

# FIFTH GRADE



# NLM<sup>3</sup> READING

Narrative Language Measures

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## Benchmark Record Forms

Beginning of Year / Middle of Year / End of Year

School: \_\_\_\_\_ Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

## SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the exact same story, and I'm going to ask you some questions. Are you ready?"

Start timer when student reads first word. At 1 minute, place bracket ( ) to mark student progress. Do not stop student. Allow student to read entire passage. If student makes 7 or more errors in the first 10 words, or if student reads < 30 CWPM, consider asking student to stop, and read remainder of passage to student.

While student is reading, put a slash ( / ) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. Do not let student skip a line.

Last Friday, Corbin was in the library looking for books to use for a school project. Even though he wasn't allowed to have food or drink in the library, Corbin snuck in a juice box. While he was distractedly walking down the aisle, he tripped and spilled the bright red juice all over the book that he was holding! Corbin was horrified because this had never happened before. He quickly decided to clean up the sticky liquid. Even though he tried to wipe up the mess that he made, it was too late because the book's pages were already saturated with the liquid. They were covered in juice! Corbin was scared, but he knew that he had to confess; he decided to tell the librarian who was working. He said, "I accidentally spilled juice on this book. I promise it won't happen again." The strict, intimidating librarian snapped, "There is no way to get the stains out, so this book is toast! You will certainly need to compensate for your mistake by paying a fine." The librarian explained that a fine is a sum of money that a person pays when they are caught breaking a rule. The amount of money depends on the severity of the violation and fines are given so people will stick to the rules. Corbin told the librarian that he thought it was unfair because it was an accident. The librarian said, "You can't bring food or drinks in the library. You knew that the juice box wasn't allowed, but you disobeyed. Because you ruined the book, you have to pay the replacement fine." After listening to the librarian, Corbin knew she was right. Fortunately, he had extra money left over from lunch which he used to pay the fine. Corbin felt relieved that he did the right thing and resolved to never break the rules again.

## Start audio recorder

SAY: "Thanks for reading (and listening). Now you tell me that exact same story. Try to include as many details as you can in your story."

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: "Are you finished?" Acceptable prompts (up to 3x): "Just tell me the story with the parts you remember." If it appears the student isn't telling a story, SAY: "Remember, tell it to me like a story."

Continue to Questions section. When test is complete, listen to audio to finish scoring.

## READING FLUENCY

**DECODING FLUENCY** Total words read in 1 min  - # Errors in 1 minute  =




**ACCURACY** # Correct words read  ÷ Total words read in 1 min  =

**PROSODY RATING** select one

Primarily word-by-word reading. No meaningful syntax.	1
Primarily 2-word phrases. Awkward word groupings.	2
Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	3
Meaningful phrases. Appropriate syntax. Expressive interpretation.	4








## NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Corbin / Any name	2	a boy / the boy	1
Setting	in the library looking for books	2	library / looking	1
Problem (P)	tripped, spilled juice on book	2	ruined book	1
Feeling	horrified / scared	2	didn't like it / cried	1
Plan (PL)	decided to clean book himself	2	decided to go	1
Attempt (A)	tried to wipe up the mess	2	tried to fix it	1
Consequence / Complication (CP)	the pages were already soaked / the book was still covered in juice	2	it was wet	1
Feeling-2	scared / worried	2	cried / screamed	1
Plan-2 (PL2)	he knew he had to confess	2	decided to tell	1
Attempt-2 (A2)	told the librarian he spilled juice	2	talked to her	1
Consequence (C)	librarian told him to pay a fine	2	give her money	1
Ending (E)	paid the fine / never broke rules again	2	paid her	1
End Feeling	relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
 fines are money you pay for breaking rules	①	 how much you pay depends on how bad it is	①	 fines help people follow the rules	①	

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
select one			because / so that		1 1 1
P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP		2	when / while		1 1 1
P+A+CP -or- P+PL+CP		4	after / before		1 1 1
			since/however/although/even though (noun) that / which / who (e.g., book that... / lunch which... / librarian who...)		1 1 1
EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section)		SCORE	VOCABULARY COMPLEXITY (VC) SCORE		
select one			1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words		
P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C		2	distractedly	1 sum	1
P/CP+C+E -or- P/CP+A2+E		3	horrified	1 severity	1
P/CP+A2+C -or- P/CP+PL2+C		4	saturated	1 violation	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	confess	1 stick to the rules	1
			intimidating	1 resolved	1
			book is toast	1	1
			compensate	1	1

## NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas			SCORE	
What did you learn from the passage about fines?	fines are money a person pays when they break a rule  ①	the sum depends on the severity of the violation  ①	fines are given so people will stick to rules  ①			
What did the librarian say to convince Corbin fines were fair?	he had to pay the fine since the book was stained  ①	the rule is no food or drinks in library  ①	juice wasn't allowed but you disobeyed  ①	the fine will help replace the book  ①		

INFERENTIAL VOCABULARY (IV)		SCORE
If A answer is similar to grey text, say: "What else does mean?"		
A: The librarian told Corbin to compensate for damaging the book. What does compensate mean?	B: Does compensate mean to pay back or to throw away?	3 2
A: Corbin had to pay some money because of his serious violation. What does violation mean?	B: Does violation mean to break a rule or to lose something?	3 2
A: The juice saturated the book's pages, so the book was ruined. What does saturated mean?	B: Does saturated mean shrunk or soaked?	3 2

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE	
Using clues from the story, what flavor of juice do you think Corbin was drinking?	②①①	Why do you think that? 1 pt = uses information from story	①①	①①
Using clues from the story, how often do you think Corbin had ignored the “no drink” rule?	②①①	Why do you think that? 1 pt = uses information from story	①①	①①
What do you think Corbin could have done if he did not have enough money to pay the fine?	②①①	Why do you think that? 1 pt = uses background knowledge	①①	①①

## PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Corbin was horrified he ruined the book. Write a story about a time when you ruined something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	33	+	NLM QUESTIONS SCORE	21	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC		Combine: E + IV + IR		*Use NLM RETELL SCORE to make benchmark decisions		

Last Friday, Corbin was in the library looking for books to use for a school project. Even though he wasn't allowed to have food or drink in the library, Corbin snuck in a juice box. While he was distractedly walking down the aisle, he tripped and spilled the bright red juice all over the book that he was holding! Corbin was horrified because this had never happened before. He quickly decided to clean up the sticky liquid. Even though he tried to wipe up the mess that he made, it was too late because the book's pages were already saturated with the liquid. They were covered in juice! Corbin was scared, but he knew that he had to confess; he decided to tell the librarian who was working. He said, "I accidentally spilled juice on this book. I promise it won't happen again." The strict, intimidating librarian snapped, "There is no way to get the stains out, so this book is toast! You will certainly need to compensate for your mistake by paying a fine." The librarian explained that a fine is a sum of money that a person pays when they are caught breaking a rule. The amount of money depends on the severity of the violation and fines are given so people will stick to the rules. Corbin told the librarian that he thought it was unfair because it was an accident. The librarian said, "You can't bring food or drinks in the library. You knew that the juice box wasn't allowed, but you disobeyed. Because you ruined the book, you have to pay the replacement fine." After listening to the librarian, Corbin knew she was right. Fortunately, he had extra money left over from lunch which he used to pay the fine. Corbin felt relieved that he did the right thing and resolved to never break the rules again.

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

### SCRIPT

Place Student Passage in front of student. SAY: "Please read this out loud. Do your very best reading. I'll help you if you need it. When you're done I'm going to ask you to tell me the exact same story, and I'm going to ask you some questions. Are you ready?"

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On Friday, Cleo, who was a very curious girl, stood outside her sister's bedroom. Although Cleo knew entering her sibling's room alone was prohibited, she snuck in to look at her sister's beautiful jewelry collection which was on the dresser. When she held up one of her sister's tiny, delicate rings that was as brilliant as fire, it slipped suddenly through her clumsy fingers. It hit the floor, rolled away, and disappeared into the fluffy rug! Cleo felt panicked. She knew she had to locate it before her sister returned, as she would be mad about the lost ring. She decided to search carefully, sweeping her hands across the floor. Cleo felt distressed because she couldn't find it. She decided to go to her sister, who cared a lot about her collection, to confess that she had lost the special, treasured ring. Cleo said, "I am so sorry. I went into your room and lost a ring. Will you help me look for it?" Her sister was angry that she lost the ring because it was one of a kind. It had semi-precious gemstones, such as rubies and topaz, which are materials that are difficult to find. However, her sister swallowed her anger and replied, "I wish you would stop playing with my rings. Let's go up to my room and search for it." They went up the stairs and combed through the room. After searching carefully, they found the beloved ring. Cleo was relieved to return it to the jewelry collection. Cleo commented to her sister, "If you gave me some rings, I wouldn't be so tempted to play with yours. My ring collection would be beautiful, like yours. You could give me the old ones you never wear." Her sister relented and gave her three less valuable rings. Cleo took the rings, gave her sister a hug, and happily promised to never play with her sister's rings again.

### Start audio recorder




SAY: "Thanks for reading (and listening). Now you tell me that exact same story. Try to include as many details as you can in your story."

While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: "Are you finished?" Acceptable prompts (up to 3x): "Just tell me the story with the parts you remember." If it appears the student isn't telling a story, SAY: "Remember, tell it to me like a story."

Continue to Questions section. When test is complete, listen to audio to finish scoring.

### NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Cleo / Any name	2	a girl / the girl	1
Setting	In her sister's room	2	home / playing / looking	1
Problem (P)	lost the ring / couldn't find the ring	2	lost it	1
Feeling	panicked / frantic / scared	2	didn't like it / cried	1
Plan (PL)	decided to search the rug carefully	2	decided to look	1
Attempt (A)	swept her hands across the floor	2	tried to find it	1
Consequence / Complication (CP)	she couldn't find the ring / the ring was still lost	2	couldn't find it	1
Feeling-2	distressed / worried / upset	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask her sister for help	2	decided to try again	1
Attempt-2 (A2)	asked her sister to help her find it	2	talked to her	1
Consequence (C)	the sisters searched together / they found the ring and put it back	2	they looked for it / found it	1
Ending (E)	she promised to never play with them	2	didn't do it again	1
End Feeling	relieved / happy	2	smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
 semi-precious gemstones are valuable	①	 materials are difficult to find	①	 examples are rubies and topaz	①	

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE
(from 2 pt NDC section)		select one	because / so that		1 1 1
P+PL -or- PL+CP	-or- P+A -or- P+CP	2	when / while		1 1 1
P+A -or- P+CP	-or- A+CP	2	after / before		1 1 1
P+A+CP -or- P+PL+CP		4	since/however/although/even though		1 1 1
			(noun) that / which / who		1 1 1
			(e.g., rings that... / collection which... / sister who...)		1 1 1

EPISODE 2 COMPLEXITY (EC2)		SCORE	VOCABULARY COMPLEXITY (VC) SCORE	
(from 2 pt NDC section)		select one	1 pt per word below (or equally complex synonym) 1 pt (up to 2) for other complex vocabulary words	
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	2	prohibited	1 semi-precious
P/CP+C+E -or- P/CP+A2+E		3	delicate	1 swallowed her anger
P/CP+A2+C -or- P/CP+PL2+C		4	brilliant as fire	1 combed
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	sweeping	1 beloved
			distressed	1 relented
			treasured	1
			one of a kind	1

### NLM QUESTIONS

EXPOSITORY (E)		1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about semi-precious stones?	semi-precious gemstones are valuable / they made the ring valuable	1	the stones are difficult to find	1
What did Cleo say to convince her sister to give her rings?	you should give me some rings	1	I won't be tempted to play with yours	1
			my ring collection will be beautiful like yours	1
			give me the ones you never wear	1

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: Going into her sister's room was prohibited. Cleo snuck in to look at her jewelry collection. What does prohibited mean? B: Does prohibited mean <i>not allowed</i> or <i>keep secret</i> ?			3 2
Ask B question if A is answered incorrectly	A: The sisters combed through the room. They found the rings. What does comb mean? B: Does comb mean <i>to walk</i> or <i>to search</i> ?			3 2
	A: The ring was treasured. Her sister was mad it got lost. What does treasured mean? B: Does treasured mean <i>hidden</i> or <i>cherished</i> ?			3 2

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, how often do you think Cleo sneaks into her sister's room?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, how many rings do you think Cleo had before her sister gave her some?		2 1 0	Why do you think that? 1 pt = uses information from story	1 0
How do you think Cleo's sister got so many rings in her jewelry collection?		2 1 0	Why do you think that? 1 pt = uses background knowledge	1 0

### PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Cleo was panicked when she lost her sister's ring. Write a story about a time when you lost something." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	36	+	NLM QUESTIONS SCORE	22	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC			Combine: E + IV + IR			*Use NLM RETELL SCORE to make benchmark decisions

### READING FLUENCY

DECODING FLUENCY	Total words read in 1 min	—	# Errors in 1 minute	=	114
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ACCURACY	# Correct words read	÷	Total words read in 1 min	=	
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PROSODY RATING	Primarily word-by-word reading. No meaningful syntax.	1
	Primarily 2-word phrases. Awkward word groupings.	2
	Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	3
	Meaningful phrases. Appropriate syntax. Expressive interpretation.	4



On Friday, Cleo, who was a very curious girl, stood outside her sister's bedroom. Although Cleo knew entering her sibling's room alone was prohibited, she snuck in to look at her sister's beautiful jewelry collection which was on the dresser. When she held up one of her sister's tiny, delicate rings that was as brilliant as fire, it slipped suddenly through her clumsy fingers. It hit the floor, rolled away, and disappeared into the fluffy rug! Cleo felt panicked. She knew she had to locate it before her sister returned, as she would be mad about the lost ring. She decided to search carefully, sweeping her hands across the floor. Cleo felt distressed because she couldn't find it. She decided to go to her sister, who cared a lot about her collection, to confess that she had lost the special, treasured ring. Cleo said, "I am so sorry. I went into your room and lost a ring. Will you help me look for it?" Her sister was angry that she lost the ring because it was one of a kind. It had semi-precious gemstones, such as rubies and topaz, which are materials that are difficult to find. However, her sister swallowed her anger and replied, "I wish you would stop playing with my rings. Let's go up to my room and search for it." They went up the stairs and combed through the room. After searching carefully, they found the beloved ring. Cleo was relieved to return it to the jewelry collection. Cleo commented to her sister, "If you gave me some rings, I wouldn't be so tempted to play with yours. My ring collection would be beautiful, like yours. You could give me the old ones you never wear." Her sister relented and gave her three less valuable rings. Cleo took the rings, gave her sister a hug, and happily promised to never play with her sister's rings again.

Child Name/ID \_\_\_\_\_ Audio File \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

### SCRIPT

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While student is reading, put a slash ( / ) through incorrect words (mispronunciations, substitutions, skipped words). If student fails to correctly read a word after 3 seconds, say the word and mark as incorrect. Self-corrections within 3 seconds, repetitions, and insertions are not errors. **Do not let student skip a line.**

On Friday, Theresa was playing at the beach with her family. She had just finished building a beautiful sandcastle that had taken hours to complete. Suddenly, without warning, an ocean wave came crashing onto the beach, forcefully knocking over her castle. Theresa was infuriated. She decided to construct a wall that would be sturdy enough to protect her castle. Theresa formed a wall of sand and then built her castle again. However, when another furious, giant wave came crashing in, it completely knocked down the wall and lay waste to the sandcastle. Theresa, who was beside herself with frustration, realized she had to get some help. Theresa tearfully talked to her brother, who asked her, "Why don't you surround your castle with a moat?" Since Theresa had never heard of a moat before, she replied, "Can you show me what you are talking about?" Theresa's brother excitedly retrieved information about a moat using his phone. He read aloud that "a moat is a deep, broad ditch filled with water which surrounds a castle. Moats were used historically to fortify castles against enemies. In some cases, moats were even built around entire towns." Theresa wasn't sure a moat would work, but her brother was relentless. He explained that a sandcastle with a moat would look amazing and that if a moat worked with real castles, then it should work with sandcastles, too. He told her that as long as the moat is deep enough, the castle would stay safe. He also told her he would help her dig the moat. Theresa was finally convinced it was good idea. They quickly dug a deep moat and then rebuilt her sandcastle. When a giant wave came crashing onto the shore, the moat filled with water, just like her brother had said it would, but the castle remained intact. Theresa was delighted because her sandcastle was protected from the waves and was even bigger and better than before.

### Start audio recorder




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While student is retelling the story, score the NDC and EDC sections. When it appears student is done retelling SAY: "Are you finished?" Acceptable prompts (up to 3x): "Just tell me the story with the parts you remember." If it appears the student isn't telling a story, SAY: "Remember, tell it to me like a story."

Continue to Questions section. When test is complete, listen to audio to finish scoring.








### NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Theresa / any name	2	a girl / the girl	1
Setting	playing/building sandcastle at beach	2	beach / playing/building	1
Problem (P)	wave knocked down sandcastle	2	it got ruined	1
Feeling	infuriated / mad / sad	2	didn't like it / cried	1
Plan (PL)	decided to build a wall	2	decided to try	1
Attempt (A)	built a wall out of sand	2	did it	1
Consequence / Complication (CP)	a wave knocked down the wall and the sandcastle	2	it didn't work	1
Feeling-2	frustrated / mad / sad	2	didn't like it / cried	1
Plan-2 (PL2)	decided to ask her brother for help	2	decided to try again	1
Attempt-2 (A2)	told her brother what happened	2	talked to him	1
Consequence (C)	he told her she should build a moat / he helped her build a moat	2	he helped her	1
Ending (E)	sandcastle didn't get knocked down	2	it worked	1
End Feeling	relieved / happy	2	smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
 moat is a ditch around a castle filled with water	①	 historically used to fortify castles against enemies	①	 built around castles and even towns	①	

EPISODE 1 COMPLEXITY (EC1)		SCORE	SENTENCE COMPLEXITY (SC)		SCORE	
(from 2 pt NDC section)		select one	because / so that		1 1 1	
P+PL -or- PL+CP	-or-	2	when / while		1 1 1	
P+A -or- P+CP	-or- A+CP		after / before		1 1 1	
P+A+CP -or- P+PL+CP		4	since/however/although/even though		1 1 1	
			(noun) that / which / who		1 1 1	
			(e.g., sandcastle that... / water which... / Theresa who...)		1 1 1	
EPISODE 2 COMPLEXITY (EC2)		SCORE	VOCABULARY COMPLEXITY (VC)		SCORE	
(from 2 pt NDC section)		select one	1 pt per word below (or equally complex synonym)			
P/CP+PL2 -or- P/CP+A2	-or-	2	1 pt (up to 2) for other complex vocabulary words			
P/CP+C	-or- P/A2+C		without warning		1 beside herself	1
P/CP+C+E -or- P/CP+A2+E		3	forcefully		1 historically	1
			construct		1 fortify	1
P/CP+A2+C -or- P/CP+PL2+C		4	sturdy		1 relentless	1
			forming		1 intact	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	furious		1	1
			lay waste		1	1

### NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas				SCORE	
What did you learn from the passage about moats?	moat is a ditch filled with water that surrounds a castle  ①	historically used to fortify castles against enemies  ①	some moats are built around entire towns  ①				
What did Theresa's brother say to convince her to build a moat?	a sandcastle with a moat would look amazing  ①	if it worked with real castles, it would work with sand  ①	if the moat was deep, sandcastle would stay safe  ①	he said he would help her dig it  ①			

INFERENTIAL VOCABULARY (IV)		3 pts = A: clear/complete 2 pts = A: unclear/incomplete	1 pt = B: correct 0 pts = B: incorrect	SCORE
If A answer is similar to grey text, say: "What else does mean?"	A: The wave came crashing in and lay waste to the sandcastle. What does lay waste mean?	B: Does lay waste mean to destroy or to throw away?		3 2
Ask B question if A is answered incorrectly	A: Moats were used to fortify castles against enemies. They were deep ditches filled with water. What does fortify mean?	B: Does fortify mean to protect or to build?		3 2
	A: A giant wave crashed onto the beach, filling the moat with water, but the sandcastle stayed intact. What does intact mean?	B: Does intact mean to crumble or to stay together?		3 2

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from the story, how safe do you think it was to swim in the ocean that day?		2 1 0	Why do you think that?	1 0
Using clues from the story, how much experience do you think Theresa's brother had building sandcastles?		2 1 0	Why do you think that?	1 0
What do you think Theresa's brother was doing before he helped her build the moat?		2 1 0	Why do you think that?	1 0

### PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Theresa was mad her sandcastle got ruined. Write a story about a time when something you worked on got ruined." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE*	37	+	NLM QUESTIONS SCORE	22	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC			Combine: E + IV + IR			*Use NLM RETELL SCORE to make benchmark decisions

### READING FLUENCY

DECODING FLUENCY	Total words read in 1 min	—	# Errors in 1 minute	=	123
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ACCURACY	# Correct words read	÷	Total words read in 1 min	=	
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PROSODY RATING	Primarily word-by-word reading. No meaningful syntax.	1
	Primarily 2-word phrases. Awkward word groupings.	2
	Primarily 3 to 4 word phrases. Mostly appropriate phrasing and syntax.	3
	Meaningful phrases. Appropriate syntax. Expressive interpretation.	4

On Friday, Theresa was playing at the beach with her family. She had just finished building a beautiful sandcastle that had taken hours to complete. Suddenly, without warning, an ocean wave came crashing onto the beach, forcefully knocking over her castle. Theresa was infuriated. She decided to construct a wall that would be sturdy enough to protect her castle. Theresa formed a wall of sand and then built her castle again. However, when another furious, giant wave came crashing in, it completely knocked down the wall and lay waste to the sandcastle. Theresa, who was beside herself with frustration, realized she had to get some help. Theresa tearfully talked to her brother, who asked her, “Why don’t you surround your castle with a moat?” Since Theresa had never heard of a moat before, she replied, “Can you show me what you are talking about?” Theresa’s brother excitedly retrieved information about a moat using his phone. He read aloud that “a moat is a deep, broad ditch filled with water which surrounds a castle. Moats were used historically to fortify castles against enemies. In some cases, moats were even built around entire towns.” Theresa wasn’t sure a moat would work, but her brother was relentless. He explained that a sandcastle with a moat would look amazing and that if a moat worked with real castles, then it should work with sandcastles, too. He told her that as long as the moat is deep enough, the castle would stay safe. He also told her he would help her dig the moat. Theresa was finally convinced it was good idea. They quickly dug a deep moat and then rebuilt her sandcastle. When a giant wave came crashing onto the shore, the moat filled with water, just like her brother had said it would, but the castle remained intact. Theresa was delighted because her sandcastle was protected from the waves and was even bigger and better than before.