

## ■ GREEN SQUARE READING ROOM ■

# INSTRUCTIONS FOR COMPLETION

The Green Square reading room is designed for students who are at the 3<sup>rd</sup> Grade reading level. Students should be assigned to the Green Square reading room if during Step 1: Reading Room Placement, Assessment 3 was the highest assessment level for which the accuracy criteria was met.

### Materials Needed for Room Completion

1. A computer work station equipped with a CD-ROM drive and speakers (an audio headset is preferred).
2. The Green Square Room compact disc (go to <http://bitwww1.psyc.lsu.edu> to request the program).
3. Completion Checklist (page 2). Have a separate copy for each student.
4. Lesson Tests for Teacher's Use (pages 3-15). Have a separate copy for each student.
5. Lesson Tests for Student's Use (pages 17-28) *optional*. The same copy can be reused across students.
6. A stopwatch or timer (set to 1 minute).

### Procedures for Room Completion

The Green Square reading room contains 12 lessons that progress in difficulty from Lessons 1 to 12. Each lesson consists of 3 parts (A, B, C) of equal difficulty. Complete the Green Square room as follows:

- Always start with Lesson 1 and work sequentially through Lesson 12.
- Always start with Part A of each lesson and work sequentially through Part C.

Each lesson can be completed in separate sessions, but the 3 parts of a lesson and its test should be completed in the same session as follows:

- Insert the Green Square disc into the CD-ROM. The program should start automatically. If it does not start after 1 minute, open "My Computer" from the desktop, then double-click the "Green Square" icon.
- Type the student's name in the log-in box that appears.
- Select the Lesson/Part to complete.
- Allow the student to work independently through the lesson.
- After the student completes Part C of a lesson, conduct the lesson test in which the student reads the passage aloud while you follow along on a separate copy and record the student's performance.
  - Use the Lesson Tests below and follow the Curriculum-Based Measurement (CBM) procedures provided on the teacher form (pages 3-15).
  - The student may read aloud from the computer or the Student's Lesson Test (pages 17-28).
- After the lesson test, complete the Completion Checklist (page 3) to determine the following:
  - If the student is ready to proceed to the next lesson in the room.
  - If the student must retry the lesson again.
    - If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time.
    - If after the third try the student does not progress, talk to the person who provided you with the intervention.

■ GREEN SQUARE READING ROOM ■

# COMPLETION CHECKLIST

Student: \_\_\_\_\_

Date Started: \_\_\_\_\_

Current Grade: (circle one)    1<sup>st</sup>    2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>

Date Completed: \_\_\_\_\_

LESSONS		PART A <small>Put a ✓ on line when finish A.</small>	PART B <small>Put a ✓ on line when finish B.</small>	PART C <small>Put a ✓ on line when finish C.</small>	TEST SCORE <small>Put the number of words read <i>correctly</i> in 1 minute.</small>	LESSON PROGRESS <small>Put a ✓ on the appropriate line.</small>	
						If Test Score is <b>less than 100 words</b>	If Test Score is <b>100 or more words,</b>
SAMPLE	1 <sup>st</sup> try →	✓	✓	✓	96	✓ retry this lesson	___ go to next lesson
	2 <sup>nd</sup> try →	✓	✓	✓	102	___ retry this lesson	✓ go to next lesson
1	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 2
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 2
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 2
2	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 3
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 3
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 3
3	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 4
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 4
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 4
4	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 5
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 5
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 5
5	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 6
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 6
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 6
6	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 7
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 7
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 7
7	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 8
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 8
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 8
8	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 9
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 9
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 9
9	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 10
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 10
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 10
10	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 11
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 11
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 11
11	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 12
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 12
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 12
12	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ lesson complete!
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ lesson complete!
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ lesson complete!

\*NOTE: If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time. If the student does not progress after the third try, talk to the person who gave you the intervention.

▪ GREEN SQUARE READING ROOM ▪  
**LESSON TESTS FOR  
TEACHER'S USE**

**Make a separate copy of this section  
(pages 4-15) for each student to be assessed.**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 1 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

A long time back, I met a little girl whose home was	12
deep in the forest. The little girl loved living in the	23
forest among the animals. Yet, she was also a lonely	33
little girl, because she thought that she did not have a	44
family. I met her when she ran through the woods and	55
picked wild flowers. When I saw her, I could not believe my	67
eyes. She looked exactly like the little sister that had	77
wandered from my home years ago. I felt that I had	88
discovered my long lost sister. The girl and I sat talking	99
for hours about her life. At the end of the day, I told her	113
what I believed to be true. She said that she felt that I	126
was familiar also. I asked her if she wanted to return to	138
her home and family, and she said yes. That day the little	150
girl and I found a missing piece of our family.	160

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b><u>correctly</u> in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 2 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Matt knows for a fact that homework is not fun. He must	12
sit in the kitchen and finish all of his homework before	23
he can go out and play. Today he has to practice sums and	36
differences. Why couldn't his teacher just say practice	44
adding and subtracting? Why use big words? His mom says	54
that if he does well in school, he will succeed in life. He	67
believes that she is right. He has big dreams about his	78
life. He is filled with ideas about what he wants to be.	90
Perhaps he will be a builder and build a new house for his	103
mom. He knows he is smart, and smart people work before	114
play, so that is the reason he must get back to work. Boy,	127
it is hard for him to finish his homework when the outside	139
world looks like such fun.	144

Student: _____	Date: _____
<b>Number of words read correctly in 1 minute</b>	= _____ Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 3 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I am a fifth grader at St. Mary's Academy. My name is	12
Max. I am in Mrs. Brown's class. She is very nice. There	24
are twenty members of the class, twelve girls and eight	34
boys. I like them all. We have a lot of fun. I learn about	48
all sorts of neat things during the school day. In writing	59
class, we are learning how to make sentences with nouns	69
and verbs. I really like to write stories. I once wrote a	81
story about how I was stranded on an island in the ocean.	93
I was scared. An airplane saved me. In science class, we	104
are learning about how everyone is made of cells. They are	115
very tiny and you cannot see them. We also made a machine	127
that is full of balls of heat. It is very hot. We are able	141
to heat the room. In art class, I drew a picture of our	154
machine. I love school. It is so much fun.	163

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b>correctly in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 4 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I love to go visit the aquarium. I love to stick my	12
fingers in the surface of the water. My favorite sea	22
creature is the seal. I like the way he makes noise and	34
claps his hands together. He plays with the beach ball too.	45
I do not like the jellyfish. I saw one that was red and	58
white. I am scared to go by the jellyfish because they	69
might sting me. They do not like to be dry because they	81
probably will die. The biggest is the Man of War. My	92
favorite thing to do in the aquarium is play in the sand	104
box. There is a helper that lets us hold all sorts of	116
unique sea creatures. I got to hold a turtle, a blue crab,	128
a white coral, and a red lobster. I want to go to the	141
beach on vacation to see all these creatures up close. I	152
want to go back to the awesome aquarium.	160

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b>correctly in 1 minute</b>                      =                      _____</p> <p style="text-align: right; margin-right: 50px;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 5 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

My favorite man in the whole world is my dad, Tim. He	12
is the nicest man on the earth. He always helps me tie my	25
shoes and do my chores. He takes me outside in the yard to	38
ride my bike and climb trees. He even lets me have friends	50
over to camp out in the backyard. We even have something	61
in common. We both like rye bread, but no one else in our	74
family does. We both put spaghetti sauce on it. After	84
school he helps me with my homework. He is great in	95
history and music. If I'm lucky, he lets me watch a little	107
TV until my bedtime, which is nine thirty. At night he	118
tucks me in bed and reads me a new story every night. My	131
dad is the greatest guy in the world. I am glad he is my	145
dad. My dad always makes me laugh.	152

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____
	Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 6 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Each day I fly through the zoo, watching as the people	11
pass by. They stare, making strange sounds like "oh" and	21
"wow." Sometimes the smaller people cannot see	28
everything, because their legs are too short. The people	37
do not watch me because I am a small size. I quickly fly	50
out of the way before they can see me. If you asked the	63
people why they do not watch me, they would say that I was	76
not important enough to watch. They see me as a common,	87
everyday animal, not special like the jaguar. I love	96
living in the zoo. Unlike those who are caged, I have my	108
freedom. I have freedom to explore and lay my eggs in safe	120
places. People are very messy creatures, dropping garbage	128
everywhere, but their garbage shall be my dinner. The best	138
place in the world for a bird to live is the zoo.	150

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b>correctly in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 7 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

It was Career Day yesterday in Annie's class. Many	9
professionals came to her class to talk to the children.	19
Doctors, lawyers, and dentists visited them. They talked	27
about their jobs in general. Annie thought that their jobs	37
sounded fun, but she still did not know what she wants to	49
do when she grows up. When she was little, she wanted to	61
be an astronaut and go to the moon. Another time, Annie	72
wanted to be a movie star. She thought all night about	83
what it was that she wants to do when she grows up. Late	96
last night Annie finally decided that she is going to be	107
the President of the United States. Annie feels that she	117
would make a great president. She has a lot of good ideas	129
that would help the government. Annie wondered why her	138
teacher did not invite the President to visit her class	148
for Career Day.	151

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 8 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

John was going to the park to play baseball. On the way	12
to the park, he walked passed a large grassy field. In the	24
middle of the field stood a round silver tower. He became	35
curious about what could be in the tower, so he decided to	47
investigate. However, John could not find a door. He	56
became frustrated and leaned against the wall of the	65
tower. Just then, the wall opened up and John fell into	76
the building. The inside of the building was like nothing	86
John had ever seen in his life. There were small circle	97
shaped mirrors everywhere, and each mirror had a small	106
button beside it. John chose one mirror and pressed its	116
button. In the mirror John was shown an imaginary world	126
where everyone had three feet. He thought that the people	136
looked silly walking around on three feet. John spent the	146
rest of the day exploring the tower.	153

Student: _____	Date: _____
<p><b>Number of words read correctly in 1 minute</b></p>	<p><b>=</b> _____</p> <p>Copy score onto the student's Completion Checklist.</p>

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 9 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

It was the most thrilling day of Erin's life. She was	11
finally able to go to a concert starring a pair of her	23
favorite bands, Boys'r'Us and the All-Stars. Her mom	31
agreed to take Erin to the concert if she helped baby-sit	42
her little brothers. She earned thirty dollars. It was	51
finally the big day and Erin's friend, Katie, was going to	62
go with her. They both got dressed up in hot new	73
clothes. Katie and Erin even made huge poster signs. They	83
had never been more excited. They got to the arena, and they	95
screamed at the top of their lungs all night. The girls	106
Actually thought they would be able to hear them. They sang	117
all of their famous songs, and Katie and Erin knew every	128
word. The concert lasted over three hours, but they	137
enjoyed every minute of it.	142

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b> <b>correctly in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 10 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

For a week now, the weather has been turning colder. I	11
stay glued to the television set. I sit watching television,	21
but I am not enjoying the newest show or cartoon. I am	33
watching the news. I wait in anticipation for the	42
weatherman. My one desire this winter is for snow. It	52
seems that all the other places are getting snow but my	63
hometown. I live in the south and have never seen snow. I	75
have heard stories about snow, but I want to experience it	86
myself. I want to feel how its icy chill can numb my	98
fingers. I long to see all the buildings blanketed in	108
white. I sit waiting as the weatherman comes on. Perhaps	118
the weatherman will state that there is snow in the	128
forecast for tonight. Sometimes, I run to the front window	138
and check to see if the first flake has fallen. I will be	151
so happy when the snow begins to fall.	159

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 11 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Have you ever been sleepy and started to drift away and	11
daydream? Ashley does it all the time, and when she does	22
she can describe some interesting things. One time, Ashley	31
was a creepy snake that lived in a deep hole. She came out	44
only at night to scare the kids who were playing hide and	56
seek. Another time, Ashley went on a plane ride across the	67
Pacific Ocean, and at the end she landed in the mysterious	78
forest. She had an incredible time. One time, Ashley had to	89
baby-sit for twenty-four children. It was the hardest job	99
she ever had. Once Ashley was speeding down the street,	109
and she stopped at a red light. At that moment, thousands	120
of monkeys jumped into her car. Ashley has an incredible	130
imagination, and I'm sure you do too. It's fun to wonder	141
about what else we could be. We can be anything in real	153
life or in our imagination.	158

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Green Square  
Lesson 12 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Yesterday while sitting in class, Tara found a note	9
under her desk. She did not know where the note came from.	21
The paper it was written on was very, very old. It began	33
to crumble in Tara's hands. When her teacher finished his	43
social studies lesson on Europe, Tara gave him the note. He	54
opened the note and saw that it contained a map. He asked	66
Tara to stay after class and try to help him figure out	78
what it was a map of. They spent the next hour studying	90
the map. They researched and found out that it was a map	102
from long ago. It described a town that existed on the	113
same spot that their town now exists. Tara and her teacher	124
called the newspaper, so they could have the map and what they	136
discovered published on the front page the next day.	145

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read correctly in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

▪ GREEN SQUARE READING ROOM ▪  
**LESSON TESTS FOR  
STUDENT'S USE**

**The same copy of this section  
(pages 17-28) can be reused across students.**

A long time back, I met a little girl whose home was deep in the forest. The little girl loved living in the forest among the animals. Yet, she was also a lonely little girl, because she thought that she did not have a family. I met her when she ran through the woods and picked wild flowers. When I saw her, I could not believe my eyes. She looked exactly like the little sister that had wandered from my home years ago. I felt that I had discovered my long lost sister. The girl and I sat talking for hours about her life. At the end of the day, I told her what I believed to be true. She said that she felt that I was familiar also. I asked her if she wanted to return to her home and family, and she said yes. That day the little girl and I found a missing piece of our family.

Matt knows for a fact that homework is not fun. He must sit in the kitchen and finish all of his homework before he can go out and play. Today he has to practice sums and differences. Why couldn't his teacher just say practice adding and subtracting? Why use big words? His mom says that if he does well in school, he will succeed in life. He believes that she is right. He has big dreams about his life. He is filled with ideas about what he wants to be. Perhaps he will be a builder and build a new house for his mom. He knows he is smart, and smart people work before play, so that is the reason he must get back to work. Boy, it is hard for him to finish his homework when the outside world looks like such fun.

I am a fifth grader at St. Mary's Academy. My name is Max. I am in Mrs. Brown's class. She is very nice. There are twenty members of the class, twelve girls and eight boys. I like them all. We have a lot of fun. I learn about all sorts of neat things during the school day. In writing class, we are learning how to make sentences with nouns and verbs. I really like to write stories. I once wrote a story about how I was stranded on an island in the ocean. I was scared. An airplane saved me. In science class, we are learning about how everyone is made of cells. They are very tiny and you cannot see them. We also made a machine that is full of balls of heat. It is very hot. We are able to heat the room. In art class, I drew a picture of our machine. I love school. It is so much fun.

I love to go visit the aquarium. I love to stick my fingers in the surface of the water. My favorite sea creature is the seal. I like the way he makes noise and claps his hands together. He plays with the beach ball too. I do not like the jellyfish. I saw one that was red and white. I am scared to go by the jellyfish because they might sting me. They do not like to be dry because they probably will die. The biggest is the Man of War. My favorite thing to do in the aquarium is play in the sand box. There is a helper that lets us hold all sorts of unique sea creatures. I got to hold a turtle, a blue crab, a white coral, and a red lobster. I want to go to the beach on vacation to see all these creatures up close. I want to go back to the awesome aquarium.

My favorite man in the whole world is my dad, Tim. He is the nicest man on the earth. He always helps me tie my shoes and do my chores. He takes me outside in the yard to ride my bike and climb trees. He even lets me have friends over to camp out in the backyard. We even have something in common. We both like rye bread, but no one else in our family does. We both put spaghetti sauce on it. After school he helps me with my homework. He is great in history and music. If I'm lucky, he lets me watch a little TV until my bedtime, which is nine thirty. At night he tucks me in bed and reads me a new story every night. My dad is the greatest guy in the world. I am glad he is my dad. My dad always makes me laugh.

Each day I fly through the zoo, watching as the people pass by. They stare, making strange sounds like "oh" and "wow." Sometimes the smaller people cannot see everything, because their legs are too short. The people do not watch me because I am a small size. I quickly fly out of the way before they can see me. If you asked the people why they do not watch me, they would say that I was not important enough to watch. They see me as a common, everyday animal, not special like the jaguar. I love living in the zoo. Unlike those who are caged, I have my freedom. I have freedom to explore and lay my eggs in safe places. People are very messy creatures, dropping garbage everywhere, but their garbage shall be my dinner. The best place in the world for a bird to live is the zoo.

It was Career Day yesterday in Annie's class. Many professionals came to her class to talk to the children. Doctors, lawyers, and dentists visited them. They talked about their jobs in general. Annie thought that their jobs sounded fun, but she still did not know what she wants to do when she grows up. When she was little, she wanted to be an astronaut and go to the moon. Another time, Annie wanted to be a movie star. She thought all night about what it was that she wants to do when she grows up. Late last night Annie finally decided that she is going to be the President of the United States. Annie feels that she would make a great president. She has a lot of good ideas that would help the government. Annie wondered why her teacher did not invite the President to visit her class for Career Day.

John was going to the park to play baseball. On the way to the park, he walked passed a large grassy field. In the middle of the field stood a round silver tower. He became curious about what could be in the tower, so he decided to investigate. However, John could not find a door. He became frustrated and leaned against the wall of the tower. Just then, the wall opened up and John fell into the building. The inside of the building was like nothing John had ever seen in his life. There were small circle shaped mirrors everywhere, and each mirror had a small button beside it. John chose one mirror and pressed its button. In the mirror John was shown an imaginary world where everyone had three feet. He thought that the people looked silly walking around on three feet. John spent the rest of the day exploring the tower.

It was the most thrilling day of Erin's life. She was finally able to go to a concert starring a pair of her favorite bands, Boys'r'Us and the All-Stars. Her mom agreed to take Erin to the concert if she helped baby-sit her little brothers. She earned thirty dollars. It was finally the big day and Erin's friend, Katie, was going to go with her. They both got dressed up in hot new clothes. Katie and Erin even made huge poster signs. They had never been more excited. They got to the arena, and they screamed at the top of their lungs all night. The girls Actually thought they would be able to hear them. They sang all of their famous songs, and Katie and Erin knew every word. The concert lasted over three hours, but they enjoyed every minute of it.

For a week now, the weather has been turning colder. I stay glued to the television set. I sit watching television, but I am not enjoying the newest show or cartoon. I am watching the news. I wait in anticipation for the weatherman. My one desire this winter is for snow. It seems that all the other places are getting snow but my hometown. I live in the south and have never seen snow. I have heard stories about snow, but I want to experience it myself. I want to feel how its icy chill can numb my fingers. I long to see all the buildings blanketed in white. I sit waiting as the weatherman comes on. Perhaps the weatherman will state that there is snow in the forecast for tonight. Sometimes, I run to the front window and check to see if the first flake has fallen. I will be so happy when the snow begins to fall.

Have you ever been sleepy and started to drift away and daydream? Ashley does it all the time, and when she does she can describe some interesting things. One time, Ashley was a creepy snake that lived in a deep hole. She came out only at night to scare the kids who were playing hide and seek. Another time, Ashley went on a plane ride across the Pacific Ocean, and at the end she landed in the mysterious forest. She had an incredible time. One time, Ashley had to baby-sit for twenty-four children. It was the hardest job she ever had. Once Ashley was speeding down the street, and she stopped at a red light. At that moment, thousands of monkeys jumped into her car. Ashley has an incredible imagination, and I'm sure you do too. It's fun to wonder about what else we could be. We can be anything in real life or in our imagination.

Yesterday while sitting in class, Tara found a note under her desk. She did not know where the note came from. The paper it was written on was very, very old. It began to crumble in Tara's hands. When her teacher finished his social studies lesson on Europe, Tara gave him the note. He opened the note and saw that it contained a map. He asked Tara to stay after class and try to help him figure out what it was a map of. They spent the next hour studying the map. They researched and found out that it was a map from long ago. It described a town that existed on the same spot that their town now exists. Tara and her teacher called the newspaper, so they could have the map and what they discovered published on the front page the next day.