Exploring Caves • Level N • Nonfiction

Student ____________________________________________

Teacher ____________________________________________

Place the book in front of the student. Read the title and introduction.

Introduction: In this book you will learn about how caves are formed. You will read about the formations in caves—stalactites that hang from the ceiling and stalagmites that come up from the floor. Read to learn all about caves.

Page 2

Caves and Cavers

Caves are dark, hidden worlds that some people like to explore.

These people are called cavers.

Some big caves, called caverns, have rooms that connect, just like a house. Cavers have fun crawling, climbing, and sliding through rocky spaces—some tiny, some huge—to learn about these interesting places.

Subtotal

Sources of Information Used

Summary of Scores:

Accuracy _______ Comprehension _______
Self-correction _______ Writing About _______
Fluency _______ Reading _______

Page Text

Exploring Caves Level N, RW: 281, E: 16

E SC E SC

M S V M S V

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How Are Caves Formed?

Scientists know that caves are formed in many different ways. Most caves are created by water.

When rain falls, it mixes with an invisible gas in the air. When the water reaches the ground, it seeps into the earth.

The water continues going deeper into the earth until it touches rock. Very slowly, the water eats away at the rock and causes tiny cracks to develop. The cracks in the rock grow wider with time. Then the water flows out and leaves behind a cave.
**Exploring Caves • Level N**

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
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</thead>
</table>
| 6    | Safety First  
Guides work at many cave sites.  
These experts can lead people through the  
twisting tunnels and paths inside caves  
without getting lost.  
Cavers love adventure, but they have  
to be smart and careful. One rule they  
follow is never to explore alone. There  
must be at least three people in a group.  
That way, if there’s an accident, someone  
can go get help. |
| 7    | Cavers follow another rule—be  
prepared! It can get very cold inside a  
cave, so cavers wear warm clothing. They  
also wear helmets to protect their heads  
from falling rocks. Sturdy hiking boots help  
them walk along bumpy or slippery paths. |
**Exploring Caves • Level N**

8 It’s very dark inside a cave, but instead of carrying flashlights, many cavers wear helmets with lights attached to them. That way their hands are free to hold on as they climb on rocks.

Have the student finish reading the book silently.
Recording Form  Part One: Oral Reading (continued)

Exploring Caves • Level N

<table>
<thead>
<tr>
<th>Errors</th>
<th>16 or more</th>
<th>13-15</th>
<th>10-12</th>
<th>8-9</th>
<th>5-7</th>
<th>1-4</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>%</td>
<td>Below 95%</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
</tr>
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</table>

Self-Corrections

Fluency Score 0 1 2 3

Fluency Scoring Key
0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate.
1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.
2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate

End Time  ____ min. ____ sec.
Start Time ____ min. ____ sec.
Total Time  ____ min. ____ sec.
Total Seconds  ______

(WP × 60) ÷ Total Seconds = Words Per Minute (WPM)
16,860 ÷ ______ = ______ WPM
**Exploring Caves • Level N**

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student’s understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the Assesment Guide. Circle the number in the score column that reflects the level of understanding demonstrated.

### Comprehension Scoring Key
3  Student demonstrates **proficiency** in understanding the text.
2  Student is **approaching proficiency** in understanding the text.
1  Student demonstrates **limited proficiency** in understanding the text.
0  Student’s comprehension is **not proficient**.

<table>
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<tr>
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<tr>
<td><strong>Within the Text</strong></td>
<td></td>
<td></td>
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<tr>
<td>Caves are spaces underground. Water eats away rock to make a cave. It takes a long time to make a cave. Water drips from caves and causes formations called stalactites and stalagmites.</td>
<td>Talk about the important information the writer tells about caves. Is there anything else?</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>People who explore caves are called cavers. They explore in groups for safety. Cavers wear warm clothes, helmets with lights, and hiking boots.</td>
<td>Note any additional understandings:</td>
<td></td>
</tr>
<tr>
<td>Some animals live in caves. Plants cannot grow in caves because they need sunlight to grow.</td>
<td></td>
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| **Beyond the Text** |                                                                        |       |
| It takes a long time for a cave to be formed. Caves can be beautiful. They are like no other place on Earth. | What makes caves so amazing that people want to explore them? | 0 1 2 3 |
| Caves are home to many animals. We can learn a lot about Earth from exploring caves. | Why is it important for people to learn about caves? |       |
| Going into caves can be dangerous. There can be accidents, so it’s important to go in a group. Special clothing like helmets with lights, sturdy boots, and warm clothing keeps cavers safe, too. | Why is safety important for cavers? |       |
| The writer thinks caves are amazing because she describes lots of interesting facts about them and shows how fun and exciting it is to explore them. | How do you think the writer feels about caves? |       |

Note any additional understandings:
Exploring Caves • Level N

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<td>This book is nonfiction. It includes a lot of facts/information about caves.</td>
<td>What is the genre of this book? How do you know?</td>
<td>0 1 2 3</td>
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<td>The writer organizes the information under different headings. Each section has one kind of information. The table of contents helps you find the different sections. I think the writer does this to keep the information about each topic together. It’s easier to understand information if it’s grouped by topic.</td>
<td>How does the writer organize the book? Why do you think she chose this organization?</td>
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<td>The diagrams show step-by-step how caves and stalactites are formed.</td>
<td>What can you learn from the diagrams in this book? Talk about an example.</td>
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<td>Sample response: The writer tells the information in different ways, including the text, photographs with captions, and diagrams. (Accept logical opinions and note how well students support their ideas with evidence from the text.)</td>
<td>What does the writer do to keep you interested? What else? Show an example.</td>
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Note any additional understandings:

Guide to Total Score, Levels L–Z

- 8–9 Proficient
- 6–7 Approaching Proficiency
- 4–5 Limited Proficiency
- 0–3 Not Proficient

Total Score: /9

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See the Assessment Guide for more information.)

Writing About Reading Scoring Key

- 3 Reflects excellent understanding of the text.
- 2 Reflects partial understanding of the text.
- 1 Reflects very limited understanding of the text.
- 0 Reflects no understanding of the text.
What might you see if you explored a cave? Use evidence from the book to support your thinking.