DISTRICT ASSESSMENT OF READING TEAM (DART)
CONFERENCE

Cycling: Getting Around by Bicycle (Faye Brownlie)

Ask, after reading, the following questions:

When you come to a challenging word, how do you figure it out?

Word strategies:

_____ reread it   _____ look at the pictures
_____ ask someone   _____ break the word into syllables
_____ look it up in the dictionary   _____ chunk the word
_____ skip it   _____ cover the ending and look for smaller words
_____ sound it out
_____ try and figure out what
       makes sense in the sentence

    Other: _____

If what you are reading does not make sense, what do you do?

Sense strategies:

_____ reread it   _____ look in the paragraph for words I do know
_____ skip it   _____ look at the pictures and the captions
_____ try another book   _____ try and make it make sense
_____ make a picture in my mind   _____ ask someone
_____ make notes on what I've read
_____ make a connection between the text, yourself, the world, another text

    Other: _____

Did you know much about cycling before?
What connections can you make to cycling?
What is something about cycling that surprised you? OR
What is something new that you learned about cycling?

Cycling: _____ knew a lot before   _____ knew little before

Connections: _____

Surprise OR Learned: _____

**Give a compliment to each student on his/her oral reading.

Cycling: Getting Around by Bicycle (Faye Brownlie)

Name: _____   Date: _____

Adults are copying kids. For years, kids have known how much fun it is to
spend hours roaming around on their bikes, sometimes alone and sometimes
in a group. Now, adults are trying to get in on the action. More and more
adults are choosing to cycle. People are riding to work, for recreation, to
save money because gas is becoming so expensive, for health reasons, and
often, just for fun! Cycling is quite cheap. It is great exercise and it takes you
outdoors, often exploring areas that you wouldn't see from a car.

In some towns and cities, special bike routes have been established to help
cyclists have a safer ride. These routes are generally paved or on hard gravel
surfaces. Sometimes no one is allowed on these routes except those riding
a bicycle. At other times, the route is shared with walkers, skateboarders,
and people with roller blades.

Fluency	1. Halting little exp., short phrases, slow, pauses, repetitions	2. Careful some exp., longer phrases, moderate rate, some pauses	3. Confident exp. generally reflects mood, long phrases, few pauses, talk-like	4. Fluent exp. reflects mood, longer phrases, good rate	5. Expressive very expressive like a performance, consistently longer phrases, reflects author's passion

Cycling: Getting Around by Bicycle (Faye Brownlie)

Name: _____   School: _____   Date: _____

1. Make a web to show what this article is about. Use the back of this page.

2. Look at the map of the Kettle Valley Trail (KVT). Tell 2 things you know about the KVT from reading the map.

   _____

   _____

   _____

   _____

3. Draw and label a picture of a family of 3 who are riding in a safe way, on a bicycle trail. Use the back of this page for your picture.

4. What advice would you have for an adult or a child who is going to begin cycling?

   _____

   _____

   _____

   _____

5. When you come to a part in your reading that is more difficult to understand, what do you do to help yourself?

   _____

   _____

   _____

1. Make your web about the article.

3. Draw your picture of a family of 3 who are riding in a safe way, on a bicycle trail.

DART Reading for Information Data - Grade 4

Teacher: _____ Division: _____ School: _____

Student Name	Student Number	DART question 1 Main ideas and details		DART question 2 Text Features		DART question 3 & 4 Inferences		DART question 3 Note making		DART question 4 Connections		DART question 5 Reading Strategies		oral reading Word Recognition (%)		oral reading Reading Fluency		Comments
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
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#	Reading Strategy	1	2	3	4
1	Main ideas and details	• does not identify most main ideas • needs support to make simple notes • work is often incomplete, confusing and inaccurate	• identifies most main ideas • makes simple notes; may omit a great deal of information. • work is usually accurate, but may be vague in places or missing some detail	• identifies main ideas • makes organized notes • work is clear, detailed and complete	• restates main ideas on own words • makes organized and complete notes • work is precise, accurate, and thorough
2	Text features	• may ignore text features	• uses text features if prompted	• uses text features effectively	• uses text features efficiently
3	Inferences Note-making Connections (Score below)	• may misinterpret literal information • tends to randomly guess at details	• few inferences • may have difficulty finding specific details	• may make some inferences • rereads and skims for details	• makes inferences • finds specific details efficiently
4	Connections Inferences	• has difficulty telling how the information in a selection is like or unlike other information they know • may misinterpret literal information	• tells some ways the information in a selection is like or unlike other information they know about the topic • few inferences	• makes logical connections between new information and what they already know; gives some explanation • may make some inferences	• makes logical connections; often questions or evaluates new information in terms of prior knowledge • makes inferences
5	Reading strategies	• may be unable to identify problems or self-correct • may give up on unfamiliar words	• recognizes problems; has difficulty adjusting strategies • uses context clues if prompted	• checks for understanding; adjusts strategies • uses various strategies to figure out	• evaluates own understanding • independently figures out unfamiliar words
6	Fluency	1. Halting little exp., short phrases slow, pauses, repetitions	2. Careful some exp, longer phrases moderate rate, some pauses	3. Confident exp. generally reflects mood; long phrases; few pauses; talk-like	4. Fluent exp. reflects mood; longer phrases; good rate 5. Expressive very expressive like a performance; consistently longer phrases; reflects author's passion