

◆ PURPLE DIAMOND READING ROOM ◆

# INSTRUCTIONS FOR COMPLETION

The Purple Diamond reading room is designed for students who are at the 5<sup>th</sup> Grade reading level. Students should be assigned to the Purple Diamond reading room if during Step 1: Reading Room Placement, Assessment 5 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 Purple Diamond Room compact disc (go to <http://bitwww1.psync.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 Purple Diamond 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 Purple Diamond 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 Purple Diamond 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 "Purple Diamond" 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.

# ◆ PURPLE DIAMOND 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	<input checked="" type="checkbox"/> retry this lesson	___ go to next lesson
	2 <sup>nd</sup> try →	√	√	√	102	___ retry this lesson	<input checked="" type="checkbox"/> 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.

◆ PURPLE DIAMOND 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**

**Purple Diamond  
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.

Melissa wants to learn how to bake a delicious treat.	10
Her dad is an awesome cook, and Melissa wants to learn his	22
tricks. Melissa asked her dad if he would teach her how to	34
bake. Her dad asked what she wanted to learn to bake.	45
Melissa answered, seven peach cobblers. Melissa's dad said	53
that was a wonderful idea. The first thing they did was go	65
to the store. They needed to purchase peaches and sugar	75
because they were out. When they got home, they kneaded	85
the crust. Then, they mixed all the ingredients together	94
for the peach filling in a huge bowl. Then, Melissa spread	105
the filling in the crust. They covered the filling with	115
several crust strips. The pie was absolutely delicious,	123
and Melissa was so happy that she had learned how to cook	135
like her dad. It was a lot of 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**  
**Purple Diamond**  
**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.

Farmer John had a great planting season on his farm. He	11
was pleased with his fruitful crops. Early on in the year,	22
the rain began to settle the soil. The soil was	32
exceptionally moist and had a great effect on the crops.	42
The track of plants covered the earth. The rains helped	52
the crops grow into huge plants. A few months after the	63
crops were planted, the planes sprayed for bugs. Bugs	72
swarming all over the field was no longer a problem. He	83
was able to produce the best crop around. He was able to	95
sell the crop for a great price. He took the money home	107
and paid bills. He even had money left over to treat	118
himself for a job well done. Farmer John was extremely	128
happy with his work. He has a feeling that next year will	140
be even better.	143

Student: _____	Date: _____
<p><b>Number of words read</b>  <b>correctly in 1 minute</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**  
**Purple Diamond**  
**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.

All year long, Dan was a diligent bus boy at his mom's	12
restaurant. Dan worked tremendously hard everyday. She put	20
Dan in charge of helping out all of the other workers. Dan	32
cleans loads of dishes. Dan runs errands for his mom and	43
her staff. You may wonder why Dan spent tons of time	54
working this year. Well, here are the details. Dan worked	64
all year to earn enough money to buy a swimming pool. Dan	76
loves to swim. His mom gave him a fair chance to earn the	89
money. Dan wants to join the swim team at school next	100
year. The new pool will help him practice. It turns out that	112
Dan earned enough money for the pool. His parents were	122
extremely proud, so they let him keep his hard earned money	133
and bought the pool for him. Dan was excited.	142

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**

**Purple Diamond  
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.

Sam's mother, Pam, is a cool truck driver. She drives a	11
huge truck in the evenings. One winter, Sam rode with his	22
mom on a job going to the western states. They were	33
pulling seven tractors to a farm. When they arrived at the farm,	45
Sam became really eager. He had never been on a real farm	57
with a barn before. After the tractors were loaded into	67
the truck, Sam and his mom drove to a farm in Texas. At	80
first, Sam was told to stay away from the tractors. After a while, Sam was	95
allowed to sit in the driver's seat of a tractor. Sam and	107
his mom dropped the tractors at Funny Farm. Sam was	117
disappointed that he never got to ride on a moving	127
tractor. Just then, Farmer Brown asked Sam to take a ride	138
to the barn. Sam was so excited. He had a lot of fun.	151

<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 ◀**

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

**TEACHER'S FORM**  
**Purple Diamond**  
**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.

I am going to be rich one day. I will get rich by	13
opening a chain of hat shops. I will make specialized hats	24
for all my customers. Whatever type of hat they want, I	35
will either have it in stock ,or I will have it made. I	48
will even do special order hats for people with giant	58
heads or floppy ears. My company will provide everyone	67
with a beautiful hat that is also useful. My hats will	78
protect people from the sun, so that they do not get	89
sunburn. If my hats are very popular, I am going to open up	102
hat factories. Then people can purchase my hats worldwide.	111
I will then send money home to my parents. This way, they	123
can be happy and relaxed when they are old. I hope that	135
some day everyone will be wearing my hats, even you.	145

<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**

**Purple Diamond  
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.

Nick was on a large red surfboard when a huge wave hit.	12
Nick flew right off of the board. He hit a rough rock and	25
broke his foot. It was really scary. Nick's brother rushed	35
him to the hospital, so they could put a cast on Nick's foot.	48
Nick broke his foot in two places. Nick had to stay flat	60
on his back in bed for two weeks. Nick was very bored. All	73
he wanted to do was be out surfing the waves. Nick fell	85
asleep and had a dream. Nick dreamed about a cool surfer.	96
He rode the waves like his board had wings. He tried every	108
move in the book. He did not miss one. Nick wanted to	120
compete like the surfer. Nick couldn't wait to get the	130
cast off of his foot. He wanted to be the next famous surfer.	143

<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 ◀**

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

**TEACHER'S FORM**  
**Purple Diamond**  
**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><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.

There was a huge clubhouse in a gigantic tree in	10
Randy's backyard. It was his favorite place in the whole	20
world. He loved to play with his friends and have camp	31
outs. His sister was not allowed in the clubhouse. There	41
was a sign and a strict rule that said no girls allowed.	53
During the winter, Randy did not visit his clubhouse much.	63
It was too cold and windy. One day, his mom suggested that	75
they build a cabin for Randy's sister, Meg. Randy thought	85
that it was an awesome idea. Now she would not annoy him.	97
Randy was all grown up when his parents decided it was	108
time to sell the house. Randy was extremely upset. He	118
quickly purchased the house from his parents. Randy and	127
his new family now own the house. Randy's daughter loved	137
the cabin. His son loved the clubhouse. They both had tons	148
of fun. Randy enjoyed the memories.	154

<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**

**Purple Diamond  
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.

I have a cousin who is nothing like me. We are totally	12
opposite. She enjoys running track at school, while I'd	21
rather be on the swim team. Her favorite vegetable is corn,	32
but my favorite are lima beans. In the evening, she likes	43
to sit outside on the front porch swing and photograph the	54
sunset. I would rather be inside watching television than	63
getting eaten alive by bugs. Every Sunday, we go to church	74
together. She sings extremely loud, while I sing extremely	83
low. The truth of the matter is that neither of us can	95
actually sing. But the greatest thing about my cousin is	105
that she is my best friend. Even though we do not like the	118
same things, we have a great time when we are together.	129
People tell us that our disagreeing on everything will	138
cause problems between us. They are totally wrong. I love	148
my cousin and she loves me, and it will remain that way forever.	161

<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**

**Purple Diamond  
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><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.

Everyday when Sally passes a certain house located on	9
her street, she gets the oddest feeling. The house seems to	20
stare out at the street through its silent windows. Sally	30
wonders what could have happened in the house. All the	40
facts seem to indicate that something completely awful	48
happened to those who lived in the house. In fact, none of	60
the future residents ever stayed more than one month in	70
the house before moving. Sally hated the feeling she got	80
when she walked past the yard of the house. One day, she	92
heard noises and saw lights in the windows of the house.	103
The sight of these strange events scared her so much, she	114
found another route to school. Now, Sally walks a block out	125
of her way each morning in order to avoid the house.	136
Perhaps one day Sally will be brave enough to walk past	147
the house again.	150

<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**  
**Purple Diamond**  
**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.

Bob has always wanted to travel to far off places. He	11
wants to go all over the globe, but he has three important	23
places he wishes to go. He wants to be able to visit	35
France, Italy, and Sweden. He wants to visit all the sites	46
that he talked about with his group of friends. They tell	57
grand stories about their adventures in each country. The	66
awesome views, beautiful sites, calming waters, and huge	74
mountains make Bob want to visit soon. Each country has a	85
different cuisine and culture of people. Bob is very	94
excited to be taking a trip to France in the spring. In the	107
fall, he will visit Italy with his sister. Bob has so much	119
to look forward to in the future. When he gets back, Bob	131
would like to write a story about his trips to other	142
countries. He wants to make sure he remembers this cool experience.	153

<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**

**Purple Diamond  
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.

Yesterday in history class, Amanda learned about George	8
Washington and the American Revolution. The British were	16
in war with the American soldiers. They had to fight under	27
cruel conditions. The American soldiers' resources were	34
low. After Washington was chief in the army, he became	44
America's first president. Washington was a great man. He	53
had a wife, and her name was Martha. She was the First	65
Lady. They had two children. Before we fought with the British,	76
we were not American citizens. Americans decided to fight	85
for freedom. The colonists knew that the British were	94
being unjust with their laws. They were brave and fought	104
for what was right. They revolted against the British rule	114
with the Boston Tea Party. The Americans threw all the tea	125
into the harbor. Amanda really enjoyed her history class.	134
She liked to learn about great people. It was electric.	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**  
**Purple Diamond**  
**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.

Mrs. Blue's class is in the science fair this week. The	11
class has the part about the solar system. Mrs. Blue gave	22
Katie the first planet, Mercury. She is happy, because she	32
thinks the first is the best. Now she gets to go discover	44
all sorts of interesting facts about Mercury that no one	54
knows. She already knew that her planet was next to Venus.	65
She wanted to do her best and win the science fair. Did	77
you know that the solar system is in the Milky Way galaxy?	89
Katie learned all sorts of new facts about the planets. It	100
was finally the day of the science fair, and Katie used	111
fruit to look like her planets. Mrs. Blue was about to	122
call out the winner. Katie won! She was so excited. Who	133
would have guessed? Katie had a lot of fun. Mrs. Blue is the best.	147

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 ◀**

◆ PURPLE DIAMOND READING ROOM ◆  
**LESSON TESTS FOR  
STUDENT'S USE**

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

Melissa wants to learn how to bake a delicious treat.

Her dad is an awesome cook, and Melissa wants to learn his tricks. Melissa asked her dad if he would teach her how to bake. Her dad asked what she wanted to learn to bake.

Melissa answered, seven peach cobblers. Melissa's dad said that was a wonderful idea. The first thing they did was go to the store. They needed to purchase peaches and sugar because they were out. When they got home, they kneaded the crust. Then, they mixed all the ingredients together for the peach filling in a huge bowl. Then, Melissa spread the filling in the crust. They covered the filling with several crust strips. The pie was absolutely delicious, and Melissa was so happy that she had learned how to cook like her dad. It was a lot of fun.

Farmer John had a great planting season on his farm. He was pleased with his fruitful crops. Early on in the year, the rain began to settle the soil. The soil was exceptionally moist and had a great effect on the crops. The track of plants covered the earth. The rains helped the crops grow into huge plants. A few months after the crops were planted, the planes sprayed for bugs. Bugs swarming all over the field was no longer a problem. He was able to produce the best crop around. He was able to sell the crop for a great price. He took the money home and paid bills. He even had money left over to treat himself for a job well done. Farmer John was extremely happy with his work. He has a feeling that next year will be even better.

All year long, Dan was a diligent bus boy at his mom's restaurant. Dan worked tremendously hard everyday. She put Dan in charge of helping out all of the other workers. Dan cleans loads of dishes. Dan runs errands for his mom and her staff. You may wonder why Dan spent tons of time working this year. Well, here are the details. Dan worked all year to earn enough money to buy a swimming pool. Dan loves to swim. His mom gave him a fair chance to earn the money. Dan wants to join the swim team at school next year. The new pool will help him practice. It turns out that Dan earned enough money for the pool. His parents were extremely proud, so they let him keep his hard earned money and bought the pool for him. Dan was excited.

Sam's mother, Pam, is a cool truck driver. She drives a huge truck in the evenings. One winter, Sam rode with his mom on a job going to the western states. They were pulling seven tractors to a farm. When they arrived at the farm, Sam became really eager. He had never been on a real farm with a barn before. After the tractors were loaded into the truck, Sam and his mom drove to a farm in Texas. At first, Sam was told to stay away from the tractors. After a while, Sam was allowed to sit in the driver's seat of a tractor. Sam and his mom dropped the tractors at Funny Farm. Sam was disappointed that he never got to ride on a moving tractor. Just then, Farmer Brown asked Sam to take a ride to the barn. Sam was so excited. He had a lot of fun.

I am going to be rich one day. I will get rich by opening a chain of hat shops. I will make specialized hats for all my customers. Whatever type of hat they want, I will either have it in stock ,or I will have it made. I will even do special order hats for people with giant heads or floppy ears. My company will provide everyone with a beautiful hat that is also useful. My hats will protect people from the sun, so that they do not get sunburn. If my hats are very popular, I am going to open up hat factories. Then people can purchase my hats worldwide. I will then send money home to my parents. This way, they can be happy and relaxed when they are old. I hope that some day everyone will be wearing my hats, even you.

Nick was on a large red surfboard when a huge wave hit. Nick flew right off of the board. He hit a rough rock and broke his foot. It was really scary. Nick's brother rushed him to the hospital, so they could put a cast on Nick's foot. Nick broke his foot in two places. Nick had to stay flat on his back in bed for two weeks. Nick was very bored. All he wanted to do was be out surfing the waves. Nick fell asleep and had a dream. Nick dreamed about a cool surfer. He rode the waves like his board had wings. He tried every move in the book. He did not miss one. Nick wanted to compete like the surfer. Nick couldn't wait to get the cast off of his foot. He wanted to be the next famous surfer.

There was a huge clubhouse in a gigantic tree in Randy's backyard. It was his favorite place in the whole world. He loved to play with his friends and have camp outs. His sister was not allowed in the clubhouse. There was a sign and a strict rule that said no girls allowed. During the winter, Randy did not visit his clubhouse much. It was too cold and windy. One day, his mom suggested that they build a cabin for Randy's sister, Meg. Randy thought that it was an awesome idea. Now she would not annoy him. Randy was all grown up when his parents decided it was time to sell the house. Randy was extremely upset. He quickly purchased the house from his parents. Randy and his new family now own the house. Randy's daughter loved the cabin. His son loved the clubhouse. They both had tons of fun. Randy enjoyed the memories.

I have a cousin who is nothing like me. We are totally opposite. She enjoys running track at school, while I'd rather be on the swim team. Her favorite vegetable is corn, but my favorite are lima beans. In the evening, she likes to sit outside on the front porch swing and photograph the sunset. I would rather be inside watching television than getting eaten alive by bugs. Every Sunday, we go to church together. She sings extremely loud, while I sing extremely low. The truth of the matter is that neither of us can actually sing. But the greatest thing about my cousin is that she is my best friend. Even though we do not like the same things, we have a great time when we are together. People tell us that our disagreeing on everything will cause problems between us. They are totally wrong. I love my cousin and she loves me, and it will remain that way forever.

Everyday when Sally passes a certain house located on her street, she gets the oddest feeling. The house seems to stare out at the street through its silent windows. Sally wonders what could have happened in the house. All the facts seem to indicate that something completely awful happened to those who lived in the house. In fact, none of the future residents ever stayed more than one month in the house before moving. Sally hated the feeling she got when she walked past the yard of the house. One day, she heard noises and saw lights in the windows of the house. The sight of these strange events scared her so much, she found another route to school. Now, Sally walks a block out of her way each morning in order to avoid the house. Perhaps one day Sally will be brave enough to walk past the house again.

Bob has always wanted to travel to far off places. He wants to go all over the globe, but he has three important places he wishes to go. He wants to be able to visit France, Italy, and Sweden. He wants to visit all the sites that he talked about with his group of friends. They tell grand stories about their adventures in each country. The awesome views, beautiful sites, calming waters, and huge mountains make Bob want to visit soon. Each country has a different cuisine and culture of people. Bob is very excited to be taking a trip to France in the spring. In the fall, he will visit Italy with his sister. Bob has so much to look forward to in the future. When he gets back, Bob would like to write a story about his trips to other countries. He wants to make sure he remembers this cool experience.

Yesterday in history class, Amanda learned about George Washington and the American Revolution. The British were in war with the American soldiers. They had to fight under cruel conditions. The American soldiers' resources were low. After Washington was chief in the army, he became America's first president. Washington was a great man. He had a wife, and her name was Martha. She was the First Lady. They had two children. Before we fought with the British, we were not American citizens. Americans decided to fight for freedom. The colonists knew that the British were being unjust with their laws. They were brave and fought for what was right. They revolted against the British rule with the Boston Tea Party. The Americans threw all the tea into the harbor. Amanda really enjoyed her history class. She liked to learn about great people. It was electric.

Mrs. Blue's class is in the science fair this week. The class has the part about the solar system. Mrs. Blue gave Katie the first planet, Mercury. She is happy, because she thinks the first is the best. Now she gets to go discover all sorts of interesting facts about Mercury that no one knows. She already knew that her planet was next to Venus. She wanted to do her best and win the science fair. Did you know that the solar system is in the Milky Way galaxy? Katie learned all sorts of new facts about the planets. It was finally the day of the science fair, and Katie used fruit to look like her planets. Mrs. Blue was about to call out the winner. Katie won! She was so excited. Who would have guessed? Katie had a lot of fun. Mrs. Blue is the best.