

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Island Reading Assessment  
Selection from Quick Comprehension Assessment

Oral Reading

## **The Bentwood Box**

### **Start with a Cedar Log**

Bentwood boxes were made and used before the Europeans came to the Pacific Coast. They were made from natural materials and are still being made today.

A wooden plank is split from a cedar log. It is then cut to make four squares, but the cuts do not go all the way through the wood.

### **The Wood Becomes a Box**

A steaming pit is made on the beach. It is filled with hot rocks from a fire and wet seaweed. The cut plank is put into the pit, covered with more seaweed and then sand. After the plank has steamed for awhile, the wood softens. Quickly, it is taken out and bent along the three cuts to form the corners of the box.

Emerging

Developing

Proficient

Extending

Q: Why do you think the cuts did not go all the way through the wood? (inferring meaning from text)

## Reading Assessment

### CONFERENCE

After reading give a compliment to the reader, then ask the following questions:

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

(Keep prompting by saying, "What other strategies do you use?")

**Word strategies:**

- |  |   |
|--|---|
| <input type="checkbox"/> reread it   | <input type="checkbox"/> look at the pictures                               |
| <input type="checkbox"/> ask someone   | <input type="checkbox"/> break the word into syllables                      |
| <input type="checkbox"/> look it up in the dictionary                        | <input type="checkbox"/> chunk the word                                     |
| <input type="checkbox"/> skip it   | <input type="checkbox"/> cover parts of the word and look for smaller words |
| <input type="checkbox"/> sound it out  |   |
| <input type="checkbox"/> try and figure out what makes sense in the sentence |   |

Other: \_\_\_\_\_

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

(Keep prompting by saying, "What other strategies do you use?")

**Sense strategies:**

- |  |  |
|--|--|
| <input type="checkbox"/> reread it   | <input type="checkbox"/> look in the paragraph for words I do know |
| <input type="checkbox"/> skip it   | <input type="checkbox"/> look at the pictures and the captions     |
| <input type="checkbox"/> try another book  | <input type="checkbox"/> try and make it make sense                |
| <input type="checkbox"/> make a picture in my mind   | <input type="checkbox"/> ask someone                               |
| <input type="checkbox"/> make notes on what I've read  |  |
| <input type="checkbox"/> make a connection between the text, yourself, the world, another text |  |

Other: \_\_\_\_\_

Did you know much about this topic before? \_\_\_\_\_

What connections can you make to this article?

\_\_\_\_\_

\_\_\_\_\_

What is something about this article that you learned or something that surprised you?

\_\_\_\_\_

\_\_\_\_\_

What **goal** do you think would be most appropriate for you to become an even better reader and thinker?

\_\_\_\_\_

\_\_\_\_\_

\*\*Give another compliment to this student

Adapted, with permission of Faye Brownlie, from EPRA and DART, by the Island Literacy Network, August, 2017