Directions for Quick Check Passages

Purpose: Regardless of the language students are learning to read, the ultimate goal is to read fluently and with comprehension. The Quick Check Passages provides teachers with an efficient tool to assess the comprehension of students who are able to readily decode Spanish text.

Overview: The Quick Check Passages are used to assess the reading comprehension of students at the Developing, Transitioning, Stages of Reader Development and short passages to assess students at the Transitioning, Developing Independence and Independent Stages of Reader Development. Using the directions below, teachers should select a passage at the appropriate level for a student to read and have the student answer the comprehension questions. Rate, which is a reliable determining factor of reading proficiency, will also be assessed as the student reads the Quick Check Passage.

How to Begin:
1. Determine the level of passage to give the student by reading the descriptors for each level and find the level that seems to describe your student or use the stage that aligns with the grade level.

First ½ of Third Grade	TR 1	**Interactions with Text** • Adjusts reading to process a variety of genres • Uses learning strategies (e.g. context clues) • Understands that chapter books have multiple episodes connected to a single plot **Vocabulary** • Uses context clues and illustrations to determine meaning of words/phrases **Comprehension of Fiction** • Describes how a main character responds to challenges • Describe how the actions of characters contribute to the sequence of events • Beginning to recognize central messages (themes) across texts (e.g. friendship, courage) **Comprehension of Nonfiction** • Brings background knowledge to new reading in order to process and learn new information • Beginning to use features of non-fiction text to aid comprehension (e.g. Interpret information or data from charts and graphs) • Identify main idea and some details • Sequences events of content-based processes

Second ½ of Third Grade	TR 2	**Interactions with Text** ● Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text ● Developing preferences for specific forms of reading (mysteries, biographies) ● Knows the characteristics of and can process the full range of genres **Vocabulary** ● Can read and understand descriptive words, some complex content-specific words, and some technical words ● Explains or describes the meaning of a word or phrase using larger context, including text features. **Comprehension of Fiction** ● Describes significant changes in a main character by synthesizing many details ● Identifies many feelings and/or traits of secondary characters ● Can understand and process narratives with more elaborate plots and multiple characters that develop and change over time ● Able to see multiple perspectives of characters through description ● Able to comprehend stories based on concepts that are distant in time and space and reflect diverse cultures **Comprehension of Nonfiction** ● Differentiate between fact and opinion in narrative or expository text. ● Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text ● Attends to subtle ideas and complex stories ● Synthesizes most details from pictures and words in a section of the text to state a main idea, using original language
First ½ of Fourth Grade	DIR 1	**Interactions with Text** ● Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ● Understands the grammatical function of language ● Identifies the characteristics of a full range of genres, including biographies on less well-known subjects and hybrid genres **Vocabulary** ● Solves new vocabulary words, some defined in the text and some unexplained ● Can read and understand descriptive words, some complex content-specific words, and some technical words ● Identifies, explains, and gives examples of figures of speech. **Comprehension of Fiction** ● Describes in detail the time(s) and place(s) ● Makes and correct or confirm predictions using text features, characteristics of genre, and structures ● Generates questions about text before, during, and after reading to deepen understanding and gain information ● Make connections to personal experiences, ideas in other texts, and society ● Identifies several less obvious traits and/or feelings that reveal different aspects of a main character ● Draws connections between multiple causes/effects

		● Identifies multiple aspects of the story's main problem ● Retells multiple important events ● Describes how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes **Comprehension of Nonfiction** ● Takes the whole book into account to state a main idea ● Recognizes nonfiction genres (expository, narrative, bio.)
Second ½ of Fourth Grade	DIR 2	**Interactions with Text** ● Establishes purpose for reading assigned and self-selected texts; ● Automatically reads and understands a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc ● Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths ● Explains rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems ● Discusses elements of drama such as characters, dialogue, setting, and acts ● Recognizes characteristics and structures of informational text ● Recognizes the central idea with supporting evidence ● Recognizes features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding ● Recognizes organizational patterns such as cause and effect and problem and solution ● Recognize characteristics and structures of argumentative text by identifying the claim; distinguishing facts from opinion; and identifying the intended audience or reader **Phonics** ● Decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate) ● Using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus ● Decoding and differentiating the meaning of a word based on the diacritical accent ● Decoding words with prefixes and suffixes **Vocabulary** ● Uses print or digital resources to determine meaning, syllabication, and pronunciation ● Uses context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ● Identifies the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele ● Identifies, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar ● Differentiates between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien **Comprehension of Fiction** ● Makes inferences and use evidence to support understanding

		● Evaluates details read to determine key ideas ● Synthesizes information to create new understanding ● Monitors comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. ● Explains the author's purpose and message within a text and how the use of text structure contributes to the author's purpose ● Analyzes the author's use of print and graphic features to achieve specific purposes ● Identifies and understand the use of literary devices, including first- or third-person point of view ● Discusses how the author's use of language contributes to voice ● Identifies and explain the use of anecdote **Comprehension of Nonfiction** ● Recognizes the central idea with supporting evidence: features such as pronunciation guides and diagrams to support understanding; and organizational patterns such as compare and contrast ● Recognizes characteristics and structures of argumentative text by: identifying the claim; explaining how the author has used facts for an argument; and identifying the intended audience or reader ● Recognizes characteristics of multimodal and digital text
First ½ of Fifth Grade	IR1	**Interactions with Text** ● Adjusts reading to recognize variations in narrative structure (e.g. story-within-a story, flashback) ● Demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales **Vocabulary** ● Uses knowledge of the story to explain the meaning of a word or phrase ● Able to determine the figurative meaning of words and phrases such as metaphors and similes **Fluency** ● Demonstrates the ability to skim and scan while reading silently to search for information quickly. ● Orally reads verse in a way that reflects meaning and rhythm ● Orally reads in a way that recognizes a wide range of declarative, imperative, exclamatory and interrogative sentences. **Comprehension of Fiction** ● Identifies many feelings and traits of a secondary character. ● Infers traits of multidimensional characters that have both good and bad traits ● Considers multiple plotlines ● States a universal theme that can be applied to other contexts or texts ● Able to compare and contrast two or more characters, settings, or events in the book ● Able to summarize the story including important aspects of story including all story elements and theme. ● Creates mental images to deepen understanding ● Able to cite the text accurately in order to draw inferences. ● Analyze the relationships of and conflicts among the characters ● Analyze plot elements, including rising action, climax, falling action, and resolution

		Comprehension of Nonfiction ● Able to determine two or more main ideas of the book and explain how they are supported by key details. ● Able to explain the relationships between two or more ideas or concepts in informational text. ● Establishes purpose for reading assigned and self-selected texts
Second ½ of Fifth Grade	IR2	**Interactions with Text** ● Self monitors using multiple sources of information (e.g. syntax, text structure, graphics, layout). ● Explains the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms ● Explains structure in drama such as character tags, acts, scenes, and stage directions ● Recognizes characteristics and structures of informational text, including: the central idea with supporting evidence; features such as insets, timelines, and sidebars to support understanding; and organizational patterns such as logical order and order of importance. ● Recognizes characteristics and structures of argumentative text by: identifying the claim; explaining how the author has used facts for or against an argument; and identifying the intended audience or reader ● Recognizes characteristics of multimodal and digital texts. ● Adjusts reading to recognize a wide range of complex declarative, imperative, exclamatory, or interrogative scenes. ● Understands that genres may be combined within one text. ● Listens actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments ● Follows, restates, and gives oral instructions that include multiple action steps ● Gives an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively ● Works collaboratively with others to develop a plan of shared responsibilities. **Vocabulary** ● Determines the meaning of academic and domain-specific words and phrases ● Understands words that are used to indicate perspective or point of view. ● Uses print or digital resources to determine meaning, syllabication, pronunciation, and word origin ● Uses context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ● Identifies the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr ● Identifies, uses, and explains the meaning of idioms, adages, and puns ● Differentiates between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. **Comprehension of Fiction** ● States how a secondary character effects the main character. ● Understands the setting significance or mood and its effect on the characters ● Provides details from the text that show how characters respond to challenges

		● Gives details from the text that demonstrates an understanding of the theme
		● Able to identify the point of view of the narrator of a text.
		● Infer multiple themes within a text using text evidence
		● Analyze the influence of the setting, including historical and cultural settings, on the plot.
		● Describes how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes
		● Identifies and understand the use of literary devices, including first- or third-person point of view
		● Examines how the author's use of language contributes to voice; and explains the purpose of hyperbole, stereotyping, and anecdote.
		● Makes connections to personal experiences, ideas in other texts, and society
		● Makes inferences and use evidence to support understanding
		Comprehension of Nonfiction
		● Able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		● Evaluates details read to determine key ideas
		● Synthesizes information to create new understanding
		● Monitors comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
		● Explains the author's purpose and message within a text
		● Analyzes how the use of text structure contributes to the author's purpose
		● Analyzes the author's use of print and graphic features to achieve specific purposes

2. Provide the student with Quick Check Passage at the selected level.
3. Have your student read the passage aloud, starting a timer when the first word is read.
4. As the student reads the text, make notes about the reading behaviors that you observe, including miscues and notes on the student's fluency.
5. Stop the timer when the last word is read.
6. Ask the comprehension questions when the student is done reading the passage.
    ○ If a student does not respond completely to the question you may provide additional prompts that do not provide the student with any additional information or clues.
    ○ Possible responses have been provided, but teachers should accept all reasonable answers that are complete and based on the text.
7. When students read at an insufficient rate they are less likely to be able to maintain information gleaned from the text, which affects comprehension. The following table provides the minimum rate of correct words read per minute (WPM) that should be considered sufficient. This table does NOT mean that if a student reads a leveled text at a rate higher than the one listed is the sole reason for moving the student to a higher level of text. The purpose of this guideline is simply to determine the rate which is not sufficient to maintain comprehension of leveled text.

	TR1	TR2	DIR1	DIR2	IR1	IR2

Sufficient Rate	58+ WPM	70+ WPM	78+ WPM	86+ WPM	92+ WPM	96+ WPM

8. Students may need to read more than one Quick Check Passage to determine the appropriate match of student to leveled text. Adjust the level of text up or down, based on the comprehension and rate. Use the table below to determine the appropriate action.

Comprehension	Sufficient Rate (Y/N)	Appropriate Action
5 points	Y	Assess higher level
5 points	N	May need to assess at a lower level - Refer to the Quick Check Reading Fluency Rubric as an additional consideration to determine if assessment at lower level should be done.
4-5 points	Y	May need to assess at a higher level - Refer to the Quick Check Reading Fluency Rubric as an additional consideration to determine if assessment at higher level should be done.
4-5 points	N	May need to assess at a lower level - Refer to the Quick Check Reading Fluency Rubric as an additional consideration to determine if assessment at lower level should be done.
3-4 points	Y	This is an appropriate initial instructional level. Use the FARC to continue to observe and assess reading behaviors as instruction occurs.
3-4 points	N	May need to assess at a lower level - Refer to the Quick Check Reading Fluency Rubric as an additional consideration to determine if assessment at lower level should be done.
Below 3 points	Y or N	Have the student read a passage at a lower level.