many rapids to cross.



Fraser River emptying into Pacific Ocean

Fishing

The Fraser River today is the home of many kinds of salmon and trout. People come to fish in the river, in different ways. Some use powerboats, fishing boats, or canoes. Some people fish from the shore. The current in the lower part of the Fraser River is very strong, so everyone has to be careful not to be swept downstream. Even though this current is strong, many salmon swim upstream to spawn.

Working River

The Fraser River is a working river. Every day fishing boats and tugboats come up the Fraser River from the Pacific Ocean. They travel with the tide to make moving in the river easier. The tugboats take log booms up and down the river. Sometimes they tie the log booms up to the shore before they take them to the mill. Early in the morning or late at night, voices can be heard as the log rollers move about on the booms checking their lines and positions.



Tugboat moving a log boom on the river

The Fraser River flows through about 1/4 of our province. All along its banks, people hike, bike, picnic, and watch the river go by. No wonder it is often called the 'lifeflood of BC'.

District Assessment of Reading Team (DART)
***Spring* Reading Assessment *OF* Learning**

PROTOCOL for *Grade 3 Our Mighty Fraser River*

In this Spring Grade 3 DART Assessment students read selection entitled ***Our Mighty Fraser River***.

Setting the stage for the DART Assessment takes approximately 15 minutes. Students will need 45 minutes to complete the reading and Question and Answer Sheet. This assessment will take 2 teachers one hour to administer. If a second teacher is not available additional time will be necessary for a teacher to complete the Oral Reading and Conference components.

Teacher materials required:

1. Copy for each teacher of the Oral Reading Sheet.
2. Oral Reading/Conference Sheet for each student.

Student materials required

1. class set of Question and Answer Sheets
2. class set of selection entitled ***Our Mighty Fraser River***

Assessments should allow students to exhibit their strengths. With this in mind, review the following purposes and processes with the students. The following script is provided for your use.

There may be some students in your class on modified programs who will not be able to read this text. If so, in accordance with their I.E.P., the text may be read to them and they could respond to the best of their ability. A scribe can be provided for developing writers.

Rationale	Steps	Points to Consider
It is important that students understand the purpose of the assessment and how the information is going to be used.	<p>"The purpose of this reading assessment is to gain information about how you are independently reading and understanding at this time of the year."</p> <p>"You will be asked to read silently and to answer a few questions."</p> <p>"This is an independent reading sample."</p> <p>"At any time, you can look at the text to answer the questions."</p>	<p>Make sure the students know what you want them to do after they have finished, and that they have the necessary materials in their desks.</p> <p>Silent reading is easy to organize and appropriate.</p>

Rationale	Steps	Points to Consider
<p>Proficient readers access background knowledge (schema) before they read to increase their understanding.</p>	<p>"It is important to think about the title, the map, and the pictures in the selection you read. Look at what you will be reading. It is called <i>Our Mighty Fraser River</i>. What do you think this text is going to be about? What do you already know about the Fraser River?"</p> <p>Ask class to share predictions and facts they know about the topic so everyone hears the same information.</p> <p>After students have shared as a whole class, encourage individual student accountability.</p> <p>"Close your eyes, think about what you have heard and already know about the Fraser River. Make a fist and raise a finger with each fact you recall."</p>	<p>You could show a colour overhead of the pictures and map if the students' copies are in black and white.</p>
<p>Proficient readers read with a purpose.</p>	<p>Distribute Question and Answer Sheets.</p> <p>"Let's read the questions together BEFORE you begin reading, to help establish your purpose for reading."</p> <p>"Put your finger on question one and we will start."</p> <p>"Notice that the last 2 questions are interview questions. I will ask you these questions and ask you to write down your answer."</p>	<p>The questions are not discussed. If a student requires support with a question during the assessment and if support is given, record this information for use in planning for instruction.</p>
<p>Proficient readers interact with the text during reading to deepen their understanding.</p>	<p>Encourage your students to use strategies to hold their thinking as they read.</p> <p>"I can give you stickies, acetate or scrap paper to hold your thinking because you cannot write on your text."</p>	<p>Use these if you feel they will be helpful to your students.</p>

Rationale	Steps	Points to Consider																
<p>The oral reading provides a great deal of information about the strategies that students use when decoding and comprehending text.</p> <table border="1" data-bbox="108 540 416 1270"> <thead> <tr> <th>Reading Behaviour</th> <th>Code</th> </tr> </thead> <tbody> <tr> <td>Omission</td> <td>home</td> </tr> <tr> <td>Insertion</td> <td>old My^house</td> </tr> <tr> <td>Substitution</td> <td>house home</td> </tr> <tr> <td>Repetition</td> <td>R</td> </tr> <tr> <td>Sounding Out</td> <td>SO</td> </tr> <tr> <td>Self-Correction</td> <td>SC</td> </tr> <tr> <td>Told student the word</td> <td>T</td> </tr> </tbody> </table>	Reading Behaviour	Code	Omission	home	Insertion	old My^house	Substitution	house home	Repetition	R	Sounding Out	SO	Self-Correction	SC	Told student the word	T	<p>"You now know what your part is in this assessment. I also have a part to do. My part is to listen to you read, make notes and ask you a few questions."</p> <p>"Reading orally provides a window into what goes on in your mind when you read. I glimpse your reading patterns, how you make sense of unknown words, your phrasing, the flow of your language. This information helps me support you in your development as a reader."</p> <p>"You will be asked to read something in the passage that you have already practiced. All students will read the same passage. I will mark down what I notice about your reading. What I am marking is my observations, not necessarily errors. I will show you my recording, once we have finished."</p> <p>Students will read from their copy of the article. Record your observations on the Oral Reading Sheet. Circle the appropriate descriptor(s) at the bottom of the page eg. careful and confident.</p>	<p>It is important that all students read aloud.</p> <p>One to one time is valuable.</p> <p>Struggling readers are not centered out.</p> <p>If students are unfamiliar with the coding system you may wish to explain it to the class before you begin the assessment.</p> <p>Most students are comfortable with reading aloud in the classroom, while others may wish to go to another setting.</p> <p>It is helpful to copy the Conference Sheet and the Oral Reading Sheet back to back.</p>
Reading Behaviour	Code																	
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<p>The interview allows further insight into strategy use and allows students who are challenged with putting their thoughts on paper to demonstrate their understanding orally.</p>	<p>"After I listen to you read I will interview you. I will ask you about the reading strategies you used, what connections you made, and what information you learned from the map."</p> <p>Even if you choose to NOT have students read orally, DO interview each student and record their answers either in the space provided in the student Conference Sheet or the Question and Answer Sheet.</p>	<p>When you ask the questions about strategy use do not show students the potential answers. Either tick, number or record their answers.</p> <p>If you notice a huge discrepancy between a student's oral answers and their written responses, ask the comprehension questions.</p>																

Rationale	Steps	Points to Consider
	Distribute selection entitled <i>Our Mighty Fraser River.</i> Remind students to be thoughtful in answering the comprehension questions and remind them that they can look back at the text as they need to.	Give the students about 5 minutes to settle before you start the Oral Reading and Conferences.
Assessments should allow students to exhibit their strengths.	Give students the time they need to finish the assessment.	It usually takes most students between 30 and 45 minutes.

District Assessment of Reading Team (DART)

DART Oral Reading Fluency Guidelines

- 1 **Halting**
 - Little expression, monotone
 - Short phrases
 - Slow with long pauses and repetitions

- 2 **Careful**
 - Some expression that conveys meaning
 - Longer word phrases some of the time
 - Moderate rate with some pauses and repetitions
 - Little flow

- 3 **Confident**
 - Expression generally reflects mood and pace
 - Longer, meaningful phrases some of the time
 - Rate with a few pauses or repetitions
 - Sounds like talk

- 4 **Fluent**
 - Expression reflects mood and pace
 - Longer, meaningful phrases most of the time
 - Good rate – flow – may be an occasional pause

- 5 **Expressive**
 - Very expressive in the mood and pace – like a performance
 - Consistently longer, meaningful phrases
 - Rate reflects the ‘passion’ of the author’s voice

(Adapted from fluency standards in Developmental Reading Assessment (DRA) kit, 4-8)

DISTRICT ASSESSMENT OF READING TEAM (DART)
ORAL READING



SPRING

Our Mighty Fraser River (Faye Brownlie)

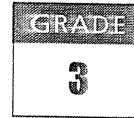
Name: _____

Imagine getting in a car and riding for 14 or 15 hours. If you were traveling at 100 km an hour, you would cover the same distance as the length of the Fraser River. That is a long distance! The Fraser River flows for 1400 km. It begins near Jasper, and continues until it flows into the Pacific Ocean, near Vancouver. People of British Columbia live all along its way. Perhaps you are one of these people or perhaps you have visited the Fraser River.

The river was named after the explorer Simon Fraser. He wanted to find out where the river emptied into the Pacific Ocean.

Halting Careful Confident Fluent Expressive

DISTRICT ASSESSMENT OF READING TEAM (DART)
CONFERENCE



SPRING

Our Mighty Fraser River (Faye Brownlie)

Ask, after reading, the following questions:

When you come to a challenging word, how do you figure it out?

Word strategies:

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

Other: _____

If what you are reading does not make sense, what do you do?

Sense strategies:

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

Other: _____

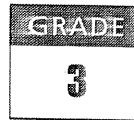
Interview:

What connections can you make to this article about the Fraser River?

Look at the map. Think about what you read. What do you learn when you read the map?

**Give a compliment to each student on his/her oral reading.

DISTRICT ASSESSMENT OF READING TEAM (DART)
QUESTION AND ANSWER SHEET



Our Mighty Fraser River (Faye Brownlie)

Name: _____ Female Male School: _____

1. Tell something you learned in your reading about each of the following:

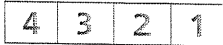
- the length of the Fraser River

- Simon Fraser

- the working river

2. Draw a picture that shows different ways that people fish in the Fraser River. Show at least 3 details and labels in your drawing.

Teachers, please
affix label here



3. Write 2 questions you could ask to learn more about the Fraser River.

4. When you come to a part in reading that is hard, how do you help yourself?

INTERVIEW:

- What connections can you make to this article about the Fraser River?

- Look at the map. Think about the map and about what you read. What do you learn when you read this map?