

THIRD EDITION

SEVENTH 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.**

Last summer, Chanda was visiting her grandpa who lived in a house with a huge, grassy yard. Chanda wanted to play in the luxurious grass. Her grandpa warned her that if she went out without proper shoes, she would probably injure her foot. However, Chanda blatantly ignored him and bolted outside like a cheetah. As she ran through the grass, she stepped on an old, wooden board and felt a sudden pain pierce her foot. She sat down and saw that she had a thin sliver of wood that was as sharp as a needle stuck in her big toe where she had stepped on the board. Chanda was worried. She knew she had to get the sliver out so that her toe would stop throbbing with pain. She tried to pull it out, but the little piece of wood was still firmly lodged in her toe. She felt panicked and reluctantly decided to ask her grandpa for help. Chanda asked her grandpa, "Can you help me? I got a sliver stuck in my foot!" Her grandpa replied with exasperation, "I told you not to run outside barefoot! I'm pretty frustrated because you didn't listen to me. I'll need to extract the sliver with my tweezers." Chanda shook her head because the pointy tweezers looked frightening. Her grandpa said, "You need to let me remove the sliver so your foot will heal. If you don't, it might get infected." He knew that infections are caused by bacteria, which can breach your skin through cuts. An infection can cause pain, redness, and swelling if it isn't treated. Chanda decided to let her grandpa remove the sliver. She squeezed her eyes shut and he quickly pulled it out. She was relieved because the pain went away immediately. After that, Chanda always wore her shoes outside.

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 <input type="text"/> - # Errors in 1 minute <input type="text"/> = <input type="text"/>	138
ACCURACY	# Correct words read <input type="text"/> ÷ Total words read in 1 min <input type="text"/> = <input type="text"/>	
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

NLM RETELL

NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Chanda / any name	②	a girl / the girl	①
Setting	visiting grandpa's house / playing in grass	②	house / playing	①
Problem (P)	got a sliver of wood in her foot	②	got hurt	①
Feeling	worried / nervous	②	didn't like it / cried	①
Plan (PL)	knew she had to get it out	②	she knew it	①
Attempt (A)	tried to pull it out	②	tried to do it	①
Consequence / Complication (CP)	couldn't pull it out / it was still stuck in her toe	②	couldn't do it	①
Feeling-2	panicked / upset / sad	②	didn't like it / cried	①
Plan-2 (PL2)	decided to ask her grandpa for help	②	decided to ask	①
Attempt-2 (A2)	asked grandpa to help remove sliver	②	asked him	①
Consequence (C)	he said he needed to use tweezers / she let him use the tweezers	②	he needed to do it / he tried to do it	①
Ending (E)	he pulled it out and pain went away	②	it was gone / it was better	①
End Feeling	relieved / thankful	②	smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 infections	①	 caused by bacteria that gets inside body	①	 can cause pain, redness and swelling	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)		select one	since/however/although/even though		① ① ①
(from 2 pt NDC section)			(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., sliver that... / bacteria which... / grandpa who...)		① ① ①
P/CP+C+E -or- P/CP+A2+E		③	VOCABULARY COMPLEXITY (VC) SCORE		
P/CP+A2+C -or- P/CP+PL2+C		④	1 pt per word below (or equally complex synonym)		
P/CP+A2+C+E -or- P/CP+PL2+C+E		⑤	1 pt (up to 2) for other complex vocabulary words		
			luxurious	① sharp as a needle	①
			proper	① lodged	①
			injure	① exasperation	①
			blatantly	① extract	①
			bolted	① breach	①
			like a cheetah	①	①
			pierce	①	①

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about infections?	Infections are caused by bacteria	bacteria can breach your skin through cuts	① ① ①
What did Chanda's grandpa say to convince her to remove sliver?	You need to let me remove the sliver	if I don't take it out it will keep bothering you	① ① ①
		it might get infected if it's not removed	① ① ①
		if I take it out now it will heal quickly	① ① 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: Chanda bolted outside like a cheetah. What does bolted mean?	B: Does bolted mean ran quickly or spotted?	③ ②
	A: The wood was firmly lodged in her toe. What does lodged mean?	B: Does lodged mean stuck or broken?	③ ②
Ask B question if A is answered incorrectly	A: Her grandpa replied with exasperation, "I told you not to run outside with your shoes off!" What does exasperation mean?	B: Does exasperation mean patience or irritation?	③ ②

INFERENTIAL REASONING (IR)	2 pts = clear & complete 1 pt = unclear/incomplete	0 pts = unrelated / no response	SCORE
Using clues from this story, how many times do you think Chanda's grandpa has removed slivers?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from this story, what do you think the weather was like?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why would Chanda not want to wear shoes when she played outside?	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, Chanda was worried she had a sliver in her foot. Write a story about a time when you got hurt." 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	

Last summer, Chanda was visiting her grandpa who lived in a house with a huge, grassy yard. Chanda wanted to play in the luxurious grass. Her grandpa warned her that if she went out without proper shoes, she would probably injure her foot. However, Chanda blatantly ignored him and bolted outside like a cheetah. As she ran through the grass, she stepped on an old, wooden board and felt a sudden pain pierce her foot. She sat down and saw that she had a thin sliver of wood that was as sharp as a needle stuck in her big toe where she had stepped on the board. Chanda was worried. She knew she had to get the sliver out so that her toe would stop throbbing with pain. She tried to pull it out, but the little piece of wood was still firmly lodged in her toe. She felt panicked and reluctantly decided to ask her grandpa for help. Chanda asked her grandpa, “Can you help me? I got a sliver stuck in my foot!” Her grandpa replied with exasperation, “I told you not to run outside barefoot! I’m pretty frustrated because you didn’t listen to me. I’ll need to extract the sliver with my tweezers.” Chanda shook her head because the pointy tweezers looked frightening. Her grandpa said, “You need to let me remove the sliver so your foot will heal. If you don’t, it might get infected.” He knew that infections are caused by bacteria, which can breach your skin through cuts. An infection can cause pain, redness, and swelling if it isn’t treated. Chanda decided to let her grandpa remove the sliver. She squeezed her eyes shut and he quickly pulled it out. She was relieved because the pain went away immediately. After that, Chanda always wore her shoes outside.

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Last spring, Lany was in her bedroom practicing for the school play. Even though she loved acting, she was struggling because she couldn't remember her lines. To try to learn her lengthy, sophisticated lines, Lany decided to read her script out loud in front of a mirror. However, even after she tried this strategy, she realized that the lines wouldn't stick in her head. Since the date of the play was coming up quickly, Lany felt panicked because she was unprepared, and she knew that her role was an important part of the play. She decided to ask for help from her grandmother, who was a seasoned performer. Lany anxiously asked her grandmother, "I'm struggling to learn my script that is long. Can you help me?" After her grandmother thought about how she memorized her lines, she advised Lany to go through the script in pieces, so she could perfect each section before moving on to the next. Once she heard her grandmother's advice, Lany dissented because she thought it wouldn't work. "That'll take forever! I don't have enough time to learn it bit by bit!" Her grandmother kindly responded, "Going through each section slowly is definitely a better way to learn your lines. It will help you identify the hardest parts so that you can work on them. Trust me, you will be able to memorize your monologues if you do them in pieces." Her grandmother explained that a monologue is a long, wordy speech which is performed by a single actor. Monologues express the character's thoughts and emotions out loud. They are generally difficult to learn, which is why breaking them down can be helpful. Lany agreed to give it a try. After she practiced her lines in sections for a week, Lany knew them like the back of her hand. She felt proud because she was ready to perform.

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."




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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)	

NLM RETELL








NARRATIVE DISCOURSE COMPLEXITY (NDC)				SCORE
Character	Lany / any name	2	a girl / the girl	1
Setting	in her bedroom practicing for the play	2	bedroom / practicing	1
Problem (P)	she couldn't remember her lines	2	she forgot	1
Feeling	struggling / panicked / scared	2	sad / cried	1
Plan (PL)	decided to read her script out loud	2	decided to try	1
Attempt (A)	read the entire thing multiple times	2	practiced	1
Consequence / Complication (CP)	the lines wouldn't stick in her head / she couldn't remember them	2	she couldn't say it	1
Feeling-2	panicked / scared / worried	2	sad / cried	1
Plan-2 (PL2)	decided to ask grandmother for help	2	decided to ask	1
Attempt-2 (A2)	asked grandma to help her	2	talked to her	1
Consequence (C)	told her to go through script slowly and perfect each section	2	she helped her / she told her how	1
Ending (E)	after practicing, she knew her lines	2	she did it	1
End Feeling	proud / relieved / happy	2	liked it / smiled	1

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 monologues are long speeches by actor	①	 they express thoughts and emotions	①	 they are hard to learn	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		
			since/however/although/even though (noun) that / which / who (e.g., script that... / speech which... / grandmother 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	sophisticated	1	identify	1
P/CP+C+E -or- P/CP+A2+E		3	strategy	1	express	1
P/CP+A2+C -or- P/CP+PL2+C		4	unprepared	1	generally	1
P/CP+A2+C+E -or- P/CP+PL2+C+E		5	seasoned	1	breaking them down	1
			advised	1	like the back of her hand	1
			dissented	1		1
			bit by bit	1		1

NUM QUESTIONS

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas				SCORE	
What did you learn from the passage about monologues?	monologues are long, wordy speeches given by an actor  ①	they express the character's thoughts and emotions  ①	they are generally difficult to learn  ①				
What did Lany's grandmother do to help her learn her lines?	She told Lany to break her lines down and learn them bit by bit  ①	going through each section slowly is a better way to learn  ①	It will help you identify the hardest parts so you can work on them  ①		You can memorize it if you do it in pieces	 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: Lany's grandmother was a seasoned performer. She was good at memorizing lines. What does seasoned mean?	B: Does seasoned mean <i>interesting</i> or <i>experienced</i> ?	3 2
Ask B question if A is answered incorrectly	A: Lany had a hard time memorizing her lines. They were sophisticated . What does sophisticated mean?	B: Does sophisticated mean <i>difficult</i> or <i>funny</i> ?	3 2
	A: When her grandmother helped her, Lany dissented because she thought it would take too long. What does dissent mean?	B: Does dissent mean <i>to ignore</i> or <i>to disagree</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 many times has Lany had to memorize a monologue?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
Using clues from the story, how many plays do you think Lany's grandmother has been in?	2 1 0	Why do you think that? 1 pt = uses information from story	1 0
What do you think would have happened if Lany had not learned her lines in time?	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, Lany struggled to remember her lines. Write a story about a time when you had a hard time learning something." 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
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Last spring, Lany was in her bedroom practicing for the school play. Even though she loved acting, she was struggling because she couldn't remember her lines. To try to learn her lengthy, sophisticated lines, Lany decided to read her script out loud in front of a mirror. However, even after she tried this strategy, she realized that the lines wouldn't stick in her head. Since the date of the play was coming up quickly, Lany felt panicked because she was unprepared, and she knew that her role was an important part of the play. She decided to ask for help from her grandmother, who was a seasoned performer. Lany anxiously asked her grandmother, "I'm struggling to learn my script that is long. Can you help me?" After her grandmother thought about how she memorized her lines, she advised Lany to go through the script in pieces, so she could perfect each section before moving on to the next. Once she heard her grandmother's advice, Lany dissented because she thought it wouldn't work. "That'll take forever! I don't have enough time to learn it bit by bit!" Her grandmother kindly responded, "Going through each section slowly is definitely a better way to learn your lines. It will help you identify the hardest parts so that you can work on them. Trust me, you will be able to memorize your monologues if you do them in pieces." Her grandmother explained that a monologue is a long, wordy speech which is performed by a single actor. Monologues express the character's thoughts and emotions out loud. They are generally difficult to learn, which is why breaking them down can be helpful. Lany agreed to give it a try. After she practiced her lines in sections for a week, Lany knew them like the back of her hand. She felt proud because she was ready to perform.

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Last Monday, Enzo was picking at his lunch in the cafeteria. He was feeling nervous because he had to give a presentation in his class that started in about 20 minutes. Although his friends were telling their usual amusing stories, he couldn't focus. His stomach was in knots. When it was time to go to class, Enzo began to panic. He was a shy and reserved boy, and the thought of speaking in front of the entire class made him even more tense. He hoped that taking a sip of water from his water bottle would calm his anxiety; however, it only made things worse. When Enzo took a drink of water, he was trembling so much it spilled down the front of his shirt. As Enzo looked up, he saw his teacher waiting at the entrance to the classroom and his panic skyrocketed. He decided to ask her for help. Enzo said unsteadily, "Can you please help me calm down? I'm so nervous because I have to do my presentation in class today." Enzo's experienced teacher, who had worked with hundreds of students, replied, "Make sure to take slow, deep breaths before you start. Focusing on your breathing will calm you down and help you think clearly." She also cautioned him about hyperventilating, which can happen if someone breathes too quickly when they feel nervous or stressed. Their body can't get enough air, and they may feel dizzy or lightheaded. Enzo was skeptical, but at this point he was definitely willing to try anything. He said, "Thank you, I'll try to breathe more slowly." Enzo decided to take his caring teacher's advice. He regulated his breathing and when it was time to give his presentation, his words eloquently flowed out. After his presentation was over, Enzo was proud of himself because he was able to calm down and deliver a great speech.

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."




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	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	Enzo / any name	②	a boy / the boy	①
Setting	eating lunch in cafeteria	②	cafeteria / eating lunch	①
Problem (P)	stomach hurt because of presentation	②	he felt bad	①
Feeling	nervous / mad / sad	②	sad / cried	①
Plan (PL)	decided to get a drink of water	②	decided to get it	①
Attempt (A)	took a sip of water from water bottle	②	he did it	①
Consequence / Complication (CP)	he spilled water down his shirt / still felt nervous about presentation	②	it was bad	①
Feeling-2	mad / angry / nervous / anxious	②	sad / cried	①
Plan-2 (PL2)	decided to ask teacher for help	②	decided to ask	①
Attempt-2 (A2)	asked teacher for help to calm down	②	talked to her	①
Consequence (C)	she told him to take slow, deep breaths	②	she helped him / she told him how	①
Ending (E)	he was able to give presentation	②	he did it	①
End Feeling	happy / thrilled / proud	②	liked it / smiled	①

EXPOSITORY DISCOURSE COMPLEXITY (EDC)					SCORE
 hyperventilating	①	 breathing too quickly	①	 when you feel nervous or stressed	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
			since/however/although/even though		① ① ①
			(noun) that / which / who		① ① ①
			(e.g., class that... / hyperventilating which... / teacher 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- P/CP+C -or- P/A2+C	②		1 pt (up to 2) for other complex vocabulary words		
P/CP+C+E -or- P/CP+A2+E	③		presentation	① unsteadily	①
P/CP+A2+C -or- P/CP+PL2+C	④		amusing	① cautioned	①
P/CP+A2+C+E -or- P/CP+PL2+C+E	⑤		in knots	① skeptical	①
			reserved	① regulated	①
			tense	① eloquently	①
			trembling	①	①
			skyrocketed	①	①

NLM QUESTIONS

EXPOSITORY (E)	1 pt = main idea	1 pt each = supporting ideas	SCORE
What did you learn from the passage about hyperventilating?	it happens when someone breathes too quickly	① their body can't get enough air ① they may feel dizzy ①	
What did Enzo's teacher tell him to convince him to breathe slower?	make sure to take slow, deep breaths	① helps you calm down ① helps you think clearly ① you don't want to hyperventilate 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: Enzo was reserved. He was scared to give a presentation. What does reserved mean?	B: Does reserved mean shy or smart?	③ ② ① ①
Ask B question if A is answered incorrectly	A: Enzo gave an eloquent speech. His teacher's advice had worked. What does eloquent mean?	B: Does eloquent mean well spoken or loud?	③ ② ① ①
	A: Enzo's teacher told him to regulate his breathing, which calmed him down. What does regulate mean?	B: Does regulate mean ignore or control?	③ ② ① ①

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 Enzo's teacher has seen students hyperventilate?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Using clues from the story, how much do you think Enzo cared about giving a good presentation?	② ① ①	Why do you think that? 1 pt = uses information from story	① ①
Why do you think Enzo was skeptical about his teacher's advice?	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, Enzo was nervous about giving his presentation. Write a story about a time when you were nervous." 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

Last Monday, Enzo was picking at his lunch in the cafeteria. He was feeling nervous because he had to give a presentation in his class that started in about 20 minutes. Although his friends were telling their usual amusing stories, he couldn't focus. His stomach was in knots. When it was time to go to class, Enzo began to panic. He was a shy and reserved boy, and the thought of speaking in front of the entire class made him even more tense. He hoped that taking a sip of water from his water bottle would calm his anxiety; however, it only made things worse. When Enzo took a drink of water, he was trembling so much it spilled down the front of his shirt. As Enzo looked up, he saw his teacher waiting at the entrance to the classroom and his panic skyrocketed. He decided to ask her for help. Enzo said unsteadily, "Can you please help me calm down? I'm so nervous because I have to do my presentation in class today." Enzo's experienced teacher, who had worked with hundreds of students, replied, "Make sure to take slow, deep breaths before you start. Focusing on your breathing will calm you down and help you think clearly." She also cautioned him about hyperventilating, which can happen if someone breathes too quickly when they feel nervous or stressed. Their body can't get enough air, and they may feel dizzy or lightheaded. Enzo was skeptical, but at this point he was definitely willing to try anything. He said, "Thank you, I'll try to breathe more slowly." Enzo decided to take his caring teacher's advice. He regulated his breathing and when it was time to give his presentation, his words eloquently flowed out. After his presentation was over, Enzo was proud of himself because he was able to calm down and deliver a great speech.