

■ **GREEN SQUARE READING ROOM** ■

INSTRUCTIONS FOR COMPLETION

The Green Square reading room is designed for students who are at the 3rd 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 – Have a separate copy for each student.

1. Completion Checklist (page 2 below).
2. Lesson Materials for Teacher's Use (pages 3-51 below).
3. Lesson Materials for Student's Use (pages 52-88 of Green Square Manual-Based Completion – Student Forms).
4. 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:

- ❑ Conduct each part (A, B, C) of the lesson as follows:
 - Slowly read the passage to the student from the Teacher Form while the student follows along on the Student Form.
 - Instruct the student to read the passage to you from the Student Form while you follow along on the Teacher Form (twice). Provide immediate error correction as the student reads.
 - Conduct the Word Recognition Quiz as instructed on the Teacher Form.
 - Conduct the Comprehension Quiz as instructed on the Teacher Form.
- ❑ After the student completes Part C of a lesson, conduct the lesson test. Follow the Curriculum-Based Measurement (CBM) procedures provided on the Teacher Form of the test.
- ❑ 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) 1st 2nd 3rd 4th 5th

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 less than 100 words	If Test Score is 100 or more words,
SAMPLE	1 st try →	√	√	√	<u>96</u>	<input checked="" type="checkbox"/> retry this lesson	___ go to next lesson
	2 nd try →	√	√	√	<u>102</u>	___ retry this lesson	<input checked="" type="checkbox"/> go to next lesson
	3 rd try →	___	___	___	___	___ see note below*	___
1	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 2
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 2
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 2
2	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 3
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 3
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 3
3	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 4
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 4
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 4
4	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 5
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 5
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 5
5	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 6
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 6
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 6
6	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 7
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 7
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 7
7	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 8
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 8
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 8
8	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 9
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 9
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 9
9	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 10
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 10
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 10
10	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 11
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 11
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 11
11	1 st try →	___	___	___	___	___ retry this lesson	___ go to lesson 12
	2 nd try →	___	___	___	___	___ retry this lesson	___ go to lesson 12
	3 rd try →	___	___	___	___	___ see note below*	___ go to lesson 12
12	1 st try →	___	___	___	___	___ retry this lesson	___ lesson complete!
	2 nd try →	___	___	___	___	___ retry this lesson	___ lesson complete!
	3 rd 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 MATERIALS FOR
TEACHER'S USE**

**Make a separate copy of this section
(pages 4-51) for each student to be assessed.**

**Print Manual-Based Green Square Completion – Student Forms
and use the below materials in conjunction with the corresponding
Lesson Materials for Student's Use (pages 52-88).**

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 1 – Part A
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Once upon a time there was a little girl whose home was	12
down a deserted road deep in the forest. The little girl	23
loved living in the forest among the animals. She was a	34
friend to all the animals of the forest. Yet, she was also	46
a lonely little girl because she had no family. One day	57
while skipping through the woods, she met a beautiful	66
fairy. The fairy questioned the girl about where she	75
lived. The girl told the fairy about her forest home. The	86
fairy asked the girl about her family. The girl told the	97
fairy that she did not have a family. The fairy could feel	109
that the girl was lonely, so she asked the girl if she	121
wanted to live with all the fairies. The girl happily	131
answered yes and went to live with the fairy. For the rest	143
of her life the girl had her friends, the animals, and a	155
family of her very own.	160

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------|---------------|-----------------|--------------|----------------|
| 1. ___ gone | 2. ___ toad | 3. <u>X</u> yes | 4. ___ jet | 5. ___ hung |
| ___ upside | <u>X</u> road | ___ yep | ___ let | <u>X</u> among |
| <u>X</u> upon | ___ load | ___ his | ___ wet | ___ rung |
| ___ apron | ___ rote | ___ yip | <u>X</u> yet | ___ amount |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|-------------------|
| 1. What type of road did the little girl live on? | ___ busy |
| | <u>X</u> deserted |
| | ___ forest |
| | ___ freeway |
| 2. Who did the girl meet while skipping through the woods? | ___ goat |
| | ___ mother |
| | <u>X</u> fairy |
| | ___ animal |
| 3. How did the girl feel about the fairies being her family? | ___ nervous |
| | ___ lonely |
| | ___ sad |
| | <u>X</u> happy |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 1 – Part B</p>
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

A long time ago there was a little boy who lived down a	13
small road deep in the forest. The animals of the forest	24
loved the little boy, and the boy loved the animals. Yet,	35
he often wondered if he would like to go to the city. One	48
summer day while walking through the woods, he met a pilot.	59
The pilot's airplane had crashed in the woods. The boy and	70
the pilot became friends. Day and night they worked on the	81
plane so the pilot could return home. Once they were done	92
fixing the plane, the pilot asked the boy if he wanted to	104
return to town with him. The boy told the pilot that he	116
wanted to stay in the forest with the animals. The animals	127
were his family, and he did not want to leave them. The	139
pilot flew away in the plane as the boy waved goodbye.	150

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|--|---|--|--|
| 1. <input checked="" type="checkbox"/> forest | 2. <input type="checkbox"/> bumper | 3. <input type="checkbox"/> please | 4. <input type="checkbox"/> door | 5. <input type="checkbox"/> drop |
| <input type="checkbox"/> forever | <input checked="" type="checkbox"/> summer | <input type="checkbox"/> plate | <input type="checkbox"/> fun | <input type="checkbox"/> dip |
| <input type="checkbox"/> foreign | <input type="checkbox"/> mummy | <input checked="" type="checkbox"/> plane | <input checked="" type="checkbox"/> done | <input type="checkbox"/> leap |
| <input type="checkbox"/> tourist | <input type="checkbox"/> something | <input type="checkbox"/> train | <input type="checkbox"/> dine | <input checked="" type="checkbox"/> deep |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|---|
| 1. Where did the pilot's plane crash? | <input type="checkbox"/> lake |
| | <input type="checkbox"/> pond |
| | <input checked="" type="checkbox"/> woods |
| | <input type="checkbox"/> desert |
| 2. What did the boy do as the pilot flew away? | <input type="checkbox"/> ran |
| | <input checked="" type="checkbox"/> waved |
| | <input type="checkbox"/> shouted |
| | <input type="checkbox"/> cried |
| 3. How did the animals feel about the little boy? | <input checked="" type="checkbox"/> love |
| | <input type="checkbox"/> fear |
| | <input type="checkbox"/> hate |
| | <input type="checkbox"/> anger |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 1 – Part C

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

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

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz: For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.**

- | | | | | |
|------------------|------------------|---------------------|--------------|--------------------|
| 1. ___ cowards | 2. <u>X</u> felt | 3. ___ recovered | 4. ___ fan | 5. <u>X</u> picked |
| <u>X</u> flowers | ___ feet | ___ distance | ___ rat | ___ slicked |
| ___ flounder | ___ fear | <u>X</u> discovered | ___ run | ___ pickle |
| ___ rewards | ___ fit | ___ uncovered | <u>X</u> ran | ___ sicken |

- **Comprehension Quiz: For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.**

1. Who did I think the little girl looked like?
- ___ mother
___ brother
X sister
___ friend
2. What was the little girl picking in the woods?
- ___ frogs
X flowers
___ bees
___ animals
3. How did the little girl feel about returning home with me?
- X happy
___ lonely
___ scared
___ worried

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 2 – Part A
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I know for a fact that I do not like homework. I have	13
to sit in my kitchen and finish all of my homework before	25
I can go out and play. Today I have to do a worksheet on	39
sums and differences. Why couldn't my teacher just say add	49
and subtract? Why does she have to use big, fancy words?	60
My mom says that if I do well in school, I will do well in	75
life. I guess she is right. I have big dreams about my	87
future. I want to be a doctor. To be a doctor you have to	101
be smart, so I guess I'll finish my homework now. I know I	114
am smart and smart people work before play, so I must get	126
back to work. Boy, it is hard to finish your homework when	138
the outside world looks like such fun.	145

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------|------------------|----------------------|--------------|-----------------|
| 1. ___ fall | 2. X sums | 3. ___ references | 4. ___ sip | 5. ___ final |
| ___ tact | ___ sons | ___ different | ___ bit | ___ wish |
| ___ fat | ___ bums | X differences | X sit | ___ punish |
| X fact | ___ hums | ___ distances | ___ hit | X finish |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|--|
| 1. Where do I sit to do my homework? | ___ outside
___ backyard
___ bedroom
X kitchen |
| 2. What do I want to be when I grow up? | ___ policeman
___ teacher
X doctor
___ lawyer |
| 3. Doing your homework will make you do what in life? | ___ sorry
X succeed
___ fall
___ fail |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 2 – Part B
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I do not like homework, and that is a fact. Before I can	13
go play, I have to sit in the living room and get all of my	28
homework done. Today I have to work on directions and	38
distances. Why didn't my teacher just say we are going to	49
use a map? Why does she try to confuse us with big words?	62
My mom says to do well in life, you must do well in school.	76
I know she is right. I have big dreams about my future.	88
I'm going to be a fire fighter. Fire fighters have to know	100
how to use maps and find distances to do their jobs, so I	113
know that my homework is important. Smart people work	122
before play, so I must get back to work. It is so hard to	136
finish your homework when being outside in the warm sun	146
seems like much more fun.	151

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|---|---|--|--|
| 1. <input checked="" type="checkbox"/> done | 2. <input type="checkbox"/> instruction | 3. <input type="checkbox"/> references | 4. <input type="checkbox"/> knobs | 5. <input type="checkbox"/> warn |
| <input type="checkbox"/> fun | <input type="checkbox"/> construction | <input type="checkbox"/> differences | <input checked="" type="checkbox"/> jobs | <input checked="" type="checkbox"/> warm |
| <input type="checkbox"/> dine | <input type="checkbox"/> distraction | <input checked="" type="checkbox"/> distances | <input type="checkbox"/> joys | <input type="checkbox"/> barn |
| <input type="checkbox"/> dune | <input checked="" type="checkbox"/> direction | <input type="checkbox"/> instances | <input type="checkbox"/> stops | <input type="checkbox"/> farm |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|--|
| 1. What do I have to finish before I can go play? | <input type="checkbox"/> chores |
| | <input type="checkbox"/> dinner |
| | <input type="checkbox"/> maps |
| | <input checked="" type="checkbox"/> homework |
| 2. How do I feel about homework? | <input type="checkbox"/> love it |
| | <input type="checkbox"/> like it |
| | <input checked="" type="checkbox"/> do not like it |
| | <input type="checkbox"/> do not hate it |
| 3. I believe that I am one of which people? | <input checked="" type="checkbox"/> smart |
| | <input type="checkbox"/> young |
| | <input type="checkbox"/> dumb |
| | <input type="checkbox"/> lazy |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 2 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-----------------|-------------------|---------------------|----------------|-----------------|
| 1. ___ fellow | 2. ___ bellows | 3. <u>X</u> perhaps | 4. ___ bind | 5. ___ really |
| ___ follow | <u>X</u> believes | ___ mishaps | <u>X</u> build | ___ season |
| ___ billed | ___ relieves | ___ person | ___ bulk | <u>X</u> reason |
| <u>X</u> filled | ___ between | ___ collapse | ___ block | ___ return |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|-----------------|
| 1. Matt knows that homework is not what? | ___ hard |
| | <u>X</u> fun |
| | ___ boring |
| | ___ easy |
| 2. What do smart people do before play? | <u>X</u> work |
| | ___ read |
| | ___ eat |
| | ___ sleep |
| 3. Who would Matt build a house for? | ___ cousin |
| | ___ sister |
| | ___ father |
| | <u>X</u> mother |

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- 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: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 3 – Part A
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

I am a third grader at St. John's Academy. My name is	12
Sarah. I am in Mrs. Hall's class. There are twenty-five	22
members of the class, fifteen girls and ten boys. I learn	33
about all sorts of neat things during the school day. In	44
English class, we are learning how to use verbs and nouns	55
to make sentences. I really like to write stories. I can	66
go anywhere I want to. In science class, we are learning	77
about how everyone is made of cells. They are very tiny,	88
and you cannot see them with your own eyes. My favorite	99
class is art. I get to paint all sorts of pictures of cool	112
things. I once painted a picture of a cat and a dog. It	125
was great. I am getting good at art. I like to go to	138
school to learn and play with my friends.	146

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|------------------|-------------------|----------------|----------------|----------------|
| 1. ___ mentors | 2. <u>X</u> verbs | 3. ___ notes | 4. ___ taint | 5. ___ tells |
| <u>X</u> members | ___ words | ___ nuns | <u>X</u> paint | ___ bells |
| ___ mumble | ___ votes | ___ towns | ___ saint | <u>X</u> cells |
| ___ lumber | ___ veers | <u>X</u> nouns | ___ plant | ___ calls |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|-----------------------------------|----------------------|
| 1. How many boys are in my class? | ___ eleven |
| | ___ twenty |
| | <u>X</u> ten |
| | ___ fifteen |
| 2. What did I first paint? | <u>X</u> cat and dog |
| | ___ moon and stars |
| | ___ peas and carrots |
| | ___ rain and clouds |
| 3. What grade will I be in next? | <u>X</u> fourth |
| | ___ fifth |
| | ___ sixth |
| | ___ third |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 3 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I am a fourth grader at St. John's Academy. My name is	12
Jeff. I am in Mrs. Hall's class. She is very nice. There	24
are twenty-five members of the class, fifteen boys and ten	34
girls. I like them all. We have fun. I learn about all	46
sorts of neat things during the school day. In English	56
class, we are learning how to use verbs and nouns to make	68
sentences. I really like to write stories. I once wrote a	79
story about how I was a superhero with strong powers and	90
saved the world. My name was Super Boy. In science class,	101
we are learning about how everyone is made of cells. They	112
are very tiny and you cannot see them. It was cool. My	124
favorite class is art. I get to paint pictures. I once	135
Painted a picture of Superman. It was neat. I like to	146
learn and play with my friends. It is fun. I really like school	159

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-----------------|-----------------|--------------------|--------------|----------------|
| 1. ___ through | 2. ___ planers | 3. <u>X</u> strong | 4. ___ tiny | 5. ___ clasp |
| <u>X</u> though | ___ towers | ___ string | ___ ton | <u>X</u> class |
| ___ dough | ___ showers | ___ strung | <u>X</u> ten | ___ grass |
| ___ laugh | <u>X</u> powers | ___ prong | ___ pen | ___ trash |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What was my superhero's name?
- ___ Superman
X Super boy
___ Super girl
___ Super kid
2. What is so tiny that you cannot see them?
- ___ needle
___ lint
___ hairs
X cells
3. Who is my favorite superhero?
- ___ Superwoman
___ Super cells
X Superman
___ Super nouns

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 3 – Part C</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|---|---|---|--|
| 1. <input checked="" type="checkbox"/> heat | 2. <input type="checkbox"/> bulls | 3. <input type="checkbox"/> mansion | 4. <input checked="" type="checkbox"/> full | 5. <input type="checkbox"/> stand |
| <input type="checkbox"/> meat | <input type="checkbox"/> bells | <input type="checkbox"/> magical | <input type="checkbox"/> pull | <input type="checkbox"/> inland |
| <input type="checkbox"/> hear | <input checked="" type="checkbox"/> balls | <input type="checkbox"/> medicine | <input type="checkbox"/> film | <input checked="" type="checkbox"/> island |
| <input type="checkbox"/> feet | <input type="checkbox"/> falls | <input checked="" type="checkbox"/> machine | <input type="checkbox"/> fall | <input type="checkbox"/> igloo |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. How many kids are in Mrs. Brown's class?
- twenty-five
 twenty
 thirty
 ten
2. In what class did we make a machine?
- math
 reading
 writing
 science
3. What was the machine?
- heater
 freezer
 fire
 cooler

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 4 – Part A</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I love to go to the aquarium. I love to watch all the	13
fish swim in the tanks. My favorite sea animal is the	24
octopus. It is the slimy creature with eight legs. It also	35
sticks to the sides of the tank. Seahorses are small	45
creatures that look like mini horses. They float around in	55
packs and are different colors. I am scared to go by the	67
shark tank. They are gigantic creatures with big, sharp	76
teeth. They have different kinds of sharks. They have	85
tiger sharks, hammerhead sharks, and great white sharks.	93
My favorite thing to do in the aquarium is play in the	105
touch tank. There is a helper that lets us touch all sorts	117
of special sea creatures. I got to touch a green turtle, a	129
yellow goldfish, a blue sponge, and some orange sea coral.	139
I think I might want to work with ocean creatures when I	151
get older. I have fun at the aquarium.	159

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|---------------|------------------|---------------|---------------|
| 1. ___ object | 2. ___ blur | 3. X love | 4. ___ plum | 5. ___ pegs |
| ___ often | X blue | ___ live | ___ plan | X legs |
| ___ open | ___ blow | ___ loom | X play | ___ lags |
| X ocean | ___ true | ___ dove | ___ tray | ___ logs |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|---------------------|
| 1. How many legs does an octopus have? | ___ six |
| | X eight |
| | ___ ten |
| | ___ four |
| 2. What color was the goldfish? | ___ green |
| | ___ pink |
| | ___ gold |
| | X yellow |
| 3. Where did I get to play? | ___ feel farm |
| | ___ brush pool |
| | X touch tank |
| | ___ hold hoop |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 4 – Part B</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I love to go walk in the aquarium. I love to stick my	13
nose on the glass tanks. My favorite sea animal is the	24
king crab. I like the way it pinches people. I can do the	37
crab walk too. Flounders are flat, beautiful fish. I saw	47
one that was pink and blue. I am scared to go by the whale	61
tank. They are enormous creatures with big bellies. There	70
are different kinds of whales. The best is a blue whale.	81
My favorite thing to do in the aquarium is play in the	93
holding tank. There is a helper that lets us hold all	104
sorts of unique sea creatures. I got to hold an orange	115
turtle, a yellow crab, a pink coral, and a red lobster. I	127
think I might want to go to the ocean on vacation to see	140
all these creatures in their habitat. I definitely want to	150
go back to the aquarium.	155

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|--------------------|-----------------|---------------|---------------|
| 1. ___ grass | 2. ___ plentiful | 3. <u>X</u> sea | 4. ___ wait | 5. ___ pins |
| <u>X</u> glass | ___ beneficial | ___ seam | ___ talk | <u>X</u> pink |
| ___ blast | ___ benevolent | ___ tea | <u>X</u> walk | ___ rink |
| ___ class | <u>X</u> beautiful | ___ pea | ___ wall | ___ wink |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|-------------------------------------|---------------------|
| 1. What do I stick to the glass? | ___ knee |
| | ___ ear |
| | <u>X</u> nose |
| | ___ tongue |
| 2. What was pink and blue? | ___ fish |
| | <u>X</u> flounder |
| | ___ filet |
| | ___ whale |
| 3. What scares me about the whales? | <u>X</u> their size |
| | ___ their eyes |
| | ___ their teeth |
| | ___ their fins |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 4 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ sox	2. ___ furnace	3. ___ drum	4. ___ seam	5. ___ beast
<u>X</u> box	<u>X</u> surface	___ fry	___ sell	___ peach
___ bop	___ subject	<u>X</u> dry	___ teal	<u>X</u> beach
___ bog	___ surfing	___ try	<u>X</u> seal	___ teach

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Where do I want to go on vacation?	___ water
	___ pool
	<u>X</u> beach
	___ mountains
2. What do jellyfish do?	<u>X</u> sting
	___ squeeze
	___ bite
	___ hit
3. What is the seal?	___ dad
	<u>X</u> boy
	___ girl
	___ mom

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 5 – Part A
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

My favorite person in the whole world is my dad, Bob.	11
He is the nicest man on the earth. He always helps me tie	24
my shoes and make my bed. He takes me outside in the yard	37
to play football and throw the baseball. He even coaches	47
my little league team on the weekends. We even have	57
something in common. We both like pumpernickel bread, but	66
no one else in our family does. We both put apple jam on	79
it. After school he helps me with my homework. He is great	91
in math and reading. If I'm lucky, he lets me watch a	103
little TV until my bedtime, which is nine o'clock. At	113
night he tucks me in bed and tells me a new bedtime story	126
every night. My dad is the greatest guy in the world. I am	139
glad he is my dad. My dad always makes me smile.	150

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------|-----------------|--------------|----------------|---------------|
| 1. ___ map | 2. ___ purse | 3. ___ bet | 4. ___ smart | 5. ___ glare |
| <u>X</u> man | ___ purple | ___ wed | <u>X</u> smile | ___ glam |
| ___ pan | <u>X</u> person | ___ red | ___ mile | <u>X</u> glad |
| ___ tan | ___ reason | <u>X</u> bed | ___ pile | ___ plaid |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|---------------------------|
| 1. What is my dad's name? | ___ Bam |
| | ___ Dan |
| | <u>X</u> Bob |
| | ___ Ted |
| 2. What type of jelly do we put on pumpernickel? | ___ peach |
| | <u>X</u> apple |
| | ___ grape |
| | ___ strawberry |
| 3. What is my dad great at? | ___ science and math |
| | ___ science and art |
| | ___ writing and science |
| | <u>X</u> math and reading |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 5 – Part B
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

My favorite woman in the whole world is my mom, Ann.	11
She is the nicest woman on the earth. She always helps me	23
tie my shoes and make my bed. She takes me outside in the	36
yard to ride my bike and stroll my doll. She even lets me	49
have friends over to play house. We even have something in	60
common. We both like garlic bread, but no one else in our	72
family does. We both put spaghetti sauce on it. After	82
school she helps me with my homework. She is great in math	94
and reading. If I'm lucky, she lets me watch a little TV	106
until my bedtime, which is eight thirty. At night she	116
tucks me in bed and sings me a new song every night. My	129
mom is the greatest girl in the world. I am glad she is my	143
mom. My mom always makes me happy.	150

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|---------------|---------------|---------------|----------------|
| 1. ___ harpy | 2. ___ bake | 3. ___ dole | 4. ___ song | 5. ___ broad |
| ___ happen | X bike | ___ poll | X sing | ___ breed |
| ___ hippy | ___ like | X doll | ___ tong | X bread |
| X happy | ___ tike | ___ tall | ___ pong | ___ bream |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---------------------------------------|------------------------|
| 1. What do we put spaghetti sauce on? | ___ grain bread |
| | X garlic bread |
| | ___ wheat bread |
| | ___ pumpernickel bread |
| 2. What is my bedtime? | ___ eight fifteen |
| | ___ two thirty |
| | ___ three thirty |
| | X eight thirty |
| 3. What do I ride? | ___ ball |
| | ___ boat |
| | X bike |
| | ___ horse |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 5 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ tread	2. <u>X</u> common	3. ___ shops	4. ___ words	5. ___ stern
___ peas	___ comma	<u>X</u> shoes	___ worms	<u>X</u> story
___ fleas	___ woman	___ shows	<u>X</u> world	___ store
<u>X</u> trees	___ camera	___ shots	___ water	___ storm

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What does my dad make me do?	___ frown
	___ cry
	<u>X</u> laugh
	___ smile
2. What kind of bread do we like?	___ rim
	<u>X</u> rye
	___ wheat
	___ white
3. How do I feel about my dad?	<u>X</u> love him
	___ hate him
	___ ignore him
	___ see him

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 6 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

All day long I crawl through the zoo, watching as the	11
people pass by. They stop and stare, making strange sounds	21
like "oh" and "wow." Sometimes the smaller people try to	31
touch, but the bigger people always make them stop. They	41
are going to get hurt if they touch the wrong animal. They	53
do not watch me because I am a small size. I dart out of	67
the way before they can see me. If you questioned the	78
people, they would say that I was not important enough to	89
watch. They see me as a common, everyday animal, not an	100
exotic one like the jaguar. I love living in the zoo.	111
Unlike those who are caged, I have my freedom. I have my	123
freedom and all the food that I can eat. People are very	135
messy creatures, dropping garbage everywhere, but their	142
garbage shall be my dinner. The best place in the world	153
for a squirrel to live is the zoo.	161

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-------------|--------------------|-------------|---------------|-------------------|
| 1. ___ ah | 2. X common | 3. ___ an | 4. ___ highs | 5. X shall |
| X oh | ___ comma | ___ ant | ___ buys | ___ hall |
| ___ on | ___ coma | X am | X size | ___ shell |
| ___ oat | ___ community | ___ ham | ___ fries | ___ sail |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|-------------------------|
| 1. Which ones try to touch? | ___ zookeeper |
| | ___ animals |
| | X smaller people |
| | ___ bigger people |
| 2. What do the people drop everywhere? | ___ food |
| | ___ money |
| | ___ clothes |
| | X garbage |
| 3. How does the squirrel feel about living in the zoo? | X happy |
| | ___ worried |
| | ___ nervous |
| | ___ sad |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 6 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Everyday I creep around the zoo, watching as the people	10
walk by. They stand in front of cages and stare, making	21
strange sounds like "oh" and "wow." Sometimes the smaller	30
people try to touch, but they always have to stop. They are	42
going to get hurt if they touch the wrong animal. They do	54
not watch me because I am really small. I cower behind	65
rocks and in the grass. If you questioned any person, they	76
would say that I was not important enough to watch. They	87
do not believe that I am an animal. I love living in the	100
zoo. Unlike those who are caged, I have my freedom. I am	112
wild and cannot be caged. I have my freedom and all the	124
food that I can eat. People are very messy creatures,	134
dropping garbage everywhere, but their garbage shall be my	143
dinner. The best place in the world for a lizard to live is the zoo	158

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|---------------|-----------------|---------------------|-----------------|
| 1. ___ candle | 2. ___ will | 3. ___ reason | 4. X believe | 5. ___ beneath |
| ___ canyon | X wild | ___ purple | ___ relieve | X behind |
| X cower | ___ mild | X person | ___ belittle | ___ rewind |
| ___ tower | ___ child | ___ purse | ___ before | ___ between |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. How do I get around the zoo everyday?
- ___ fly
X creep
___ crawl
___ walk
2. What do the people stand in front of?
- ___ tanks
___ walls
___ nets
X cages
3. What kind of creatures are people?
- ___ curious
___ neat
X messy
___ friendly

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 6 – Part C</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--|--|---|---|--|
| 1. <input checked="" type="checkbox"/> fly | 2. <input type="checkbox"/> beg | 3. <input type="checkbox"/> quilt | 4. <input type="checkbox"/> space | 5. <input type="checkbox"/> logs |
| <input type="checkbox"/> flea | <input checked="" type="checkbox"/> eggs | <input type="checkbox"/> quite | <input type="checkbox"/> surprise | <input type="checkbox"/> lays |
| <input type="checkbox"/> flow | <input type="checkbox"/> edge | <input type="checkbox"/> quietly | <input type="checkbox"/> species | <input checked="" type="checkbox"/> legs |
| <input type="checkbox"/> lie | <input type="checkbox"/> end | <input checked="" type="checkbox"/> quickly | <input checked="" type="checkbox"/> special | <input type="checkbox"/> lives |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What kind of animal do the people see me as?
- common
 boring
 normal
 special
2. Where do I lay my eggs?
- dangerous places
 on the ground
 in the cages
 safe places
3. What kind of animal am I?
- jaguar
 fish
 bird
 monkey

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 7 – Part A</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

It was Career Day yesterday in my class. All sorts of	11
professionals came to our class to talk to us. Doctors,	21
lawyers, and even one anthropologist visited us. They	29
talked about their jobs and why they like what they do. I	41
thought that their jobs sounded interesting, but I still	50
did not know what I want to do. When I was little, I	63
wanted to be a firefighter. Another time, I wanted to be a	75
cowboy. I thought all night about what it is that I want	87
to do when I grow up. Late last night, I finally made a	100
decision about what I want to be when I'm older. I am	112
going to be the President of the United States. I think	123
that I would make a great president. I have a lot of good	136
ideas that would help our government. I wonder why our	146
teacher did not invite the President to visit our class	156
for Career Day.	159

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------------|----------------|---------------------|---------------|----------------------|
| 1. ___ experiment | 2. ___ close | 3. X teacher | 4. ___ slobs | 5. ___ intriguing |
| ___ governor | X class | ___ preacher | ___ cabs | X interesting |
| X government | ___ grass | ___ teenager | ___ joys | ___ interior |
| ___ spearmint | ___ glass | ___ creature | X jobs | ___ internal |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|----------------------|
| 1. When was Career Day? | ___ last night |
| | ___ last year |
| | ___ tomorrow |
| | X yesterday |
| 2. What do I want to be when I grow up? | ___ doctor |
| | ___ lawyer |
| | X president |
| | ___ anthropologist |
| 3. What did I want to be first? | ___ president |
| | X firefighter |
| | ___ cowboy |
| | ___ doctor |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 7 – Part B
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- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

We had Career Day yesterday in class. All kinds of	10
professionals came to our class to speak to us. Doctors,	20
lawyers, and even one scientist visited us. They explained	29
their jobs, and they told us why they like what they do.	41
I thought that their jobs sounded interesting, but I was	51
still not sure what I want to do. When I was little, I	64
wanted to be a wheat farmer. Last year, I wanted to work	76
on a train as an engineer. I thought every night about	87
what I want to do when I grow up, then last night I	100
finally figured out what the best job for me is. I am	112
going to work hard so that I can become the President of	124
the United States. I think that I would make a great	135
president. I want to help our government and our country.	145
I wish our teacher had invited the President to visit our	156
class for Career Day.	160

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-----------------|-------------------|--------------------|---------------|--------------------|
| 1. ___ frame | 2. X train | 3. ___ since | 4. ___ fish | 5. ___ external |
| ___ farther | ___ trail | X scientist | ___ want | ___ explored |
| X farmer | ___ trip | ___ scenery | ___ dish | X explained |
| ___ summer | ___ rain | ___ dentist | X wish | ___ complained |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|----------------------|
| 1. How did I think the professional jobs sounded? | ___ sneaky |
| | ___ boring |
| | ___ friendly |
| | X interesting |
| 2. When did I want to work on a train? | X last year |
| | ___ every day |
| | ___ every night |
| | ___ last night |
| 3. Who did not get invited to our class for Career Day? | ___ farmer |
| | ___ doctor |
| | ___ lawyer |
| | X president |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 7 – Part C</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

It was Career Day yesterday in Annie's class. Many professionals came to her class to talk to the children.	9 19
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.	27 37 49 61 72 83 96 107 117 129 138 148 151

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------|---------------|-------------------|------------------|----------------|
| 1. ___ mood | 2. ___ start | 3. <u>X</u> feels | 4. ___ kindly | 5. ___ general |
| <u>X</u> moon | <u>X</u> star | ___ feet | ___ suddenly | ___ jokingly |
| ___ soon | ___ car | ___ peels | <u>X</u> finally | ___ gentle |
| ___ food | ___ stair | ___ kneels | ___ finish | <u>X</u> giant |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|---|
| 1. When Annie wanted to be an astronaut, where did she want to go? | ___ space
___ store
___ sun
<u>X</u> moon |
| 2. What type of ideas does Annie have to help the government? | ___ wishful
<u>X</u> good
___ bad
___ silly |
| 3. Who would Annie have liked to see at Career Day? | ___ doctor
___ dentist
<u>X</u> president
___ lawyer |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 7 Test
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CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

<p>TEACHER'S FORM Green Square Lesson 8 – Part A</p>

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Jamie was going to the mall to spend her birthday	10
money. On the way to the mall, she walked passed a large	22
grassy field. In the middle of the field there was a round	34
silver tower. She became curious about what could be in	44
the tower, so she decided to investigate. However, Jamie	53
could not find a door. She became frustrated and leaned	63
against the wall of the tower. Just then, the wall opened	74
up and Jamie fell into the building. The inside of the	85
building was like nothing Jamie had ever seen in her life.	96
There were small rectangular mirrors everywhere, and each	104
mirror had a small button beside it. Jamie chose one	114
mirror and pressed its button. In the mirror Jamie saw an	125
imaginary world where animals ruled and people were the	134
pets. S he thought that the people looked silly being	143
walked on leashes. Jamie figured that exploring the tower	152
was more fun then going to the mall.	160

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------------|-----------------|----------------|---------------|--------------------|
| 1. <u>X</u> became | 2. ___ indeed | 3. ___ rough | 4. ___ ball | 5. <u>X</u> beside |
| ___ become | <u>X</u> inside | ___ bound | ___ will | ___ outside |
| ___ before | ___ decide | ___ hound | <u>X</u> wall | ___ beaten |
| ___ between | ___ indoor | <u>X</u> round | ___ fall | ___ belittle |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|-----------------|
| 1. Where was Jamie going to spend her birthday money? | ___ tower |
| | ___ bookstore |
| | ___ movies |
| | <u>X</u> mall |
| 2. Who was walked on leashes in the imaginary world? | <u>X</u> people |
| | ___ pizza |
| | ___ animals |
| | ___ turtles |
| 3. Where did Jamie go first? | ___ button |
| | ___ mall |
| | ___ tower |
| | <u>X</u> field |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 8 – Part B
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Jamie was going to the movies to meet some friends. On	11
the way to the movies, she walked passed a field filled with	23
tall green grass. In the middle of the field there was a	35
round silver tower. She wondered about what could be in	45
the tower, so she decided to find out. The inside of the	57
building was not like anything Jamie had ever seen in her	68
life. There were small rectangular mirrors on the walls,	77
and each mirror had a small button beside it. Jamie chose	88
one mirror and pressed its button. Suddenly, Jamie found	97
herself in outer space. Jamie thought that this was the	107
coolest thing she had ever done. Jamie floated back to the	118
place where she left the mirror and pressed the button	128
again. Jamie ended up back in the tower. She spent the	139
rest of the day pressing buttons and experiencing	147
different worlds. Everyday Jamie returns to the tower to	156
explore more of the mirrors.	161

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--|---|--|--|---|
| 1. <input checked="" type="checkbox"/> green | 2. <input type="checkbox"/> inside | 3. <input type="checkbox"/> something | 4. <input checked="" type="checkbox"/> finally | 5. <input type="checkbox"/> turns |
| <input type="checkbox"/> lead | <input checked="" type="checkbox"/> decided | <input type="checkbox"/> anyone | <input type="checkbox"/> somewhere | <input type="checkbox"/> really |
| <input type="checkbox"/> great | <input type="checkbox"/> decoded | <input type="checkbox"/> anymore | <input type="checkbox"/> suddenly | <input type="checkbox"/> rewinds |
| <input type="checkbox"/> greet | <input type="checkbox"/> destroyed | <input checked="" type="checkbox"/> anything | <input type="checkbox"/> summer | <input checked="" type="checkbox"/> returns |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|---|
| 1. When Jamie pressed the button by the mirror where did she find herself? | <input type="checkbox"/> next door |
| | <input type="checkbox"/> at movies |
| | <input type="checkbox"/> in field |
| | <input checked="" type="checkbox"/> outer space |
| 2. How often does Jamie return to the tower? | <input type="checkbox"/> every night |
| | <input type="checkbox"/> every month |
| | <input checked="" type="checkbox"/> everyday |
| | <input type="checkbox"/> sometimes |
| 3. Who was with Jamie in the tower? | <input checked="" type="checkbox"/> no one |
| | <input type="checkbox"/> her friend |
| | <input type="checkbox"/> a monster |
| | <input type="checkbox"/> her sister |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 8 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|------------------|--------------------|----------------|---------------|-------------------|
| 1. ___ nobody | 2. <u>X</u> circle | 3. ___ share | 4. ___ rent | 5. <u>X</u> stood |
| ___ something | ___ circus | <u>X</u> shown | ___ last | ___ stand |
| <u>X</u> nothing | ___ bicycle | ___ known | ___ best | ___ store |
| ___ nowhere | ___ certain | ___ should | <u>X</u> rest | ___ food |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|-----------------------------------|-----------------|
| 1. What could John not find? | <u>X</u> door |
| | ___ window |
| | ___ food |
| | ___ home |
| 2. : What shape were the mirrors? | ___ rectangle |
| | ___ triangle |
| | ___ square |
| | <u>X</u> circle |
| 3. What did John do first? | ___ exploring |
| | <u>X</u> walked |
| | ___ investigate |
| | ___ opened |

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- 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: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 9 – Part A
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

It was the most electrifying day of my life. I was	11
finally able to go to a concert starring my favorite boy	22
band. My mom agreed to take me to the concert if I helped	35
with more chores around the house. I had saved up all my	47
allowance for six months. It was finally the day and my	58
friend, Amy, was going to come with me. We both got	69
dressed up in boy band t-shirts, hats, and buttons. We got	80
to the stadium and screamed at the top of our lungs all	92
night. We actually thought they would be able to hear us.	103
We sat up in the balcony with my mom, Jane, and Amy's mom,	116
Dorothy. They sang all of their famous songs, and we knew	127
every word. I even caught the cutest guy of the band,	138
Justin, looking straight at me. He even blew me a kiss. I	150
can't wait to go to another concert.	157

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------|-------------------|-----------------|---------------|------------------|
| 1. ___ sox | 2. <u>X</u> can't | 3. ___ pounds | 4. ___ alibi | 5. <u>X</u> most |
| ___ mix | ___ won't | ___ mounts | <u>X</u> able | ___ nest |
| ___ sax | ___ cans | <u>X</u> months | ___ about | ___ mast |
| <u>X</u> six | ___ don't | ___ moths | ___ oval | ___ mist |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|------------------|
| 1. How many months did I save my allowance? | <u>X</u> six |
| | ___ four |
| | ___ nine |
| | ___ ten |
| 2. Where did we sit? | ___ chair |
| | ___ floor |
| | <u>X</u> balcony |
| | ___ stage |
| 3. What did I think about the concert? | ___ silly |
| | ___ long |
| | ___ boring |
| | <u>X</u> fun |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 9 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

It was the most thrilling day of my life. I was finally	12
able to go to a concert starring my favorite band, The	23
Bill Thomas Experience. My dad agreed to take me to the	34
concert if I helped with more chores around the house. I	45
had saved up all my allowance for ten months. It was	56
finally the big day and my friend, Katie, was going to	67
come with me. We both got dressed up in band t-shirts,	78
hats, and jewelry. We were their biggest fans. We even	88
made signs. We got to the stadium and screamed at the top	100
of our lungs all night. We actually thought they would be	111
able to hear us. They sang all of their famous songs, and	123
we knew every word. We sat up in the balcony with my dad.	136
I even caught a guy of the band, Tommy, looking straight	147
at me. I wonder if I could meet this band I love.	159

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--------------|------------------|---------------|----------------|------------------|
| 1. ___ ton | 2. <u>X</u> meet | 3. ___ dove | 4. ___ songs | 5. <u>X</u> hear |
| ___ tin | ___ mist | ___ live | <u>X</u> signs | ___ heap |
| ___ tan | ___ feet | <u>X</u> love | ___ songs | ___ head |
| <u>X</u> ten | ___ meek | ___ look | ___ slims | ___ tear |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|------------------|
| 1. What was my friend's name? | <u>X</u> Katie |
| | ___ Kathy |
| | ___ Kim |
| | ___ Kelly |
| 2. My dad agreed to take me to the concert if I did what? | ___ sang |
| | ___ slept |
| | <u>X</u> chores |
| | ___ screamed |
| 3. Where was the concert? | ___ stage |
| | <u>X</u> stadium |
| | ___ school |
| | ___ arena |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 9 – Part C
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|---|---|--|--|
| 1. <input checked="" type="checkbox"/> pair | 2. <input type="checkbox"/> hat | 3. <input type="checkbox"/> closes | 4. <input type="checkbox"/> positive | 5. <input type="checkbox"/> fathers |
| <input type="checkbox"/> pain | <input type="checkbox"/> hit | <input checked="" type="checkbox"/> clothes | <input type="checkbox"/> migrate | <input type="checkbox"/> mothers |
| <input type="checkbox"/> hair | <input checked="" type="checkbox"/> hot | <input type="checkbox"/> gloats | <input type="checkbox"/> million | <input checked="" type="checkbox"/> brothers |
| <input type="checkbox"/> paid | <input type="checkbox"/> pot | <input type="checkbox"/> cloths | <input checked="" type="checkbox"/> minute | <input type="checkbox"/> bothers |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|--|
| 1. How much money did Erin earn babysitting? | <input type="checkbox"/> forty dollars |
| | <input type="checkbox"/> twenty dollars |
| | <input type="checkbox"/> ten dollars |
| | <input checked="" type="checkbox"/> thirty dollars |
| 2. How long was the concert? | <input checked="" type="checkbox"/> three hours |
| | <input type="checkbox"/> four hours |
| | <input type="checkbox"/> ten hours |
| | <input type="checkbox"/> two hours |
| 3. What did Erin do first? | <input type="checkbox"/> screamed |
| | <input type="checkbox"/> sang |
| | <input checked="" type="checkbox"/> baby-sit |
| | <input type="checkbox"/> dress up |

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 10 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

For days now, the weather has been turning increasingly	9
colder. Billy remains glued the television set. He sits	18
watching television, but Billy is not engrossed in the	27
newest movie or cartoon. He is watching the news. Billy	37
waits in anticipation for the weatherman. Billy's one	45
desire this year is for snow. It seems to him that all	57
the other places are getting snow but his hometown. Billy	67
lives in the south and has never seen snow. He has heard	79
stories about snow, but he wants to experience it himself.	89
He wants to feel how its icy chill numbs his fingers. He	101
longs to see his neighborhood blanketed in white. Billy	110
sits waiting as the weatherman comes on. Billy is excited	120
when the weatherman states that there is snow in the	130
forecast for tonight. Billy runs to tell his mom that the	141
snow is coming. Billy runs to sit by the front window and	153
wait for the first flake to fall.	160

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-----------------|------------------|----------------|---------------|---------------------|
| 1. ___ shadow | 2. <u>X</u> wait | 3. ___ friend | 4. ___ bits | 5. <u>X</u> weather |
| <u>X</u> window | ___ date | ___ free | ___ hits | ___ feather |
| ___ widow | ___ wail | <u>X</u> front | ___ sill | ___ weaker |
| ___ winner | ___ bait | ___ hunt | <u>X</u> sits | ___ sweater |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|--|------------------|
| 1. How does Billy feel when the weatherman says there is snow in the forecast? | <u>X</u> excited |
| | ___ nervous |
| | ___ scared |
| | ___ upset |
| 2. What is Billy watching on television? | ___ video |
| | ___ cartoon |
| | ___ movie |
| | <u>X</u> news |
| 3. What season is it? | ___ fishing |
| | ___ summer |
| | ___ baseball |
| | <u>X</u> winter |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 10 – Part B

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

For days now, the winter weather has been turning	9
increasingly colder. Billy remains glued to the television	17
set. He sits watching television, but Billy is not	26
engrossed in the newest show or cartoon. He is watching	36
the news. Billy waits in anticipation for the weatherman.	45
Billy's one desire this winter is for snow. It seems to	56
him that all the other places are getting snow but his	67
hometown. Billy lives in the south, a region that hardly	77
ever has snow. He has heard stories about snow, but he	88
wants to experience it himself. He wants to feel how its	99
icy chill numbs his fingers. He longs to see his	109
neighborhood blanketed in white. Billy sits waiting as the	118
weatherman comes on. Billy is excited when the weatherman	127
states that there is snow in the forecast for tonight.	137
Billy runs to sit by the front window. Billy watches the	148
dark sky for the first flake to drop.	156

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|---|--|---|--|
| 1. <input checked="" type="checkbox"/> region | 2. <input type="checkbox"/> fly | 3. <input type="checkbox"/> dart | 4. <input checked="" type="checkbox"/> drop | 5. <input type="checkbox"/> water |
| <input type="checkbox"/> regular | <input checked="" type="checkbox"/> sky | <input type="checkbox"/> dank | <input type="checkbox"/> drip | <input type="checkbox"/> splinter |
| <input type="checkbox"/> reason | <input type="checkbox"/> dry | <input checked="" type="checkbox"/> dark | <input type="checkbox"/> stop | <input type="checkbox"/> winner |
| <input type="checkbox"/> season | <input type="checkbox"/> ski | <input type="checkbox"/> park | <input type="checkbox"/> drink | <input checked="" type="checkbox"/> winter |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Where does Billy live?
- west
 east
 south
 north
2. Which window does Billy run to sit by?
- picture
 back
 side
 front
3. How will Billy feel when it finally snows?
- happy
 sad
 scared
 angry

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 10 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|--|---|---|---|
| 1. <input checked="" type="checkbox"/> week | 2. <input type="checkbox"/> built | 3. <input type="checkbox"/> persuade | 4. <input type="checkbox"/> cheap | 5. <input type="checkbox"/> puppy |
| <input type="checkbox"/> reek | <input type="checkbox"/> holdings | <input checked="" type="checkbox"/> perhaps | <input checked="" type="checkbox"/> check | <input type="checkbox"/> hippy |
| <input type="checkbox"/> well | <input type="checkbox"/> folding | <input type="checkbox"/> purchase | <input type="checkbox"/> cheek | <input checked="" type="checkbox"/> happy |
| <input type="checkbox"/> wheel | <input checked="" type="checkbox"/> building | <input type="checkbox"/> mishap | <input type="checkbox"/> cheat | <input type="checkbox"/> snappy |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|---|
| 1. What is my one desire this winter? | <input type="checkbox"/> be a weatherman |
| | <input type="checkbox"/> sun |
| | <input type="checkbox"/> rain |
| | <input checked="" type="checkbox"/> snow |
| 2. When do I run to the front window to check for snow? | <input type="checkbox"/> seldom |
| | <input checked="" type="checkbox"/> sometimes |
| | <input type="checkbox"/> never |
| | <input type="checkbox"/> frequently |
| 3. What do I want the weatherman to forecast? | <input type="checkbox"/> sun |
| | <input type="checkbox"/> fog |
| | <input checked="" type="checkbox"/> snow |
| | <input type="checkbox"/> rain |

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 11 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Have you ever been in class and just started to	10
daydream? I do it all the time, and when I do I come up	24
with some crazy stuff. One time I was a creepy monster	35
that lived under the beds of little kids and tickled their	46
feet late at night. Another time, I went on a hot air	58
balloon ride across the world, and at the end we ran out	70
of air and crashed in a mountain. Luckily we were all	81
okay. One time I had to baby-sit for quintuplets, five	91
babies. It was the hardest job I ever had. Once I was	103
walking down the street, and I met a rock star. We became	115
best friends, and he thanked me on his album cover. I have	127
a great imagination, and I'm sure you do too. It's fun to	139
wonder about what else we could do. We can be anything in	151
real life or in our imagination.	157

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------|---------------|---------------|--------------------|----------------|
| 1. ___ grass | 2. ___ reap | 3. ___ race | 4. <u>X</u> street | 5. ___ niter |
| <u>X</u> class | ___ ream | ___ rocs | ___ steep | <u>X</u> night |
| ___ clasp | <u>X</u> real | ___ dock | ___ stripe | ___ might |
| ___ clash | ___ deal | <u>X</u> rock | ___ stream | ___ tight |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|----------------------|
| 1. Where did the rock star thank me? | ___ real life |
| | ___ under beds |
| | ___ stage door |
| | <u>X</u> album cover |
| 2. What did I live under when I was a creepy monster? | ___ streets |
| | <u>X</u> beds |
| | ___ tables |
| | ___ rocks |
| 3. What do I like to do? | ___ sleep |
| | ___ chores |
| | <u>X</u> daydream |
| | ___ homework |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 11 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Have you ever been bored and just started to daydream?	10
I do it all the time, and when I do I can describe some	24
wild stuff. One time I was a creepy monster that lived in	36
a wide boat. I came out only at night to scare the night	49
fisherman. Another time I went on a helicopter ride across	59
the mountains, and at the end we landed in the middle of a	72
deserted road. We had a fabulous time. One time I had to	84
baby-sit for septuplets, seven babies. It was the hardest	93
job I ever had. Once I was jogging down the hill, and I	106
met a famous movie star. We became best friends, and he	117
thanked me on an award show. I have a great imagination,	128
and I'm sure you do too. It's fun to wonder about what	140
else we could be. We can be anything in real life or in	153
our imagination.	155

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|----------------------|-------------------|-------------------|-------------------|-------------------|
| 1. <u> X </u> wide | 2. <u> </u> bead | 3. <u> </u> toad | 4. <u> </u> team | 5. <u> </u> shop |
| <u> </u> ride | <u> X </u> boat | <u> </u> mode | <u> </u> meet | <u> </u> shot |
| <u> </u> tide | <u> </u> moat | <u> </u> roam | <u> X </u> time | <u> X </u> show |
| <u> </u> wind | <u> </u> boar | <u> X </u> road | <u> </u> dime | <u> </u> grow |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Who did I scare when I was a creepy monster?
- farmer
 policeman
 fireman
 X fisherman
2. What was I doing down the hill?
- running
 sliding
 X jogging
 walking
3. Which daydream did I describe first?
- baby-sitting
 X creepy monster
 helicopter ride
 movie star

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 11 – Part C

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

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

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|-----------------|-------------------|--------------------|---------------|---------------|
| 1. ___ poorest | 2. <u>X</u> plane | 3. ___ millions | 4. ___ weep | 5. ___ head |
| ___ former | ___ frame | <u>X</u> thousands | ___ peep | ___ side |
| <u>X</u> forest | ___ train | ___ hundreds | <u>X</u> deep | ___ tide |
| ___ sorest | ___ plant | ___ thoughts | ___ deem | <u>X</u> hide |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. In a daydream, Ashley became a creepy what?
- ___ snake
___ monster
___ monkey
X fish
2. What did Ashley do that was the hardest job she ever had?
- ___ wonder
X baby-sit
___ daydream
___ ride
3. What kind of daydreams does Ashley have?
- X interesting
___ boring
___ sleepy
___ dull

THE READING CENTER
STEP 2: MANUAL-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 Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- 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

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

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 12 – Part A

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

One day while sitting in class, Tara found a note under	11
her desk. She did not know where the note came from or	23
what it contained. While her teacher continued the math	32
lesson on how to measure with inches, Tara began to read	43
the note. At first the note appeared to be only a grocery	55
list, but as Tara looked more closely at the note she	66
noticed that it was written in code. Tara spent the rest of	78
the day trying to figure out the code. By the end of the	91
day, she was so frustrated that she was ready to throw the note	104
away. Tara opened the note one more time and looked at it.	116
Finally, Tara figured out the code and the meaning became	126
clear. She found out that the note contained a name and a	138
street address. She decided to go to the address after	148
school to return the note.	153

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---|---|--|--|---|
| 1. <input checked="" type="checkbox"/> note | 2. <input type="checkbox"/> concerned | 3. <input type="checkbox"/> itches | 4. <input checked="" type="checkbox"/> written | 5. <input type="checkbox"/> fear |
| <input type="checkbox"/> not | <input type="checkbox"/> concrete | <input checked="" type="checkbox"/> inches | <input type="checkbox"/> kitten | <input type="checkbox"/> clock |
| <input type="checkbox"/> rote | <input checked="" type="checkbox"/> contained | <input type="checkbox"/> include | <input type="checkbox"/> wrong | <input type="checkbox"/> clean |
| <input type="checkbox"/> nook | <input type="checkbox"/> retained | <input type="checkbox"/> inside | <input type="checkbox"/> write | <input checked="" type="checkbox"/> clear |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|---|--|
| 1. What lesson did the teacher continue when Tara began to read the note? | <input type="checkbox"/> handwriting |
| | <input type="checkbox"/> spelling |
| | <input checked="" type="checkbox"/> math |
| | <input type="checkbox"/> science |
| 2. What was the note written in? | <input type="checkbox"/> Spanish |
| | <input checked="" type="checkbox"/> code |
| | <input type="checkbox"/> English |
| | <input type="checkbox"/> grocery list |
| 3. Tara decided to return the note after she figured out what? | <input type="checkbox"/> the lesson |
| | <input type="checkbox"/> the list |
| | <input type="checkbox"/> the math |
| | <input checked="" type="checkbox"/> the code |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 12 – Part B

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Last week while at school, Mike found a note on the	11
floor under his desk. He had no idea where the note came	23
from or what it was about. While his teacher continued to	34
teach about syllables and nouns, Mike began to read the	44
note. At first the note appeared to be a list, but as Mike	57
tried to read the note, he noticed that it was written in	69
another language. Mike tried for the rest of the day to	80
figure out what language it was in. Of course, Mike did	91
not speak any other language, but English so he could not	102
understand the note. He talked to the teachers in his	112
school, but they too could not read the note. At the end	124
of the day, Mike just put the note back on the floor where	137
he found it, hoping that a person who could read it would	149
find it.	151

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|--|---|--|---|--|
| 1. <input checked="" type="checkbox"/> syllables | 2. <input type="checkbox"/> nuns | 3. <input type="checkbox"/> landing | 4. <input type="checkbox"/> England | 5. <input type="checkbox"/> underscore |
| <input type="checkbox"/> siblings | <input checked="" type="checkbox"/> nouns | <input type="checkbox"/> passage | <input type="checkbox"/> angle | <input checked="" type="checkbox"/> understand |
| <input type="checkbox"/> systems | <input type="checkbox"/> notice | <input type="checkbox"/> baggage | <input checked="" type="checkbox"/> English | <input type="checkbox"/> underneath |
| <input type="checkbox"/> ceiling | <input type="checkbox"/> frowns | <input checked="" type="checkbox"/> language | <input type="checkbox"/> enough | <input type="checkbox"/> understood |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- | | |
|----------------------------------|--|
| 1. Where did Mike find the note? | <input type="checkbox"/> on the board |
| | <input type="checkbox"/> in his book |
| | <input checked="" type="checkbox"/> on the floor |
| | <input type="checkbox"/> on the window |
| 2. Who did Mike talk to? | <input type="checkbox"/> parents |
| | <input checked="" type="checkbox"/> teachers |
| | <input type="checkbox"/> friends |
| | <input type="checkbox"/> brothers |
| 3. What language did Mike speak? | <input type="checkbox"/> German |
| | <input type="checkbox"/> French |
| | <input type="checkbox"/> Spanish |
| | <input checked="" type="checkbox"/> English |

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM
Green Square
Lesson 12 – Part C

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

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

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- | | | | | |
|---------------------|-------------------|------------------|------------------|------------------------|
| 1. ___ enough | 2. ___ give | 3. <u>X</u> stay | 4. ___ again | 5. ___ destroyed |
| ___ enjoy | ___ <u>X</u> gave | ___ state | ___ age | ___ <u>X</u> described |
| ___ <u>X</u> Europe | ___ gate | ___ stare | ___ ego | ___ detest |
| ___ yourself | ___ have | ___ star | ___ <u>X</u> ago | ___ scribe |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Who did Tara give the map to?
- ___ father
___ mother
___ friend
X teacher
2. The map described a what?
- ___ building
X town
___ school
___ country
3. Where could the map get published the next day?
- ___ magazine
___ book
X newspaper
___ library

THE READING CENTER
STEP 2: MANUAL-BASED ROOM COMPLETION

TEACHER'S FORM Green Square Lesson 12 Test

CBM Procedures:

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- Complete the score box below.

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Student: _____ Date: _____
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