

THIRD EDITION

SIXTH GRADE



NLM³ READING

Narrative Language Measures

Douglas B. Petersen
Trina D. Spencer

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.

On Saturday, Jeff was in the kitchen working on his science fair project. He had created a volcano, but he was disappointed because it was not erupting. After doing some research, Jeff decided to mix ketchup with baking soda so that the lava would be more reactive. However, when Jeff mixed the simple, household ingredients, the lava still was not bubbling up over the top. It was slower than molasses! Needless to say, Jeff was not impressed. Determined to make a successful volcano, he decided to see if his dad, who loved science, could help. He asked, "Dad, will you help me fix my volcano? The lava won't bubble up, even though I mixed it just right." Jeff's dad looked at the volcano's pathetic lava and said, "The good news is, we don't have to go back to the drawing board. You have nearly all the ingredients. If we add vinegar, that will probably fix it." Jeff was not convinced. He wondered how including vinegar would make a difference. His dad expounded, "These ingredients will be the perfect combination to make your volcano work. I've done this before. Vinegar increases the amount of acid in the mixture which will cause a reaction that should make the lava pour out of the volcano in an authentic manner." Jeff's dad went on to explain that acid is a chemical that is found in vinegar. When acid mixes with a substance like baking soda, a reaction occurs that creates air bubbles, which makes the ketchup mixture foam up. Jeff decided to take his dad's advice and add vinegar to his lava. After the volcano had been modified, it erupted perfectly, oozing its sticky, red contents everywhere. Jeff was pleased because his volcano looked exactly as he wanted. He could now confidently present it at the science fair.

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	Jeff / any name	2	a boy / the boy	1
Setting	in the kitchen working on project	2	kitchen / working	1
Problem (P)	volcano wasn't erupting lava	2	it wasn't working	1
Feeling	disappointed / sad	2	didn't like it / cried	1
Plan (PL)	decided to mix ketchup & baking soda	2	decided to	1
Attempt (A)	he mixed the ingredients	2	mixed it	1
Consequence / Complication (CP)	lava was still not bubbling out of volcano	2	still didn't work	1
Feeling-2	not impressed / nervous	2	cried / didn't like it	1
Plan-2 (PL2)	decided to ask his dad for help	2	decided to ask	1
Attempt-2 (A2)	asked his dad to help fix volcano	2	talked to him	1
Consequence (C)	dad taught him about vinegar / added vinegar to lava	2	they changed it	1
Ending (E)	volcano erupted perfectly / it was ready	2	it worked	1
End Feeling	pleased / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE	
 acid is a chemical in vinegar		 acid mixed with baking soda creates air bubbles		 makes ketchup mixture foam up		

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	1 1 1		
			(noun) that / which / who (e.g., vinegar that... / mixture which... / dad 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	erupting	1	expounded	1
P/CP+C+E -or- P/CP+A2+E		3	reactive	1	substance	1
P/CP+A2+C -or- P/CP+PL2+C		4	slower than molasses	1	reaction	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	determined	1	authentic	1
			successful	1	modified	1
			pathetic	1		1
			back to the drawing board	1		1

NLM QUESTIONS

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about acid?	acid is a chemical found in vinegar	acid mixed with baking soda creates air bubbles	makes the ketchup mixture foam up
What did Jeff's dad say to convince him to add vinegar?	the ingredients will be the perfect combination to make it work	I've done this before	vinegar increases the amount of acid

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: Adding vinegar helped the lava bubble up better. It looked authentic. What does authentic mean? B: Does authentic mean fun or realistic?	3 2	
Ask B question if A is answered incorrectly	A: After the lava had been modified, it erupted wonderfully. What does modified mean? B: Does modified mean changed or measured?	3 2	
	A: Jeff was not convinced the vinegar would work, so his dad had to expound upon his reasoning. What does expound mean? B: Does expound mean to apologize for or to explain?	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 much acid do you think is in ketchup?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, what else do you think Jeff has to do to get ready for the fair?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
What project do you think Jeff might try next year?	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, Jeff was sad his project wasn't working. Write a story about a time when something you made wasn't working." 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 LISTENING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC			Combine: E + IV + IR			Use NLM RETELL SCORE to make benchmark decisions

On Saturday, Jeff was in the kitchen working on his science fair project. He had created a volcano, but he was disappointed because it was not erupting. After doing some research, Jeff decided to mix ketchup with baking soda so that the lava would be more reactive. However, when Jeff mixed the simple, household ingredients, the lava still was not bubbling up over the top. It was slower than molasses! Needless to say, Jeff was not impressed. Determined to make a successful volcano, he decided to see if his dad, who loved science, could help. He asked, "Dad, will you help me fix my volcano? The lava won't bubble up, even though I mixed it just right." Jeff's dad looked at the volcano's pathetic lava and said, "The good news is, we don't have to go back to the drawing board. You have nearly all the ingredients. If we add vinegar, that will probably fix it." Jeff was not convinced. He wondered how including vinegar would make a difference. His dad expounded, "These ingredients will be the perfect combination to make your volcano work. I've done this before. Vinegar increases the amount of acid in the mixture which will cause a reaction that should make the lava pour out of the volcano in an authentic manner." Jeff's dad went on to explain that acid is a chemical that is found in vinegar. When acid mixes with a substance like baking soda, a reaction occurs that creates air bubbles, which makes the ketchup mixture foam up. Jeff decided to take his dad's advice and add vinegar to his lava. After the volcano had been modified, it erupted perfectly, oozing its sticky, red contents everywhere. Jeff was pleased because his volcano looked exactly as he wanted. He could now confidently present it at the science fair.

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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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 Spring, Ada was in her room making a handmade gift using dried flowers to send to her aunt. She was also writing an appreciative letter to go in the envelope. Ada's aunt, who was a generous person, was a humanitarian volunteer helping people internationally. However, a few days after she had excitedly mailed the gift, it arrived back at her house. When Ada realized it was unsuccessfully delivered, she was confused. She figured that she had not put enough stamps on the envelope since it was heavier than the last one. So, she added a few more and mailed it again. After several days, the envelope came back again. She felt frustrated because she didn't know why the envelope was returned. She decided to ask her mom for help. "Mom, my special present that I sent overseas to my aunt came back in the mail. Can you help me?" Her mom, who looked at the envelope, said, "This was sent back when it arrived at customs. Customs is the department that regularly checks that packages don't contain illegal items. Each country has individual, specific rules for packages it receives. The country where your aunt is located probably doesn't allow flowers." Ada looked doubtful. She didn't understand why flowers would not be allowed. Her mom explained, "You probably can't send flowers because they don't want the seeds to get into the country. If you send an invasive plant to another country, it might spread everywhere and replace the plants which grow naturally." Ada's mom told her to make her aunt another gift. Ada thanked her helpful mom. In a moment of inspiration, Ada made a drawing of her aunt's favorite flowers. Later, she got a message from her aunt who loved the thoughtful gift. Ada was happy everything arrived safely, and she was over the moon as she read the thank-you note from her aunt.

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	Ada / any name	2	a girl / the girl	1
Setting	in her room making gift/writing letter	2	in room / making/writing	1
Problem (P)	gift came back / gift didn't get delivered	2	it didn't work	1
Feeling	worried / confused	2	didn't like it / cried	1
Plan (PL)	decided to put more stamps on it	2	decided to	1
Attempt (A)	she added stamps and sent it again	2	she tried again	1
Consequence / Complication (CP)	gift/letter got returned again / didn't know why it kept getting returned	2	still didn't work	1
Feeling-2	frustrated / sad / mad	2	cried / didn't like it	1
Plan-2 (PL2)	decided to ask her mom for help	2	decided to ask her	1
Attempt-2 (A2)	said, "Can you help me?"	2	talked to her	1
Consequence (C)	mom told her about customs / she made a new gift and sent it	2	did something different	1
Ending (E)	aunt got her drawing / aunt loved it	2	it worked	1
End Feeling	happy / on top of the world	2	liked it / smiled	1







EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 customs checks packages	①	 makes sure nothing illegal comes in	①	 each country has their own rules	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 -or- A+CP	2	when / while		1 1 1
P+A+CP -or- P+PL+CP		4	after / before		1 1 1
EPISODE 2 COMPLEXITY (EC2)		SCORE	since/however/although/even though		1 1 1
(from 2 pt NDC section)		select one	(noun) that / which / who		1 1 1
P/CP+PL2 -or- P/CP+A2	-or- P/CP+C -or- P/A2+C	2	(e.g., present that... / plants which... / aunt 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		handmade	① illegal ①
P/CP+C+E -or- P/CP+A2+E	③		appreciative	① doubtful ①
P/CP+A2+C -or- P/CP+PL2+C	④		generous	① invasive ①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤		humanitarian	① moment of inspiration ①
			internationally	① on top of the world ①
			excitedly	① ①
			unsuccessfully	① ①

NI M QUESTIONS

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas				SCORE	
What did you learn from the story about customs?	customs is a department that checks packages	 ①	makes sure nothing illegal enters the country	 ①	each country has their own rules	 ①	
What did Ada's mom say to convince her to send something else?	the country probably doesn't allow flowers	 ①	they don't want seeds to get in	 ①	new plants might spread everywhere	 ①	they might replace the plants that grow naturally

INFERENTIAL VOCABULARY (IV)		SCORE
3 pts = A: clear/complete 2 pts = A: unclear/incomplete 1 pt = B: correct 0 pts = B: incorrect		
If A answer is similar to grey text, say: "What else does _____ mean?"	A: Ada's aunt was a humanitarian worker. Ada wrote her a nice letter thanking her. What does humanitarian mean? B: Does humanitarian mean tired or helping?	3 2 1 0
Ask B question if A is answered incorrectly	A: Ada tried to send an invasive plant. It could replace plants that grow naturally. What does invasive mean? B: Does invasive mean smelly or spreading?	3 2 1 0
	A: Ada's aunt worked internationally. It took several days to send a letter to her. What does internationally mean? B: Does internationally mean across the world or expensive?	3 2 1 0

INFERENTIAL REASONING (IR)		2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE	
Using clues from the story, how far away do you think Ada's aunt lives?	②①①	Why do you think that? 1 pt = uses information from story		①①	
Using clues from the story, how often do you think Ada sends stuff to her aunt?	②①①	Why do you think that? 1 pt = uses information from story		①①	
What sorts of things do you think Ada wrote in her letter to her aunt?	②①①	Why do you think that? 1 pt = uses background knowledge		①①	

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Ada was worried her gift wouldn't make it to her aunt. Write a story about a time when something you tried didn't work." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE	38	+	NLM QUESTIONS SCORE	23	=	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	=	121
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ACCURACY	# Correct words read	÷	Total words read in 1 min	=	
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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

Last Spring, Ada was in her room making a handmade gift using dried flowers to send to her aunt. She was also writing an appreciative letter to go in the envelope. Ada's aunt, who was a generous person, was a humanitarian volunteer helping people internationally. However, a few days after she had excitedly mailed the gift, it arrived back at her house. When Ada realized it was unsuccessfully delivered, she was confused. She figured that she had not put enough stamps on the envelope since it was heavier than the last one. So, she added a few more and mailed it again. After several days, the envelope came back again. She felt frustrated because she didn't know why the envelope was returned. She decided to ask her mom for help. "Mom, my special present that I sent overseas to my aunt came back in the mail. Can you help me?" Her mom, who looked at the envelope, said, "This was sent back when it arrived at customs. Customs is the department that regularly checks that packages don't contain illegal items. Each country has individual, specific rules for packages it receives. The country where your aunt is located probably doesn't allow flowers." Ada looked doubtful. She didn't understand why flowers would not be allowed. Her mom explained, "You probably can't send flowers because they don't want the seeds to get into the country. If you send an invasive plant to another country, it might spread everywhere and replace the plants which grow naturally." Ada's mom told her to make her aunt another gift. Ada thanked her helpful mom. In a moment of inspiration, Ada made a drawing of her aunt's favorite flowers. Later, she got a message from her aunt who loved the thoughtful gift. Ada was happy everything arrived safely, and she was over the moon as she read the thank-you note from her aunt.

Child Name/ID _____ Audio File _____ Examiner _____ Date _____

SCRIPT

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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.**

Yesterday, Jonah was working in the yard with his dad. His dad asked him to fetch the big, sturdy trash bags from inside the house. When Jonah was headed back outside with the bags, he locked the door out of habit and pulled it shut. He immediately regretted doing so because he realized that the keys to the door were still inside the house. Jonah desperately hoped that the back door was unlocked, so he ran to the back, but found that it was also secured. Jonah felt a wave of panic because he had no idea how they were going to get inside the house. He wondered if his dad, who was one of the most resourceful people he knew, would have a solution. Jonah apprehensively walked up to his dad and quietly said, "After I got the bags, I accidentally locked the front door, and the back door is locked, too." His dad said, "I have been locked out of this house several times. Do you see that trellis up against the wall? I can climb up it, open a window, and unlock the front door for us!" Jonah looked at the trellis, which was a metal framework that resembled several ladders going up the wall. Their trellis was used to support all the climbing plants in the garden. Jonah thought his dad was joking about climbing the trellis, because it seemed impossible. His dad exclaimed, "If little boys and girls do it, then they might get hurt. But because this is an emergency, and I am an adult, I know how to climb it without getting hurt." Nimble as a cat, Jonah's dad climbed the trellis, made it inside the house, and unlocked the door. Jonah felt relieved when his dad came outside with the keys to the house. After that, Jonah always made sure he had the keys to the house every time he locked the door.

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 = ¹³²







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	Jonah / any name	②	a boy / the boy	①
Setting	working in the yard / with dad in yard	②	outside/in yard / working	①
Problem (P)	he locked the door / locked out of house	②	locked it	①
Feeling	regretted / felt bad / sad	②	didn't like it / cried	①
Plan (PL)	decided to try to open the back door	②	decided to try	①
Attempt (A)	he ran to the back and checked door	②	he tried a different one	①
Consequence / Complication (CP)	the back door was locked / no idea how they would get in	②	still couldn't do it	①
Feeling-2	panicked / worried	②	cried / didn't like it	①
Plan-2 (PL2)	wondered if his dad had a solution	②	decided to ask him	①
Attempt-2 (A2)	told dad they were locked out	②	talked to him	①
Consequence (C)	dad said he would climb up trellis / he climbed up and went through window	②	dad helped him	①
Ending (E)	door got unlocked / he always had keys	②	he did it / it was better	①
End Feeling	relieved / happy	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE			
	trellis is a metal framework			resembles several ladders going up			supports climbing plants in the garden	

EPISODE 1 COMPLEXITY (EC1) (from 2 pt NDC section) select one

P+PL -or- PL+CP -or- P+A -or- P+CP -or- A+CP	②
P+A+CP -or- P+PL+CP	④

EPISODE 2 COMPLEXITY (EC2) (from 2 pt NDC section) select one

P/CP+PL2 -or- P/CP+A2 -or- P/CP+C -or- P/A2+C	②
P/CP+C+E -or- P/CP+A2+E	③
P/CP+A2+C -or- P/CP+PL2+C	④
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤

SENTENCE COMPLEXITY (SC) SCORE

because / so that	① ① ①
when / while	① ① ①
after / before	① ① ①
since/however/although/even though	① ① ①
(noun) that / which / who (e.g., framework that... / trellis which... / dad who...)	① ① ①

VOCABULARY COMPLEXITY (VC) SCORE
1 pt per word below (or equally complex synonym)
1 pt (up to 2) for other complex vocabulary words

fetch	①	secured	①
sturdy	①	apprehensively	①
out of habit	①	resembled	①
regretted	①	support	①
desperately	①	nimble as a cat	①
wave of panic	①		①
resourceful	①		①

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about trellises?	metal frameworks ①	resembled several ladders ① used for plants to grow up ①	③
What did Jonah's dad say to convince him that he could climb the trellis?	little kids shouldn't do it ①	it's an emergency ① he is an adult ① he knows how to climb it without getting hurt ①	④

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 back door was also secured. He had no idea how they were going to get inside. What does secured mean?	③ ②
Ask B question if A is answered incorrectly	B: Does secured mean locked or unsafe?	① ①
	A: Jonah desperately hoped that the back door was unlocked. He ran to the back. What does desperately mean?	③ ②
	B: Does desperately mean secretly or strongly?	① ①
	A: Jonah's dad was resourceful. Jonah wondered if he had a solution. What does resourceful mean?	③ ②
	B: Does resourceful mean able to solve problems or very distracted?	① ①

INFERENTIAL REASONING (IR) 2 pts = clear & complete 1 pt = unclear/incomplete 0 pts = unrelated / no response SCORE

Using clues from the story, why do you think the window above the trellis was unlocked?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from the story, how often do you think Jonah's family locks the front door?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think they needed big, strong trash bags?	② ① ①	Why do you think that? 1 pt = uses background knowledge	① ①

PERSONAL WRITING GENERATION (OPTIONAL)

Give Student NLM Writing Form. SAY: "In this story, Jonah was worried because they were locked out of the house. Write a story about a time when you got stuck somewhere." Encourage student (up to 3x) to write a thematically related story. Score using NLM Flow Chart (see Examiner's Manual).

NLM RETELL SCORE ⁴⁰	+	NLM QUESTIONS SCORE ²³	=	NLM READING COMPOSITE SCORE
Combine: NDC + EC1 + EC2 + SC + VC		Combine: E + IV + IR		Use NLM RETELL SCORE to make benchmark decisions

Yesterday, Jonah was working in the yard with his dad. His dad asked him to fetch the big, sturdy trash bags from inside the house. When Jonah was headed back outside with the bags, he locked the door out of habit and pulled it shut. He immediately regretted doing so because he realized that the keys to the door were still inside the house. Jonah desperately hoped that the back door was unlocked, so he ran to the back, but found that it was also secured. Jonah felt a wave of panic because he had no idea how they were going to get inside the house. He wondered if his dad, who was one of the most resourceful people he knew, would have a solution. Jonah apprehensively walked up to his dad and quietly said, “After I got the bags, I accidentally locked the front door, and the back door is locked, too.” His dad said, “I have been locked out of this house several times. Do you see that trellis up against the wall? I can climb up it, open a window, and unlock the front door for us!” Jonah looked at the trellis, which was a metal framework that resembled several ladders going up the wall. Their trellis was used to support all the climbing plants in the garden. Jonah thought his dad was joking about climbing the trellis, because it seemed impossible. His dad exclaimed, “If little boys and girls do it, then they might get hurt. But because this is an emergency, and I am an adult, I know how to climb it without getting hurt.” Nimble as a cat, Jonah’s dad climbed the trellis, made it inside the house, and unlocked the door. Jonah felt relieved when his dad came outside with the keys to the house. After that, Jonah always made sure he had the keys to the house every time he locked the door.