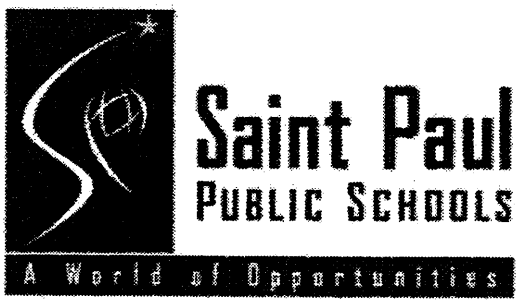
Informal Reading Inventory

(IRI)

Assessment Procedures Manual
Secondary

Special Education
2008



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Background
Informal Reading Inventory (IRI)

This assessment process was developed by Karen Erickson, Ph.D. and David Koppenhaver, PhD., based upon the research of James Cunningham and his "Part to Whole" theory of reading. The use of this assessment process was adopted for use with special education students in the St. Paul Public Schools in 2004.

The word lists and passages contained in this manual are materials adapted from the Qualitative Reading Inventory-4 by Lauren Leslie and Jo Anne Caldwell. Directions are provided in this manual for the use of these materials using the process developed by Koppenhaver and Erickson rather than those described in the Qualitative Reading Inventory.

This manual is divided into two main sections:

Student (Master) Copies which include:

1) Word Identification Graded word lists: These can be viewed using PowerPoint to assess automaticity of Word Identification. If for some reason this preferred method is not available, flash cards could be made and used.

2) Language Comprehension, Form B: Graded passages to be read orally to student.

3) Silent Reading Comprehension, Form A: Graded passages for the student to read.

Teacher (Recording) Copies which include:

1) Word Identification Graded Word Lists-Teacher Recording Sheets

2) Language Comprehension-Form B Graded Passages Teacher Recording Sheets

3) Silent Reading Comprehension-Form A Graded Passages Teacher Recording Sheets

Overall Directions

The results of this inventory will lead to specific instructional decisions based upon a student's relevant strengths and weaknesses.

What You'll Do

1. Use the Power Point word lists to assess ***Word Identification*** which consists of

    Automatic word recognition
    Mediated word identification

2. Use one set of passages to assess ***Language Comprehension*** which consists of

    Knowledge of the word
    Knowledge of text structures

3. Use one set of passages to assess ***Silent Reading Comprehension*** which consists of all the processes required to read silently with comprehension that are not word identification or listening comprehension

You will get three scores to compare. These scores will assist you in making decisions about instruction. **If Word Identification score is the lowest** than instruction should focus on this area. **If Language Comprehension is the lowest** score than language comprehension is the area to remediate. **If silent reading comprehension is the lowest** score than remediation is needed in print processing. **If there is a tie for the lowest** between silent reading comprehension and word identification than print processing is the area in need of remediation. In all ties involving language comprehension, language comprehension is the targeted area of remediation.

What You Need:

To administer the Word Identification portion you will need:

- A computer with PowerPoint and IRI CD **(Directions for installing and using the CD with the IRI are on the next page.)**

- Word Identification Scoring Sheet for the correct grade level.

To administer the Language Comprehension and Silent Reading Comprehension portion you will need:

- Student copy of Passages
- Scoring Sheets for Language Comprehension and Silent Reading Comprehension.

To record your IRI data you will need:

- Recording Sheets (located at the back of this manual) These can be used for recording the IRI data for your caseload or for individual students.

Directions for Installing and Using the CD with the IRI for assessing Word Identification

1. Select "File" from the menu bar and then "New Folder".

2. When the "New Folder" appears on your desktop, change the name from "New Folder" to "IRI-Q".

3. Place the Reading Inventory CD into the CD drive.

4. When the Reading Inventory CD icon appears on the desktop, drag the CD "Reading Inventory" icon into your new folder.

5. Open the "IRI-Q" folder and double click on one of the grade level lists.
   a. If it opens, it will take you to the "Outline" view. Select "View Show" under "Slide Show". You will get a black screen. You are now set to begin the testing process. Double click quickly (allowing 1/3 of a second for each word) to go through the word lists. At the end of each list select "Close" under "File" and it will take you back to the grade level word lists. You are ready to select a new list for testing.

   b. If the word list does not open, this means you do not have PowerPoint on your computer and you need to choose "PowerPoint Viewer" in the "IRI-Q folder" you have just created. A screen will come up and there is a scroll bar on the top and from that, select "IRI". Then double click on the grade level list that you want and proceed as described above.

Word Identification

Graded Word Lists

Student (Master) Copy

Research indicates that students who can read basic sight words automatically, will have an easier time reading text, which also leads to better comprehension skills.

Needed Materials: **1) IRI CD (or IRI Assessment loaded on a computer with PowerPoint)**
2) Graded Word list Scoring Sheet. Leveled lists are coded from PP through High School. See back of this page for code.

Directions: Word Identification

There are two types of word identification assessed: automated and mediated. Automated word identification (automaticity) refers to the ability to read words with little effort or attention. Mediated refers to the longer processing of the word using word identification strategies. Both are assessed in this informal reading inventory.

Automatic Word Identification

1) You will need the Power Point CD and the Teacher Recording forms for the Word List.
2) It is suggested that you start with a grade level below the student's expected reading level so that the student understands the task before the assessment begins.
3) From the first black slide, double-click the mouse so that each word will be flashed for less than 1/3 of a second.
4) Circle each correct word and score 1 point for each word read correctly.

Mediated Word Identification

1) Go back to the words that were not read correctly (encircled) in the flash mode.
2) Allow student 3 - 5 seconds to look at each word.
3) Mark correct words and score 1/2 point for each word read with this extra time for analysis. (cont. on back)

Total all points. If a student earns 16 points total (out of possible 20), go on to the next level. Proceed with lists of increasing difficulty until the student scores less than 16 correct (less than 80%).

Graded Word List Codes

The word lists and passages in this assessment are coded so that students are less apt to be aware of the level at which they are working during the assessment. (For grades 1–6, the grade level is the digit that appears twice in the code.)

IRI Code	Grade Level
A–A	PP
A	P
7141	1st
8224	2nd
3183	3rd
5414	4th
8595	5th
6867	6th
MS	Middle School
HS	High School

Subject Word Lists

1. can
2. who
3. I
4. work
5. write
6. at
7. with
8. my
9. he
10. too
11. the
12. in
13. she
14. other
15. make
16. place
17. go
18. to
19. see
20. do

1. keep
2. need
3. not
4. what
5. children
6. thing
7. was
8. animal
9. they
10. were
11. saw
12. want
13. every
14. went
15. like
16. from
17. said
18. live
19. comes
20. help

Subject Word Lists

1. bear
2. father
3. find
4. sound
5. friend
6. song
7. thought
8. there
9. run
10. then
11. move
12. knew
13. brain
14. air
15. without
16. afraid
17. wind
18. heard
19. put
20. looked

1. morning
2. tired
3. shiny
4. old
5. trade
6. promise
7. pieces
8. picked
9. push
10. though
11. begins
12. food
13. light
14. ends
15. clue
16. breathe
17. insects
18. weather
19. noticed
20. money

Subject Word Lists

1. lunch
2. celebrate
3. believe
3. claws
5. lion
6. rough
7. wear
8. tongue
9. crowded
10. wool
11. removed
12. curious
13. sheep
14. electric
15. worried
16. enemies
17. glowed
18. clothing
19. swim
20. entrance

1. sunlight
2. desert
3. crops
4. engine
5. favorite
6. adaptation
7. weather
8. pond
9. illustrated
10. ocean
11. pilot
12. fame
13. precious
14. settlers
15. guarded
16. passenger
17. memorize
18. environment
19. adventurer
20. invented

1. attend
2. protest
3. movement
4. biography
5. attention
6. capture
7. oxygen
8. tales
9. creature
10. obstacles
11. divorced
12. registration
13. arrested
14. poison
15. material
16. bulletin
17. giant
18. fluent
19. pioneers
20. pouch

Subject Word Lists

1. sewed
2. controlled
3. championships
4. possessions
5. moisture
6. memories
7. abolish
8. pyramids
9. emerge
10. temperature
11. humidity
12. insistent
13. irrigated
14. thrived
15. slavery
16. evaporate
17. classified
18. preserved
19. fashioned
20. curious

1. businesswoman
2. settlement
3. infrared
4. fusion
5. nebula
6. emulate
7. articulate
8. encyclopedia
9. persecution
10. inevitable
11. gravity
12. nuclear
13. assimilate
14. riffling
15. helium
16. migration
17. immigrants
18. miserable
19. berths
20. oppressed

1. armaments
2. alliance
3. enzyme
4. parasite
5. escalation
6. convoy
7. opulence
8. armistice
9. idealism
10. immunodeficiency
11. mediated
12. mandates
13. infectious
14. nucleic
15. chromosome
16. protestations
17. disinfectant
18. liberated
19. chauffeur
20. retrovirus

Language Comprehension
(Task: Listening Comprehension)

Graded Passages

Student (Master) Copy

Directions: **Language Comprehension**

1) Choose a passage to start where you believe the student will be successful in answering comprehension questions from passages read to them orally.
2) Direct the student to:
   "listen carefully as I read the passage to you because I will ask you questions about it when I have finished."
3) Read the passage out loud to the student and do not allow the student to see the text.
4) Ask the student the comprehension questions orally and record their responses on the Comprehension recording sheet.
5) Total the correct responses.
6) Go up and down levels until you reach the highest level at which the student is 80% accurate. Record that grade level for the language comprehension score.
7) Passages have the grade level in code so that students are not able to tell the grade level of the passages they are reading. The codes follow for your use.

Graded Word List Codes

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Spring and Fall

I like the spring.
When I can do many things.
I can play with my dog.
I can play with a frog.
I can play in the rain.
I can go see a train.
I like the fall.
I can do it all.
I can read a book.
I can help Mom cook.
I can ride my bike.
I can go on a hike.
In the spring and fall, there is much to do.
But what I like best is going to the zoo.

B-B

Living and Not Living

Some things around us live.

Others are not living.

Things that live need air.

Things that live need food.

Things that live need water.

Things that live move and grow.

Animals are living things.

Plants are living things.

Is paper living?

No, but it comes from something living.

Paper comes from trees.

Is a wagon living?

No, it moves but it is not living.

Air

Air is all around us.
But we can't see it.
How do we know it is there?
There are many ways.
We can see what air does.
Moving air is called wind.
Wind moves plants.
Wind moves dirt.
Strong winds can move heavy things.
Strong winds can even move a house.
We can weigh air.
We can weigh two balloons.
The one with a lot of air weighs more.
We can see what air does.
We can weigh air.
Then we know it is there.

Seasons

There are four seasons in a year. They are spring, summer, fall, and winter. Each season lasts about three months. Spring is the season when new life begins. The weather becomes warmer. Warm weather, rain, and light make plants grow. Some plants that looked dead during the winter grow again. Tulips are plants that come up every spring.

Summer begins on June 20th for people who live in the United States. June 20th is the longest day of the year for us. We have more sunlight that day than on any other day. Insects come out in summer. One bug that comes out in summer likes to bite. The bite hurts and it itches. Do you know what that bug is? It's the deerfly.

Summer ends and fall begins during September. In fall we continue to get less light from the sun. In the North, leaves begin to die. When they die they turn brown. Then they fall off. Nuts fall from trees. They are saved by squirrels to eat in the winter.

Winter begins just a few days before Christmas. December 21st is the shortest day of the year for us. We have less light that day than on any other day. In winter many animals have to live on food that they stored during the fall. There are no green plants for the animals to eat. Winter ends when spring begins on March 20th. The seasons keep changing. Plant life begins and ends each year.

Cats: Lions and Tigers in Your House

House cats, lions, and tigers are part of the same family. When animals are part of the same family, they are alike in many ways. House cats are like lions and tigers in many ways, too. When kittens are first born, they drink milk from their mothers. Lions and tigers drink milk from their mothers, too. When kittens are born, they have claws, just like big cats. Claws are used by lions, tigers, and kittens to help them keep away enemies. As kittens get bigger, they learn to hunt from their mother. House cats hunt in the same way that lions and tigers do. They hide and lie very still. When the animal they are hunting comes close, they jump on it and grab it by the back of the neck. Cats kill other animals by shaking them and breaking their necks.

Lions, tigers, and house cats show when they are afraid in the same ways, too. Their fur puffs up, making them look bigger. They hiss and spit, too. Those are their ways of saying, "I'm afraid, don't come closer."

A cat's tongue has many uses. Because it is rough with little bumps on it, it can be used as a spoon. A cat drinks milk by lapping it. Because of the bumps, the milk stays on the tongue until the cat can swallow it. If you feel the top of a cat's tongue, it is rough. This makes the tongue good for brushing the cat's hair. Lions and tigers clean themselves with their tongues just like house cats do.

The Busy Beaver

Have you ever heard someone say "busy as a beaver"? Beavers are very busy animals and they are master builders. This furry animal spends its life working and building. As soon as a beaver leaves its family, it has much work to do.

First, the beaver must build a dam. It uses sticks, leaves, and mud to block a stream. The beaver uses its two front teeth to get the sticks. The animal uses its large flat tail to pack mud into place. A pond forms behind the dam. The beaver spends most of its life near this pond.

In the middle of the beaver's pond is a large mound. This mound of mud and twigs is the beaver's lodge or house. The beaver's family is safe in the lodge because it is well hidden. The doorway to the lodge is under the water. After the lodge is built, the beaver still cannot rest. More trees must be cut down to be used as food for the coming winter. Sometimes there will be no more trees around the pond. Then the beaver has to find trees elsewhere. These trees will have to be carried to the pond. The beaver might build canals leading deep into the forest.

All this work changes the land. As trees are cut down, birds, squirrels, and other animals may have to find new homes. Animals that feed on trees lose their food supply. The pond behind the dam floods part of the ground. Animals that used to live there have to move. However, the new environment becomes a home for different kinds of birds, fish, and plants. All this happens because of the very busy beaver.

Farming on the Great Plains

In the 1800s, the Great Plains was a vast region of dry grasslands. People did not think it would ever make good farmland. As a result, the Great Plains attracted very few pioneers.

The United States government decided to try to encourage people to move to the Great Plains. In 1862, Congress passed the Homestead Act. This act offered free land to pioneers willing to start new farms. If you were a man over the age of 21, a woman whose husband had died, or the head of a family, you could claim 160 acres of land. You had to pay a small registration fee, usually about $10. You also had to farm your land and live on it for five years. Then the land was yours. Settlers who claimed land through this law were called homesteaders.

It was not easy to establish a farm on the Great Plains. The grasses, or sod, had thick tangled roots. The roots reached several inches down into the soil. Before planting crops, farmers had to dig through this sod. Great Plains farmers soon became known as sodbusters.

After ripping up the sod, most homesteaders used it to build houses. There were few trees or rocks so sod was a useful building material. Houses built from blocks of sod stayed cool in the summer. They were warm in the winter and were fireproof. Unfortunately for the homesteaders, the sod walls were often home to bugs, mice, and snakes.

The homesteaders faced many obstacles such as harsh weather conditions and deadly natural disasters. Spring often brought tornadoes, hailstorms, and flooding. Summers could mean scorching heat and frequent droughts. In fall, the prairie grass dried and settlers had to watch for prairie fires. Winter brought bitter cold along with ice storms and blizzards.

Farmers also faced the dreaded grasshopper. In the mid-1870s, millions of grasshoppers swarmed across the Great Plains. They darkened the sky and covered the ground in layers up to six inches high. The insects ate everything in their path, crops, grass, even fences and axe handles.

Temperature and Humidity

When you go outside the air temperature is often the first weather condition that you notice. In the summer, if the sun has been out the air usually feels warm. On hot days the air temperature can be above 90°. If there are clouds the air often feels cooler because the clouds have blocked some of the heat from the sun's rays. The air is cooler at very high altitudes because the air is less dense and the warm ground is too far away to affect air temperature. Also, there are fewer molecules to absorb the sun's energy.

Humidity is moisture in the air in the form of a gas called water vapor. This water vapor comes from oceans, lakes, rainfall, and other sources from which water evaporates into the air.

Sometimes the air has more water vapor than at other times. The amount of water vapor that the air can hold depends largely on the air temperature. The warmer the air temperature, the more water vapor it can hold.

Meteorologists refer to relative humidity when reporting how much water vapor is in the air. Relative humidity is a ratio that compares the amount of water vapor in the air to the largest amount of moisture the air can hold at that temperature. A 65% relative humidity means the air is holding 65% of the water vapor it can hold at that temperature.

Once the air has reached 100 percent relative humidity, it can't hold any more water vapor. When this happens water vapor condenses, or changes from a gas to a liquid. The temperature at which water vapor condenses is called a dew point. Water droplets form on a plant when the night air cooled and reached its dew point.

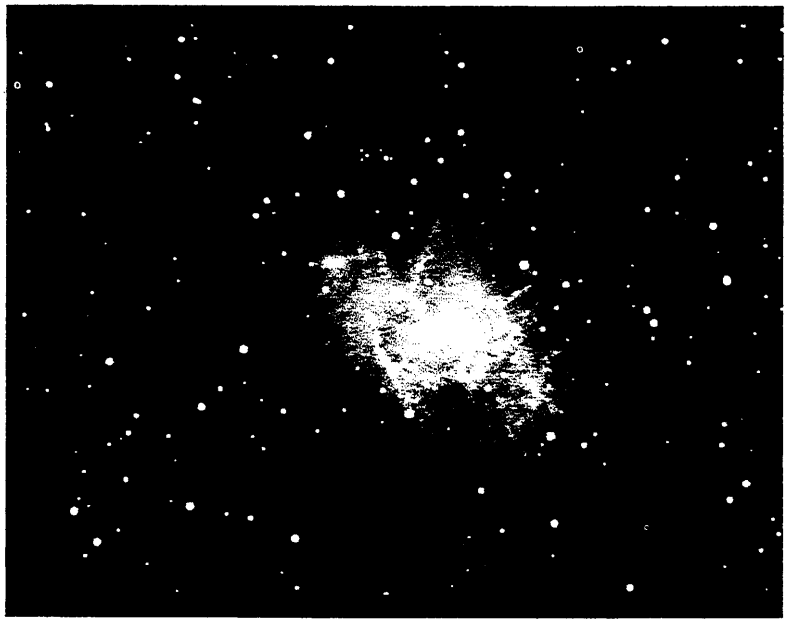
Life Cycles of Stars—Part 1

Stars have life cycles, just like humans. In fact, a star is born, changes, and then dies. In contrast to the human life cycle that lasts about 75 years, the life cycle of a typical star is measured in billions of years.

Every star in the sky is at a different stage in its life cycle. Some stars are relatively young, while others are near the end of their existence. The sun is about halfway through its 10-billion-year-long life cycle.

Birth of a Star

The space between stars is not entirely empty. In some places, there are great clouds of gas and dust. Each of these clouds is a nebula. A nebula is where stars are born.



The element hydrogen makes up most of a nebula. Helium and a sprinkling of dust are also present. The particles in a nebula are spread very thin. In fact, the particles are a million times less dense than the particles in the air you breathe. However, since nebulae are very large, they contain enormous amounts of matter.

Gravity causes matter to be attracted to other matter. Therefore, as a nebula travels though space, it collects more dust and gas. The clouds become packed tighter and tighter, as gravity pulls it all together. Whenever matter is packed in this way, it heats up. An especially dense part of the nebula may form a hot, spinning ball of matter. Such a ball of hot matter is called a protostar.

A protostar doesn't yet shine by ordinary light, but it does give off infrared energy. Scientists identify protostars within nebulae using infrared telescopes. A protostar eventually becomes hot enough for nuclear fusion to take place in its core. When nuclear fusion produces great amounts of energy, a star comes to life.

Low-Mass Star

Stars begin their life cycle with different masses. A star's mass determines how long its life cycle will last and how it will die. Stars with a mass less than five times that of the sun are called low-mass stars. Most stars are in this group.

A low-mass star begins its life cycle as a main-sequence star. Over a period of billions of years, its supply of hydrogen is slowly changed by nuclear fusion into helium. During this time, the star changes very little.

Silent Reading Comprehension

Graded Passages

Student (Master) Copy

Directions: **Silent Reading Comprehension**

1) Choose the graded passage where you believe that student can read the passage silently and orally answer comprehension questions successfully.
2) Ask student to:
   " read the passage carefully to yourself as you will be asked questions about the story when you are finished."
3) Take the passage away from the student when he/she is finished reading.
4) Ask the student the questions on the silent reading score sheet orally and record the responses.
5) Go up and down levels until you reach the highest level at which the student is 80% accurate.
6) Passages have the grade level in code so that students are not able to tell the grade level of the passages they are reading. The codes follow for your use.

Graded Word List Codes

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People at Work

Some people work at home.

Other people go to work.

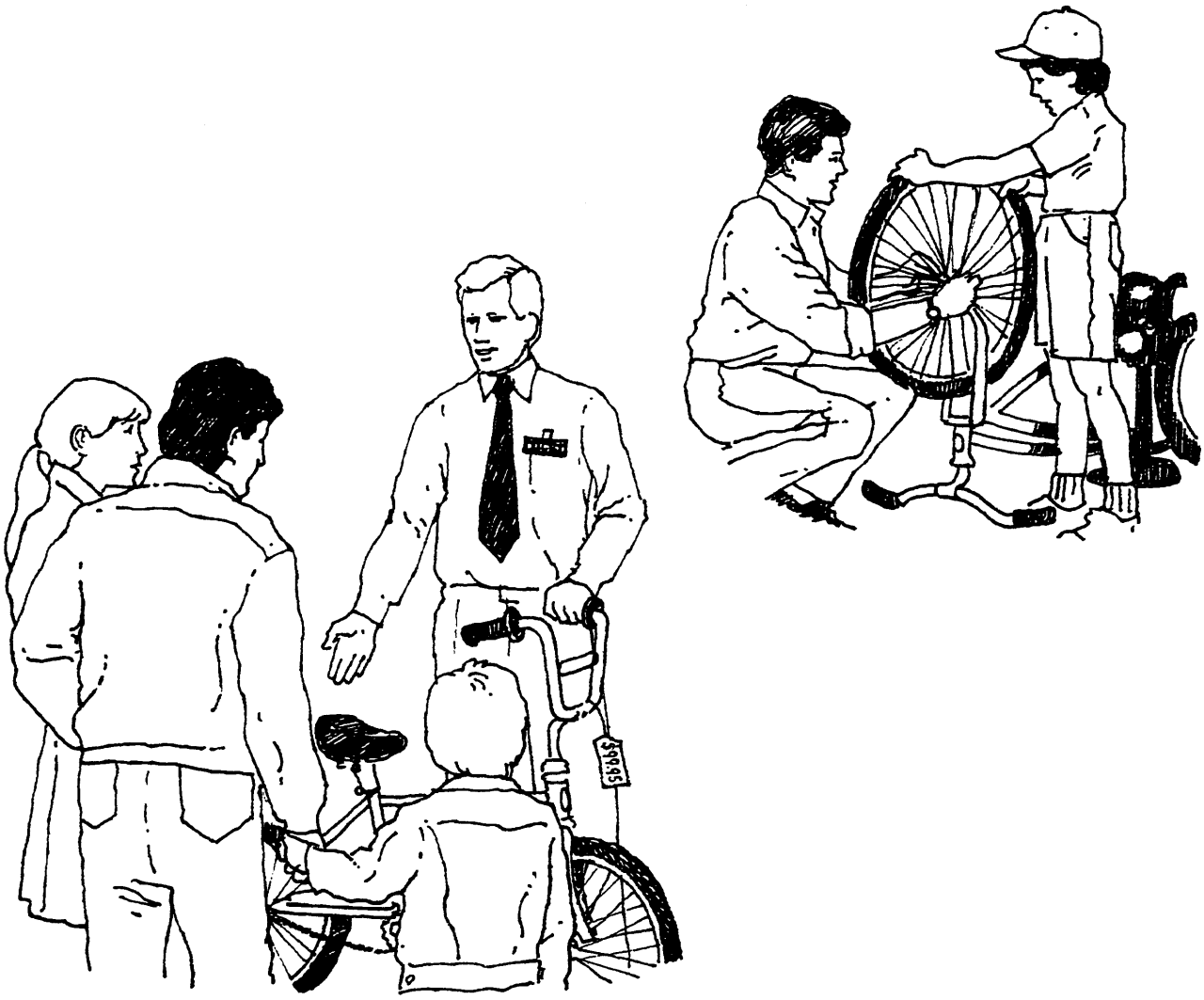
Why do people work?

People work to make money.

People work at many things.

Some people write at work.

Other people read at work.

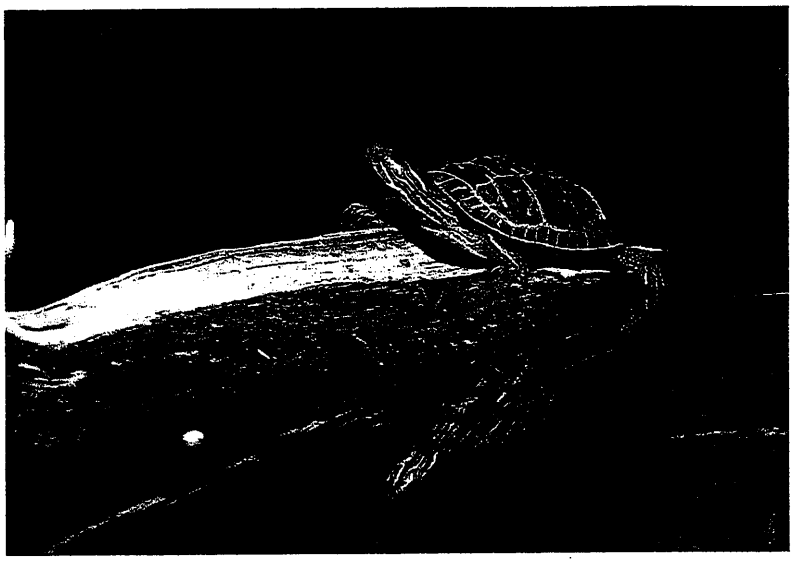


Some people make things at work.

Other people sell things at work.

People work together.

Who Lives Near Lakes?



Many animals live near lakes.

Turtles sit on rocks.

They like to be in the sun.

You can see ducks near a lake.

There may be baby ducks.

The babies walk behind the mother duck.

There are fish in lakes.

You can see them when they jump out of the water.

People live near lakes too.

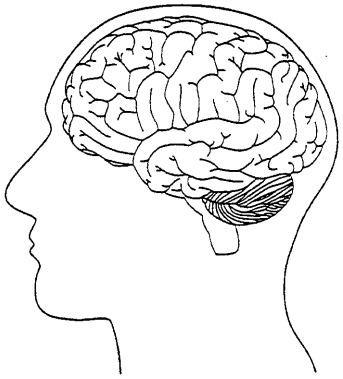
They like to see the animals.

The Brain and the Five Senses

All people have five senses.

People have eyes, ears, a nose, a mouth, and hands.

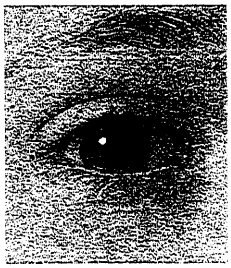
Each of the senses is part of the brain.



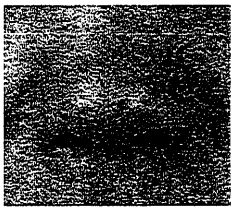
The brain makes the senses work.

People hear with their ears.

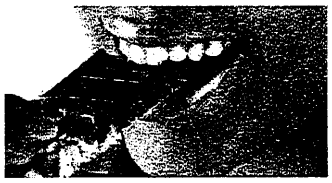
People see with their eyes.



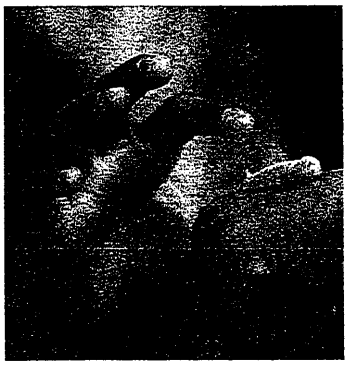
They smell with their noses.



They taste with their mouths.



People touch things with their hands.



But, without the brain people would not see, hear, smell, taste, or touch.

The brain makes all our senses work.

Whales and Fish

Whales and fish both live in the water, but they are different in many ways. Whales are large animals that live in the water. Even though whales live in the water, they must come to the top of the water to get air. When they come to the top of the water, whales breathe in air through a hole in the top of their heads. At the same time they blow out old air. Whales don't get air like fish. Fish take in air from the water.

Mother whales give birth to live whales. The baby whale must come to the top of the water right away for air. The baby drinks milk from its mother for about a year. Then it finds its own food. Fish have babies in a different way. Most mother fish lay eggs. The babies are born when the eggs hatch. Right after they are born, the baby fish must find their own food.

Whales and fish are alike in some ways too. Whales and fish have flippers on their sides. They also have fins on their tails. Flippers and fins help whales and fish swim. Fins move and push the water away.

Wool: From Sheep to You

Do you have a sweater? Do you know what it is made from? One fiber used to make sweaters is wool. Do you know where wool comes from? It comes from a sheep. However, many things must be done before the wool on a sheep can be woven or knitted to make clothing for you.

First, the wool must be removed from the sheep. People shear the wool off the sheep with electric clippers somewhat like a barber uses when he gives haircuts. Like our hair, the sheep's wool will grow back again. Most sheep are shorn only once a year. After the wool is removed, it must be washed very carefully to get out all the dirt. When the locks of wool dry, they are combed or carded to make all the fibers lie in the same direction. It is somewhat like combing or brushing your hair. Then the wool is formed into fine strands. These can be spun to make yarn. The yarn is knitted or woven into fabric. The fabric is made into clothing.

Yarn can also be used to knit sweaters by hand. Sweaters made from wool are very warm. They help keep you warm even when they are damp. Just think, the sweater you wear on a winter day may once have been on a sheep.

A 3183

Early Railroads

Railroads began as rails laid down in a road. The rails were made of wood topped with iron. Horses pulled carts running along the rails. The rails were smoother than the roads so the horses could pull the carts faster than they could pull wagons over roads.

Then Peter Cooper got a better idea. Why not develop a steam engine, or locomotive, to pull the carts? He believed a steam engine would be able to pull heavier loads faster than horses could.

In 1830, Cooper built a steam-powered engine. It was small and weighed barely a ton. Because of its small size, it became known as the Tom Thumb, who was a tiny hero in old English stories. Cooper wanted to let people know about his new machine so he advertised a race between the Tom Thumb, and a gray horse.

On an August day that year, the locomotive and the gray horse lined up side by side. Cooper stood at the controls of the Tom Thumb. The race began. At first the horse pulled ahead. Then the train picked up speed and soon it was neck and neck with the horse. Then Tom Thumb pulled ahead and a great cheer went up.

But suddenly a safety valve in the engine broke. The locomotive slowed and then fell behind the horse. Although Tom Thumb lost the race, steam engines would soon take over from horses.

Over the next 20 years, railroads replaced canals as the easiest and cheapest way to travel. By 1840, the United States had about 3,000 miles of railroad tracks. This was almost twice as much as Europe. A person could travel about 90 miles by railroad in just a few hours. Such a trip took a day and a half by horse-drawn wagon.

The Octopus

Some people think of the octopus as a giant creature. They have seen this in science fiction movies. They think the octopus is a mean creature who attacks people and other animals. The octopus is really a shy animal. It is usually quite small.

The octopus has eight arms. Its name tells us this because "octo" means eight. The octopus uses its arms to walk on the ocean floor. Its arms are also used to capture crabs. Crabs are its favorite food. The octopus bites into the crab with its strong beak. This sends poison into the crab's body.

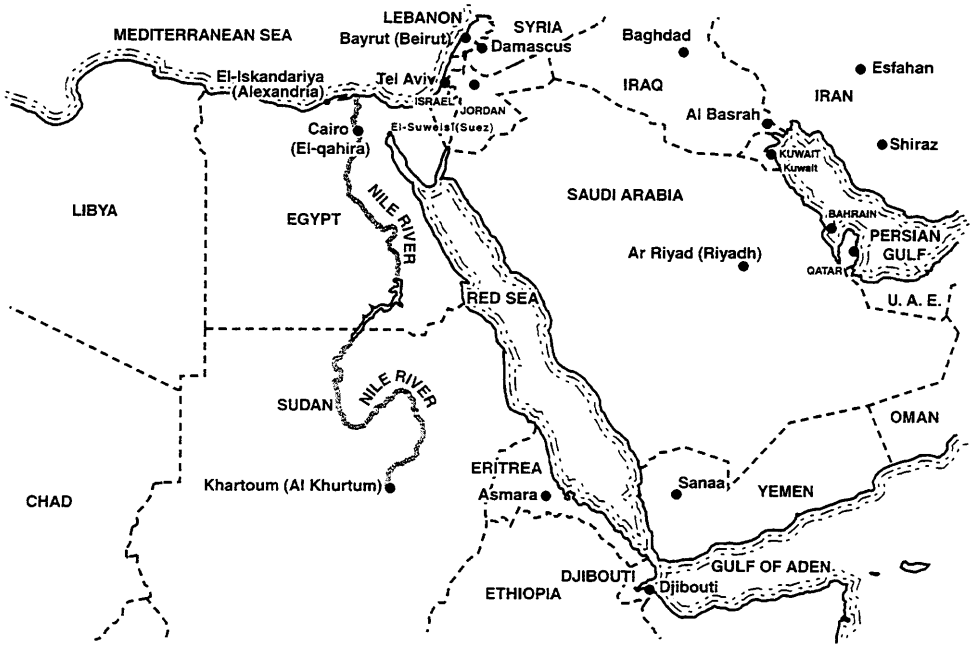
The octopus protects itself in three ways. First, when frightened, the octopus can push water from its body in a powerful stream. This action pushes the octopus forward very rapidly. This allows it to escape.

Second, the body of the octopus has a special sac or pouch that holds a dark, ink-like fluid. When an enemy comes close, the octopus squirts some of this fluid. It then swims away. All that the predator sees is a dark cloud in the water where the octopus was. Meanwhile, the octopus has escaped.

Finally, the octopus's body changes color when the octopus is excited or frightened. Suppose an octopus sees a crab. Patches of pink, purple, or blue will appear on the octopus's skin. Suppose the octopus sees an enemy. The octopus will completely change color. Then it seems to disappear into the background of its hiding place. It is hard for the predator to find the octopus.

The Lifeline of the Nile

The Nile River is the longest river in the world. It begins in East Africa and flows northward into Egypt. Surrounded by hot, sandy deserts, the Nile brought life to the people who lived by it. In ancient Egypt, the Nile irrigated land that stretched about five miles on both sides of the river. This is where Egyptian civilization began and agriculture thrived.



The Nile overflowed because of heavy rains in east Africa. People living near the Nile planted seeds after the floods and harvested in late summer. They called this area "black land" because the land was very fertile. Wheat and barley were the most important crops in ancient Egypt. Papyrus was another valuable crop. The Egyptians used its stems to make paper. The papermaking process involved cutting thin strips from the plant's stem and pressing them together. When the pressed strips dried, they produced a smooth surface. Papyrus became widely used for record keeping.

The Nile was also a means of transporting goods; however, the geography of the Nile caused some roadblocks for travelers. Six cataracts or waterfalls break up the flow of the Nile. The cataracts made it impossible to sail south to East Africa without taking a boat out of the water and carrying it. Because the river moves from south to north, a boat also needed sails to move it.

The Nile gave the Egyptians many gifts but it also caused problems. Although the Nile did flood regularly, it did not always do so in the same way. Sometimes heavy rains caused too much water to overflow. Crops were destroyed and people lost their lives. Other times, the Nile did not flood enough and crops could not grow. When this happened, Egyptians used the food they stored from surplus harvests.

Reasons for Immigration

Between 1866 and 1915, more than a million immigrants poured into the United States. Both push and pull factors played a part in this vast migration. Push factors are conditions that drive people from their homes. Pull factors are conditions that attract immigrants to a new area.

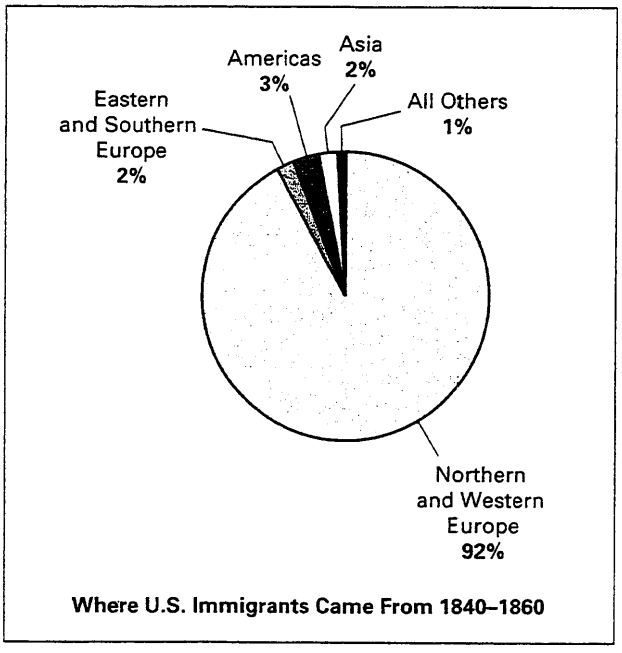
Push Factors

Many immigrants were small farmers or landless farm workers. As European populations grew, land for farming became scarce. Small farms could barely support the families who worked them. In some areas, new farm machines replaced farm workers.

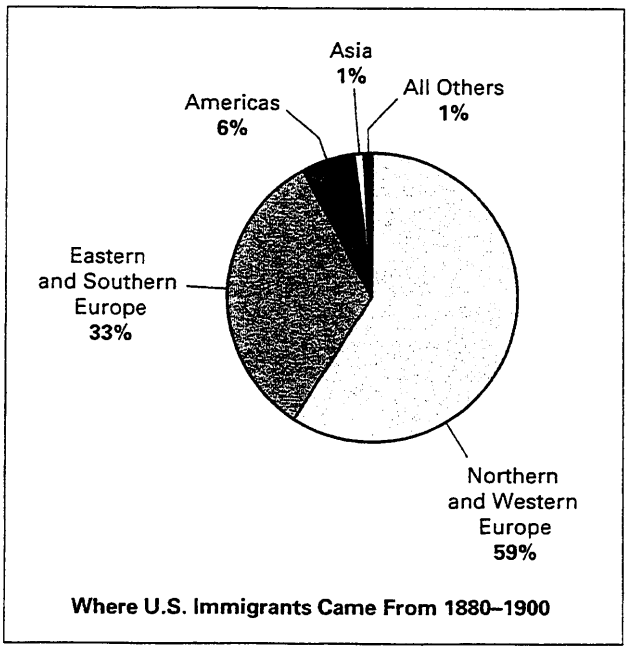
Another factor was political and religious persecution that pushed many people to leave their homes. In the late 1800s, the Russian government supported pogroms or organized attacks on Jewish villages. "Every night," recalled a Jewish girl who fled Russia, "they were chasing after us, to kill everyone." Millions of Jews fled Russia and eastern Europe to settle in the American cities.

Persecution was also a push factor for Armenian immigrants. The Armenians lived in the Ottoman Empire (present-day Turkey). Between the 1890s and the 1920s, the Ottoman government killed a million or more Armenians. Many fled, eventually settling in California and elsewhere in the United States.

War and hardship were other push factors. In 1913, a civil war raged in Mexico and this caused thousands of Mexicans to cross the border into the American Southwest. Poverty and hardship in China drove many Chinese to make new homes across the Pacific. After gold was discovered in California, thousands of Chinese poured into California attracted, like so many others, by tales of "mountains of gold."



Where U.S. Immigrants Came From 1840–1860



Where U.S. Immigrants Came From 1880–1900

Pull Factors

The promise of freedom and hopes for a better life attracted poor and oppressed people from Europe, Asia, and Latin America. Often one bold family member—usually a young single male—set off for the United States. Before long, he would write home with news of the rich land across the ocean or across the border. Once settled, he would send for family members to join him.

Once settled, the newcomers helped pull neighbors for the old country to the United States. In the 1800s, one out of every ten Greeks left their homes for the United States. Thousands of Italians, Poles, and eastern European Jews also sailed to America. Jobs were another pull factor. American factories needed workers and factory owners sent agents to Europe and Asia to hire workers at low wages. Steamship companies competed to offer low fares for the ocean crossing and railroads posted notices in Europe advertising cheap land in the American west.

Word Identification

Graded Word Lists

Scoring Sheets

Two different versions are included here. You can choose to duplicate and use the version you prefer.

Examiner Word Lists

Pre-Primer

	Identified Automatically	*Identified*
1. can		
2. who		
3. I		
4. work		
5. write		
6. at		
7. with		
8. my		
9. he		
10. too		
11. the		
12. in		
13. she		
14. other		
15. make		
16. place		
17. go		
18. to		
19. see		
20. do		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

AA

Primer

	Identified Automatically	*Identified*
1. keep		
2. need		
3. not		
4. what		
5. children		
6. thing		
7. was		
8. animal		
9. they		
10. were		
11. saw		
12. want		
13. every		
14. went		
15. like		
16. from		
17. said		
18. live		
19. comes		
20. help		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A

Examiner Word Lists

First

	Identified Automatically	*Identified*
1. bear		
2. father		
3. find		
4. sound		
5. friend		
6. song		
7. thought		
8. there		
9. run		
10. then		
11. move		
12. knew		
13. brain		
14. air		
15. without		
16. afraid		
17. wind		
18. heard		
19. put		
20. looked		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A 7141

Second

	Identified Automatically	*Identified*
1. morning		
2. tired		
3. shiny		
4. old		
5. trade		
6. promise		
7. pieces		
8. picked		
9. push		
10. though		
11. begins		
12. food		
13. light		
14. ends		
15. clue		
16. breathe		
17. insects		
18. weather		
19. noticed		
20. money		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A 8224

Examiner Word Lists

Third

	Identified Automatically	*Identified*
1. lunch		
2. celebrate		
3. believe		
4. claws		
5. lion		
6. rough		
7. wear		
8. tongue		
9. crowded		
10. wool		
11. removed		
12. curious		
13. sheep		
14. electric		
15. worried		
16. enemies		
17. glowed		
18. clothing		
19. swim		
20. entrance		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A score of 16 or more indicates at least 80% mastery.

A 3183

Fourth

	Identified Automatically	*Identified*
1. sunlight		
2. desert		
3. crops		
4. engine		
5. favorite		
6. adaptation		
7. weather		
8. pond		
9. illustrated		
10. ocean		
11. pilot		
12. fame		
13. precious		
14. settlers		
15. guarded		
16. passenger		
17. memorize		
18. environment		
19. adventurer		
20. invented		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A score of 16 or more indicates at 80% mastery.

A5414

Examiner Word Lists

Fifth

	Identified Automatically	*Identified*
1. attend		
2. protest		
3. movement		
4. biography		
5. attention		
6. capture		
7. oxygen		
8. tales		
9. creature		
10. obstacles		
11. divorced		
12. registration		
13. arrested		
14. poison		
15. material		
16. bulletin		
17. giant		
18. fluent		
19. pioneers		
20. pouch		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A score of 16 or more indicates at least 80% mastery.

A 8595

Sixth

	Identified Automatically	*Identified*
1. sewed		
2. controlled		
3. championships		
4. possessions		
5. moisture		
6. memories		
7. abolish		
8. pyramids		
9. emerge		
10. temperature		
11. humidity		
12. insistent		
13. irrigated		
14. thrived		
15. slavery		
16. evaporate		
17. classified		
18. preserved		
19. fashioned		
20. curious		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A score of 16 or more indicates at 80% mastery.

A 6867

Examiner Word Lists

Upper Middle School

	Identified Automatically	*Identified*
1. businesswoman		
2. settlement		
3. infrared		
4. fusion		
5. nebula		
6. emulate		
7. articulate		
8. encyclopedia		
9. persecution		
10. inevitable		
11. gravity		
12. nuclear		
13. assimilate		
14. riffling		
15. helium		
16. migration		
17. immigrants		
18. miserable		
19. berths		
20. oppressed		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A score of 16 or more indicates at least 80% mastery.

A Upper MS

High School

	Identified Automatically	*Identified*
1. armaments		
2. alliance		
3. enzyme		
4. parasite		
5. escalation		
6. convoy		
7. opulence		
8. armistice		
9. idealism		
10. immunodeficiency		
11. mediated		
12. mandates		
13. infectious		
14. nucleic		
15. chromosome		
16. protestations		
17. disinfectant		
18. liberated		
19. chauffeur		
20. retrovirus		

Total Correct Automatic: _____
Add'l correct X .5 = _____
Total Score _____/20

A score of 16 or more indicates at 80% mastery.

HS

Language Comprehension

(Task: Listening Comprehension)

Graded Passages

Scoring Sheets

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B-B (Pre-Primer)

"Spring and Fall"

I like the spring.

When I can do many things.

I can play with my dog.

I can play with a frog.

I can play in the rain.

I can go see a train.

I like the fall.

I can do it all.

I can read a book.

I can help Mom cook.

I can ride my bike.

I can go on a hike.

In the spring and fall, there is much to do.

But what I like best is going to the zoo.

(84 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
B-B (Pre-Primer)

Questions for "Spring and Fall"

1. What can the person in the story play with in the spring?
   Explicit: a dog or a frog

2. Name another thing the person can do in the spring.
   Explicit: play with a dog or frog (depending on above), or play in the rain, or go see a train

3. What can the person in the story ride on during the fall?
   Explicit: a bike

4. What can the person in the story help Mom do?
   Explicit: cook

5. What does the person like to do best?
   Explicit: go to the zoo

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B (Primer)

"Living and Not Living"

Some things around us live.

Others are not living.

Things that live need air.

Things that live need food.

Things that live need water.

Things that live move and grow.

Animals are living things.

Plants are living things.

Is paper living?

No, but it comes from something living.

Paper comes from trees.

Is a wagon living?

No, it moves but it is not living. (64 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level B (Primer)

Questions for "Living and Not Living"

1. Name two things that living things need.
   Explicit: air, food, water

2. What do living things do?
   Explicit: move and grow

3. What two things did your reading say were living things?
   Explicit: animals and plants

4. What causes a plant to die?
   Implicit: it doesn't have food or water or air

5. What living thing does paper come from?
   Explicit: trees

6. Why isn't a wagon that moves a living thing?
   Implicit: it does not grow

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 7141

"Air"

Air is all around us.

But we can't see it.

How do we know it is there?

There are many ways.

We can see what air does.

Moving air is called wind.

Wind moves plants.

Wind moves dirt.

Strong winds can move heavy things.

Strong winds can even move a house.

We can weigh air.

We can weigh two balloons.

The one with a lot of air weighs more.

We can see what air does.

We can weigh air.

Then we know it is there. (92 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 7141

Questions for "Air"

1. How do we know air is there?
Explicit: we can see what air does; or air moves things (reader can answer things, dirt, plants, or houses); or we can weigh air

2. How else do we know air is there?
Explicit: any other of the above answers

3. What does air move?
Explicit: plants or dirt or houses

4. What else does air move?
Explicit: any other of the above answers

5. How do we know that wind could move a car?
Implicit: it can move heavy things; or it can move a house

6. Why does a flat tire weight less than a tire that is not flat?
Implicit: the flat tire does not have as much air

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 8224

"Seasons"

There are four seasons in a year. They are spring, summer, fall, and winter. Each season lasts about three months. Spring is the season when new life begins. The weather becomes warmer. Warm weather, rain, and light make plants grow. Some plants that looked dead during the winter grow again. Tulips are plants that come up every spring.

Summer begins on June 20th for people who live in the United States. June 20th is the longest day of the year for us. We have more sunlight that day than on any other day. Insects come out in summer. One bug that comes out in summer likes to bite. The bite hurts and it itches. Do you know what that bug is? It's the deerfly.

Summer ends and fall begins during September. In fall we continue to get less light from the sun. In the North, leaves begin to die. When they die they turn brown. Then they fall off. Nuts fall from trees. They are saved by squirrels to eat in the winter.

Winter begins just a few days before Christmas. December 21st is the shortest day of the year for us. We have less light that day than on any other day. In winter many animals have to live on food that they stored during the fall. There are no green plants for the animals to eat. Winter ends when spring begins on March 20th. The seasons keep changing. Plant life begins and ends each year. (249 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 8224

Questions for "Seasons"

1. How long does each season usually last?
   Explicit: three months

2. What are the conditions needed for flowers to come up in spring?
   Implicit: warm weather, rain, or light

3. Which day has more sunlight than any other?
   Explicit: June 20th

4. According to your reading, what insect's bite makes you itch?
   Explicit: deerfly

5. How do you know that fall is coming even if the weather is warm?
   Explicit: there is less daylight; *or* the leaves turn brown

6. Why do leaves die in the fall even when the weather is warm?
   Implicit: there is less light

7. About when in September does fall begin?
   Implicit: around September 20th

8. Why do squirrels save nuts for eating in winter?
   Implicit: Food is scarce; *or* there is less food available in the winter

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 3183

"Cats: Lions and Tigers in Your House"

House cats, lions, and tigers are part of the same family. When animals are part of the same family, they are alike in many ways. House cats are like lions and tigers in many ways, too. When kittens are first born, they drink milk from their mothers. Lions and tigers drink milk from their mothers, too. When kittens are born, they have claws just like big cats. Claws are used by lions, tigers, and kittens to help them keep away enemies. As kittens get bigger, they learn to hunt from their mother. House cats hunt in the same way that lions and ;ers do. They hide and lie very still. When the animal they are hunting comes close, they jump on it and grab it by the back of the neck. Cats kill other animals by shaking them and breaking their necks.

Lions, tigers, and house cats show when they are afraid in the same ways, too. Their fur puffs up, making them look bigger. They hiss and spit, too. Those are their ways of saying, "I'm afraid, don't come closer."

A cat's tongue has many uses. Because it is rough with little bumps on it, it can be used as a spoon. A cat drinks milk by lapping it. Because of the bumps, the milk stays on the tongue until the cat can swallow it. If you feel the top of a cat's ongue, it is rough. This makes the tongue good for brushing the cat's hair. Lions and tigers clean themselves with their tongues just like house cats do. (261 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 3183

Questions for "Cats: Lions and Tigers in Your House"

1. What is this passage mostly about?
   Implicit: that cats, lions, and tigers are alike in many ways

2. How are lions, tigers, and cats alike?
   Explicit: any one of the ways presented in the story: milk from their mothers as babies; they have claws; the way they hunt; the way they show fear; *or* the uses of their tongues

3. What is another way that lions, tigers, and cats are alike?
   Explicit: any other of the above responses

4. What is still another way that lions, tigers, and cats are alike?
   Explicit: any other of the above responses

5. What does a cat do when it is scared or trapped in a corner?
   Implicit: it would hiss, spit, or puff up

6. Why is it important for cats to have claws when they're born?
   Implicit: for protection from their enemies

7. Why is the top of a cat's tongue rough?
   Implicit: because of the bumps on it; *or* so it can drink

8. Why doesn't milk fall off a cat's tongue?
   Explicit: because of the bumps that make cups on the tongue

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 5414

"The Busy Beaver"

Have you ever heard someone say "busy as a beaver"? Beavers are very busy animals and they are master builders. This furry animal spends its life working and building. As soon as a beaver leaves its family, it has much work to do.

First, the beaver must build a dam. It uses sticks, leaves, and mud to block a stream. The beaver uses its two front teeth to get the sticks. The animal uses its large flat tail to pack mud into place. A pond forms behind the dam. The beaver spends most of its life near this pond.

In the middle of the beaver's pond is a large mound. This mound of mud and twigs is the beaver's lodge or house. The beaver's family is safe in the lodge because it is well hidden. The doorway to the lodge is under the water. After the lodge is built, the beaver still cannot rest. More trees must be cut down to be used as food for the coming winter. Sometimes there will be no more trees around the pond. Then the beaver has to find trees elsewhere. These trees will have to be carried to the pond. The beaver might build canals leading deep into the forest.

All this work changes the land. As trees are cut down, birds, squirrels, and other animals may have to find new homes. Animals that feed on trees lose their food supply. The pond behind the dam floods part of the ground. Animals that used to live there have to move. However, the new environment becomes a home for different kinds of birds, fish, and plants. All this happens because of the very busy beaver. (281 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level B 5414

Questions for "The Busy Beaver"

1. What is the passage mainly about?
   Implicit: how a beaver keeps busy; or what a beaver does

2. According to the passage, what are the beaver's front teeth used for?
   Explicit: to get the sticks

3. Describe the beaver's tail.
   Explicit: large and flat

4. Why does the beaver build a dam?
   Implicit: to make a pond; or to make a place for his lodge

5. What is the beaver's lodge or house made of?
   Explicit: mud and sticks

6. Why is the doorway to the beaver's house under the water?
   Implicit: it is safer and more hidden; or so enemies can't get ion

7. What does the beaver eat during the winter?
   Explicit: trees

8. Why might some people dislike beavers?
   Implicit: they change the land by flooding; they drive out animals; or they cut down too many trees

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 8595

"Farming on the Great Plains"

In the 1800s, the Great Plains was a vast region of dry grasslands. People did not think it would ever make good farmland. As a result, the Great Plains attracted very few pioneers.

The United States government decided to try to encourage people to move to the Great Plains. In 1862, Congress passed the Homestead Act. This act offered free land to pioneers willing to start new farms. If you were a man over the age of 21, a woman whose husband had died, or the head of a family, you could claim 160 acres of land. You had to pay a small registration fee, usually about $10. You also had to farm your land and live on it for five years. Then the land was yours. Settlers who claimed land through this law were called homesteaders.

It was not easy to establish a farm on the Great Plains. The grasses, or sod, had thick tangled roots. The roots reached several inches down into the soil. Before planting crops, farmers had to dig through this sod. Great Plains farmers soon became known as sodbusters.

After ripping up the sod, most homesteaders used it to build houses. There were few trees or rocks so sod was a useful building material. Houses built from blocks of sod stayed cool in the summer. They were warm in the winter and were fireproof. Unfortunately for the homesteaders, the sod walls were often home to bugs, mice, and snakes.

The homesteaders faced many obstacles such as harsh weather conditions and deadly natural disasters. Spring often brought tornadoes, hailstorms, and flooding. Summers could mean scorching heat and frequent droughts. In fall, the prairie grass dried and settlers had to watch for prairie fires. Winter brought bitter cold along with ice storms and blizzards.

Farmers also faced the dreaded grasshopper. In the mid-1870s, millions of grasshoppers swarmed across the Great Plains. They darkened the sky and covered the ground in layers up to six inches high. The insects ate everything in their path, crops, grass, even fences and axe handles. (344 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level B: 8595

Questions for "Farming on the Great Plains"

1. What is this passage mainly about?
   Implicit: the difficulties of farming on the Great Plains

2. Why did the Homestead Act attract pioneers to the Great Plains?
   Implicit: it offered free land

3. How long did farmers have to live on the land before it became theirs?
   Implicit: five years

4. Why did Great Plains farmers become known as sodbusters?
   Implicit: they had to dig up or bust the sod before they could plant crops

5. Give one reason why sod was a good material for building houses.
   Explicit: warmth in winter; coolness in summer; fireproof; or few rocks or trees available

6. Name one obstacle that homesteaders faced in the spring.
   Explicit: tornadoes, hailstorms; or floods

7. What obstacle did homesteaders face in the fall?
   Explicit: prairie fires

8. Why would the grasshoppers cause a lot of hardship to the farmers?
   Implicit: they ate crops and tools

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 6867

"Temperature and Humidity"

When you go outside the air temperature is often the first weather condition that you notice. In the summer, if the sun has been out the air usually feels warm. On hot days the air temperature can be above 90°. If there are clouds the air often feels cooler because the clouds have blocked some of the heat from the sun's rays. The air is cooler at very high altitudes because the air is less dense and the warm ground is too far away to affect air temperature. Also, there are fewer molecules to absorb the sun's energy.

Humidity is moisture in the air in the form of a gas called water vapor. This water vapor comes from oceans, lakes, rainfall, and other sources from which water evaporates into the air.

Sometimes the air has more water vapor than at other times. The amount of water vapor that the air can hold depends largely on the air temperature. The warmer the air temperature the more water vapor it can hold.

Meteorologists refer to relative humidity when reporting how much water vapor is in the air. Relative humidity is a ratio that compares the amount of water vapor in the air to the largest amount of moisture the air can hold at that temperature. A 65% relative humidity means the air is holding 65% of the water vapor it can hold at that temperature.

Once the air has reached 100 percent relative humidity, it can't hold any more water vapor. When this happens water vapor condenses, or changes from a gas to a liquid. The temperature at which water vapor condenses is called a dew point. Water droplets form on a plant when the night air cooled and reached its dew point. (291 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: B 6867

Questions for "Temperature and Humidity"

1. What is this section mostly about?
   Implicit: how temperature and humidity are related

2. What is humidity?
   Explicit: moisture in the air or water vapor in the air

3. Why does it feel more humid when the humidity is high in warm weather rather than in cold weather?
   Implicit: warmer air can hold more water vapor than cooler air

4. What is relative humidity?
   Explicit: the ratio of the amount of water vapor in the air relative to the maximum amount the air could hold at that temperature

5. If the temperature increases and the amount of water vapor in the air stayed the same, what would happen to the relative humidity, and why?
   Implicit: it would decrease because warm air can hold more humidity, so the amount of water vapor stays the same but it is a lower percent of the maximum the warm air can hold.

6. What happens when the air can't hold any more water vapor?
   Explicit: the vapor changes to a liquid

7. What is dew point?
   Explicit: the temperature at which water vapor turns to liquid

8. Why do we find the grass wet in the morning even when it hasn't rained?
   Implicit: the temperature of the air decreased over night. Either of the following answers are correct: the water vapor reached 100% (or its maximum) and turned to a liquid; or dew formed when the water vapor hit 100%.

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level : B MS

"Life Cycles of Stars—Part I"

Stars have life cycles, just like humans. In fact, a star is born, changes and then dies. In contrast to the human life cycle that lasts about 75 years, the life cycle of a typical star is measured in billions of years.

Every star in the sky is at a different stage in its life cycle. Some stars are relatively young, while others are near the end of their existence. The sun is about halfway through its 10-billion-year-long life cycle.

Birth of a Star

The space between stars is not entirely empty. In some places, there are great clouds of gas and dust. Each of these clouds is a nebula. A nebula is where stars are born.

The element hydrogen makes up most of a nebula. Helium and a sprinkling of dust are also present. The particles in a nebula are spread very thin. In fact, the particles are a million times less dense than the particles in the air you breathe. However, since nebulae are very large, they contain enormous amounts of matter.

Gravity causes matter to be attracted to other matter. Therefore, as a nebula travels though space, it collects more dust and gas. The clouds become packed tighter and tighter, as gravity pulls it all together. Whenever matter is packed in this way, it heats up. An especially dense part of the nebula may form a hot, spinning ball of matter. Such a ball of hot matter is called a protostar.

A protostar doesn't yet shine by ordinary light, but it does give off infrared energy. Scientists identify protostars within nebulae using infrared telescopes. A protostar eventually becomes hot enough for nuclear fusion to take place in its core. When nuclear fusion produces great amounts of energy, a star comes to life.

Low-Mass Star

Stars begin their life cycle with different masses. A star's mass determines how long its life cycle will last and how it will die. Stars with a mass less than five times that of the sun are called low-mass stars. Most stars are in this group.

A low-mass star begins its life cycle as a main-sequence star. Over a period of billions of years, its supply of hydrogen is slowly changed by nuclear fusion into helium. During this time, the star changes very little. (382 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions

Level: B MS

Questions for "Life Cycles of Stars—Part I"

1. What is this passage mainly about?
   Implicit: how stars are born

2. How long is the life cycle of the sun?
   Explicit: 10 billion years

3. What is a nebula?
   Explicit: a cloud of gas and dust

4. Why do nebulae collect more dust and gas as they move through space?
   Implicit: gravity causes dust to be attracted to other dust

5. What is a protostar?
   Explicit: a dense hot part of the nebula

6. If a protostar doesn't give off light, how do scientists know it exists?
   Implicit: it gives off infrared energy which can be detected using infrared telescopes

7. What is the final action that causes a protostar to become a star?
   Implicit: the core becomes so hot that nuclear fusion occurs and produces great amounts of energy

8. What determines how long a star will live?
   Explicit: its mass

9. Why is gravity crucial to the birth of a star?
   Implicit: gravity packs matter which causes it to heat up and become a protostar

10. In a low-mass star, what does hydrogen change into?
    Explicit: helium

Total Correct: _____/___

Silent Reading Comprehension

Graded Passages

Scoring Sheets

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions

Level: A-A (Pre-Primer)

"People at Work"

Some people work at home.

Other people go to work.

Why do people work?

People work to make money.

People work at many things.

Some people write at work.

Other people read at work.

Some people make things at work.

Other people sell things at work.

People work together. (49 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions

Level: A-A (Pre-Primer)

Questions for "People at Work"

Note: If a question is answered with direct reference to pictures as opposed to text, score the answer as implicitly correct.

1. Where do people work?
   Explicit: at home or they go to work

2. What is one thing that people do at work?
   Explicit: write, read, make things, or sell things
   Implicit: fix things

3. What is another thing that people do at work?
   Explicit: write, read, make things, or sell things, depending on answer above
   Implicit: fix things

4. What is another thing that people do at work?
   Implicit: write, read, make things, or sell things, depending on answers to previous questions
   Implicit: fix things

5. What is another thing that people do at work?
   Explicit: write, read, make things, or sell things, depending
   On answers to previous questions
   Implicit: fix things

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions

A (Primer)

"Who Lives Near Lakes?"

Many animals live near lakes.

Turtles sit on rocks.

They like to be in the sun.

You can see ducks near a lake.

There may be baby ducks.

The babies walk behind the mother duck.

There are fish in lakes.

You can see them when they jump out of the water.

People live near lakes too.

They like to see the animals. (62 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
A (Primer)

Questions for "Who Lives Near Lakes?"

1. What did the passage say turtles sit on?
   Explicit: rocks

2. When would turtles sit on rocks?
   Implicit: when it is sunny

3. Where do baby ducks walk?
   Explicit: behind the mother duck

4. What other animal besides a turtle and ducks does the passage talk about?
   Explicit: fish

5. When can you see fish?
   Explicit: when they jump out of the water

6. Why do people live near lakes?
   Implicit: they like to see animals

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: A 7141

"The Brain and the Five Senses"

All people have five senses.

People have eyes, ears, a nose, a mouth, and hands.

Each of the senses is part of the brain.

The brain makes the senses work.

People hear with their ears.

People see with their eyes.

They smell with their noses.

They taste with their mouths.

People touch things with their hands.

But, without the brain people would not see, hear,

smell, taste, or touch.

The brain makes all our senses work. (76 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions

Level: A 7141

Questions for "The Brain and the Five Senses"

1. Why is the brain important to the senses?
   Implicit: it makes the senses work

2. What do you use to taste things?
   Explicit: my mouth

3. Name one of the senses.
   Explicit: seeing, hearing, smelling, tasting, or touching.

4. Name another one of the senses.
   Explicit: seeing, hearing, smelling, tasting, or touching (depending on what was said to #3.)

5. What would happen to the senses if the brain wasn't working right?
   Implicit: they wouldn't work right either

6. Name another one of the senses.
   Explicit: seeing, hearing, smelling, tasting, or touching (depending on what was said to #3 and #4)

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level A 8224

"Whales and Fish"

Whales and fish both live in the water, but they are different in many ways. Whales are large animals that live in the water. Even though whales live in the water, they must come to the top of the water to get air. When they come to the top of the water, whales breathe in air through a hole in the top of their heads. At the same time they blow out old air. Whales don't get air like fish. Fish take in air from the water.

Mother whales give birth to live whales. The baby whale must come to the top of the water right away for air. The baby drinks milk from its mother for about a year. Then it finds its own food. Fish have babies in a different way. Most mother fish lay eggs. The babies are born when the eggs hatch. Right after they are born, the baby fish must find their own food.

Whales and fish are alike in some ways too. Whales and fish have flippers on their sides. They also have fins on their tails. Flippers and fins help whales and fish swim. Fins move and push the water away. (197 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level A 8224

Questions for "Whales and Fish"

1. What is this passage mainly about?
   Implicit: how whales and fish are alike and different

2. According to the passage, how are whales and fish different?
   Explicit: whales breathe air and fish take in air from the water; whales give birth to live babies and fish lay eggs; baby whales get food from their mother, and baby fish have to get it for themselves

3. According to the passage, name another way that whales and fish are different.
   Explicit: any other of the above answers

4. What part of the whale is like our nose?
   Implicit: the air hole or the hole in the whale's head

5. Why does a baby whale stay with its mother for a year?
   Implicit: it gets food from its mother

6. What part of whales and fish are alike?
   Explicit: fins or flippers

7. Where are fins found on fish and whales?
   Explicit: on the tail

8. Why might a mother fish not know her baby?
   Implicit: the mother does not see the babies when they are born; *or* the babies hatch from eggs

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: A 3183

"Wool: From Sheep to You"

Do you have a sweater? Do you know what it is made from? One fiber used to make sweaters is wool. Do you know where wool comes from? It comes from a sheep. However, many things must be done before the wool on a sheep can be woven or knitted to make clothing for you.

First, the wool must be removed from the sheep. People shear the wool off the sheep with electric clippers somewhat like a barber uses when he gives haircuts. Like our hair, the sheep's wool will grow back again. Most sheep are shorn only once a year. After the wool is removed, it must be washed very carefully to get out all the dirt. When the locks of wool dry, they are combed or carded to make all the fibers lie in the same direction. It is somewhat like combing or brushing your hair. Then the wool is formed into fine strands. These can be spun to make yarn. The yarn is knitted or woven into fabric. The fabric is made into clothing.

Yarn can also be used to knit sweaters by hand. Sweaters made from wool are very warm. They help keep you warm even when they are damp. Just think, the sweater you wear on a winter day may once have been on a sheep. (221 words)

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: A 3183

Questions for "Wool: From Sheep to You"

1. What is this passage mainly about?
   Implicit: how wool is made; *or* what you do to wool in order to use it

2. What is the first step in the making of wool?
   Explicit: cutting it off the sheep

3. What do people use to cut wool off sheep?
   Explicit: electric clippers; electric scissors (*electric* must be in the answer)

4. Why can sheep give wool for many years?
   Implicit: because it grows back after it is cut off

5. What is done to the wool after it is washed and dried?
   Explicit: it is combed

6. What happens to wool fibers after they are combed?
   Explicit: the fibers lie in the same direction

7. What two different things can people do with the wool yarn?
   Implicit: knit; weave into fabric; make into clothing

8. Why would it be good to wear a wool sweater out in the snow?
   Implicit: it will keep you warm even when it's damp. *Note:* If the student omits the idea of dampness and says only, "It will keep you warm," ask, "Why would it be especially warm in the snow?"

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level A 5414

"Early Railroads"

Railroads began as rails laid down in a road. The rails were made of wood topped with iron. Horses pulled carts running along the rails. The rails were smoother than the roads so the horses could pull the carts faster than they could pull wagons over roads.

Then Peter Cooper got a better idea. Why not develop a steam engine, or locomotive, to pull the carts? He believed a steam engine would be able to pull heavier loads faster than horses could.

In 1830, Cooper built a steam-powered engine. It was small and weighed barely a ton. Because of its small size, it became known as the Tom Thumb, who was a tiny hero in old English stories. Cooper wanted to let people know about his new machine so he advertised a race between the Tom Thumb and a gray horse.

On an August day that year, the locomotive and the gray horse lined up side by side. Cooper stood at the controls of the Tom Thumb. The race began. At first the horse pulled ahead. Then the train picked up speed and soon it was neck and neck with the horse. Then Tom Thumb pulled ahead and a great cheer went up.

But suddenly a safety valve in the engine broke. The locomotive slowed and then fell behind the horse. Although Tom Thumb lost the race, steam engines would soon take over from horses.

Over the next 20 years, railroads replaced canals as the easiest and cheapest way to travel. By 1840, the United States had about 3,000 miles of railroad tracks. This was almost twice as much as Europe. A person could travel about 90 miles by railroad in just a few hours. Such a trip took a day and a half by horse-drawn wagon. (297 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level A 5414

Questions for "Early Railroads"

1. What is this passage mainly about?
   Implicit: a race between the first steam engine and a horse; *or* how the steam engine replaced the horse in hauling things and people

2. Why did Peter Cooper build a steam engine?
   Implicit: it could pull heavier loads and go faster than horses (If the students says, "to make money," ask, "Why would it make money?")

3. Why was the first steam engine called Tom Thumb?
   Explicit: it was small and Tom Thumb was small

4. Why did Cooper set up the race between Tom Thumb and the horse?
   Explicit: to let people know about the engine

5. How do you know that people who watched the race wanted Tom Thumb to win?
   Implicit: they cheered when Tom Thumb pulled ahead

6. Even though the horse won the race, why could you say that Tom Thumb really won?
   Implicit: because steam engines later replaced horses

7. Why did the horse win the race?
   Explicit: a part of the locomotive's engine broke

8. By 1840, what country had more miles of railroad track?
   Explicit: United States

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: A 8595

"The Octopus"

Some people think of the octopus as a giant creature. They have seen this in science fiction movies. They think the octopus is a mean creature who attacks people and other animals. The octopus is really a shy animal. It is usually quite small.

The octopus has eight arms. Its name tells us this because "octo" means eight. The octopus uses its arms to walk on the ocean floor. Its arms are also used to capture crabs. Crabs are its favorite food. The octopus bites into the crab with its strong beak. This sends poison into the crab's body.

The octopus protects itself in three ways. First, when frightened, the octopus can push water from its body in a powerful stream. This action pushes the octopus forward very rapidly. This allows it to escape.

Second, the body of the octopus has a special sac or pouch that holds a dark, ink-like fluid. When an enemy comes close, the octopus squirts some of this fluid. It then swims away. All that the predator sees is a dark cloud in the water where the octopus was. Meanwhile, the octopus has escaped.

Finally, the octopus's body changes color when the octopus is excited or frightened. Suppose an octopus sees a crab. Patches of pink, purple, or blue will appear on the octopus's skin. Suppose the octopus sees an enemy. The octopus will completely change color. Then it seems to disappear into the background of its hiding place. It is hard for the predator to find the octopus. (254 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level A 8595

Questions for "The Octopus"

1. What is this passage mainly about?
   Implicit: what the octopus is like; or how it behaves

2. What is the favorite food of the octopus?
   Explicit: crabs

3. How does the octopus move forward very rapidly when it is frightened?
   Explicit: it pushes water from its body

4. What does the ink-like fluid do to the water?
   Explicit: it changes it into a dark cloud

5. What is one color that an octopus can change to?
   Explicit: pink; purple; or blue

6. Why doesn't an octopus completely change color when it sees a crab?
   Implicit: it is excited, not frightened

7. What color does an octopus probably become when it sees an enemy?
   Implicit: a dark blue or brown or black; or it camouflages itself with the background

8. Why might the shy octopus attack another creature?
   Implicit: for food

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions

Level: A 6867

Questions for "The Lifeline of the Nile"

1. What is this passage mainly about?
   Implicit: the importance of the Nile River to ancient Egypt; or how the Nile helped Egypt

2. Why did the Nile River overflow?
   Explicit: because of heavy rains in east Africa

3. Name one important crop that the Egyptians grew.
   Explicit: wheat; barley; or papyrus

4. How do we know the ancient Egyptians were a literate people—that is, they could read and write?
   Implicit: papyrus was an important crop that they used to make paper

5. Why did the Egyptians store surplus food?
   Implicit: in case the Nile did not flood enough and crops were poor

6. What is another word for waterfall?
   Explicit: cataract

7. In what direction did the Nile flow?
   Explicit: from south to north

8. Why would a boat need a sail to travel to the south?
   Implicit: you would be going against the current

Total Correct: _____/___

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: A 6867

"The Lifeline of the Nile"

The Nile River is the longest river in the world. It begins in East Africa and flows northward into Egypt. Surrounded by hot, sandy deserts, the Nile brought life to the people who lived by it. In ancient Egypt, the Nile irrigated land that stretched about five miles on both sides of the river. This is where Egyptian civilization began and agriculture thrived.

The Nile overflowed because of heavy rains in east Africa. People living near the Nile planted seeds after the floods and harvested in late summer. They called this area "black land" because the land was very fertile. Wheat and barley were the most important crops in ancient Egypt. Papyrus was another valuable crop. The Egyptians used its stems to make paper. The papermaking process involved cutting thin strips from the plant's stem and pressing them together. When the pressed strips dried, they produced a smooth surface. Papyrus became widely used for record keeping.

The Nile was also a means of transporting goods; however, the geography of the Nile caused some roadblocks for travelers. Six cataracts, or waterfalls, break up the flow of the Nile. The cataracts made it impossible to sail south to East Africa without taking a boat out of the water and carrying it. Because the river moves from south to north, a boat also needed sails to move it.

The Nile gave the Egyptians many gifts but it also caused problems. Although the Nile did flood regularly, it did not always do so in the same way. Sometimes heavy rains caused too much water to overflow. Crops were destroyed and people lost their lives. Other times, the Nile did not flood enough and crops could not grow. When this happened, Egyptians used the food they stored from surplus harvests. (295 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: A MS

"Immigration—Part I"

Reasons for Immigration

Between 1866 and 1915, more than a million immigrants poured into the United States. Both push and pull factors played a part in this vast migration. Push factors are conditions that drive people from their homes. Pull factors are conditions that attract immigrants to a new area.

Push Factors

Many immigrants were small farmers or landless farm workers. As European populations grew, land for farming became scarce. Small farms could barely support the families who worked them. In some areas, new farm machines replaced farm workers.

Another factor was political and religious persecution that pushed many people to leave their homes. In the late 1800s, the Russian government supported pogroms or organized attacks on Jewish villages. "Every night," recalled a Jewish girl who fled Russia, "they were chasing after us, to kill everyone." Millions of Jews fled Russia and eastern Europe to settle in the American cities.

Persecution was also a push factor for Armenian immigrants. The Armenians lived in the Ottoman Empire (present-day Turkey). Between the 1890s and the 1920s, the Ottoman government killed a million or more Armenians. Many fled, eventually settling in California and elsewhere in the United States.

War and hardship were other push factors. In 1913, a civil war raged in Mexico and this caused thousands of Mexicans to cross the border into the American Southwest. Poverty and hardship in China drove many Chinese to make new homes across the Pacific. After gold was discovered in California, thousands of Chinese poured into California attracted, like so many others, by tales of "mountains of gold."

Pull Factors

The promise of freedom and hope for a better life attracted poor and oppressed people from Europe, Asia, and Latin America. Often one bold family member—usually a young single male—set off for the United States. Before long, he would write home with news of the rich land across the ocean or across the border. Once settled, he would send for family members to join him.

Once settled, the newcomers helped pull neighbors from the old country to the United States. In the 1800s, one out of every ten Greeks left their homes for the United States. Thousands of Italians, Poles, and eastern European Jews also sailed to America. Jobs were another pull factor. American factories needed workers and factory owners sent agents to Europe and Asia to hire workers at low wages. Steamship companies competed to offer low fares for the ocean crossing and railroads posted notices in Europe advertising cheap land in the American West. (423 words)

Informal Reading Inventory-Q (IRI-Q)
Passages and Comprehension Questions
Level: A MS

Level: Upper Middle School

Questions for "Immigration—Part 1"

1. What is this passage mostly about?
   Implicit: reasons why immigrants came to America

2. Why did farmers leave Europe and come to America?
   Explicit: land became scarce or farms could not support families

3. Why would growing populations result in scarce farming land?
   Implicit: more land would be needed for cities and places for people to live

4. Name two push factors affecting immigration.
   Explicit: scarce land; persecution; war; or hardship

5. What push factor caused Mexicans to cross the border into America?
   Explicit: civil war in their country

6. Why was a young single male usually the first family member to immigrate?
   Implicit: he was not burdened by a family; or he could get a job easier than a woman or an older man; or he might be more adventurous or courageous

Total Correct: _____/___

Interpretation of IRI Scores

Administering the Informal Reading Inventory will help you identify a student's reading strengths and weaknesses in three areas:

1. Word Identification skills are assessed by flashing isolated words on a screen so that you get a score where both the automatic and mediated (sounding out) skills are weighed on these particular words. The resulting score is referred to as the **Word Identification score**. This is the highest grade level at which the student **was able to read 80% (17/20) of the words correctly.**

2. Having the student listen to a passage read to them and then answer questions orally about the passage assesses language comprehension skills. So, **though the subtest is listening comprehension, the resulting score is a reflection of a language comprehension score.** This is the highest grade level at which the student could listen to a passage read orally to them **and answer 80% of the comprehension questions which are also read orally.**

3. Print Processing skills are assessed through the independent silent reading comprehension subtest. Once it becomes clear that a student's primary difficulty is not Word Identification or Language Comprehension, it is evident that print processing is the area of weakness. **A student's ability to read silently with comprehension is used to determine the print processing score.** This is the highest grade level at which the student could read the passage **and answer correctly 80% of the comprehension questions read orally to them.**

Once you have administered the IRI, you will have the three scores to compare for each student. The purpose of comparing the scores from the three components of this inventory is to **find the lowest area**. Once the lowest area is identified, you can determine which area of reading is contributing to a student's difficulty in making reading progress. These reading skills will need to have the most instructional focus in order for that student to read silently, with good comprehension, one level higher than they do at present. **The ultimate goal of all interventions is to increase the silent reading comprehension score of a student by a grade level.**

If after comparing the three scores, you have two areas that are tied for the lowest score, use the following guidelines to determine the area upon which to focus instruction:

- If Silent Reading and Word Identification scores are tied,
  Target print processing skills (i.e. eye-movements, print to meaning links, inner-speech, and integration)

- If Listening Comprehension is tied with Word Identification or Print Processing,
  Target language comprehension

The chart below shows five students with different IRI profiles, indicating the area to target in order to raise the silent reading with comprehension score by one grade level.

Name	Word Identification	Listening Comprehension	Silent Reading Comprehension	*Area to Target
Lamaya	*1st	3rd	2nd	Word Identification
Rashawn	3rd	*2nd	3rd	Language Comprehension
Isaiah	3rd	4th	*2nd	Print Processing.
Yer	1st	*1st	1st	Language Comprehension
Maria	2nd	4th	*2nd	Print Processing

Performance in these three areas should drive instructional decisions and the allocating of instructional time. The area of strength can also be helpful in planning effective interventions.

Once the area of greatest need has been determined, that area should be the focus of instruction while continuing to provide a balanced literacy model of service.

Supports on Campus for Reporting the Informal Reading Inventory (IRI) Results

Statements and templates are loaded on Campus for reporting the Informal Reading Inventory (IRI) results. The IRI should be administered to those students with academic concerns. The IRI is used as an informal assessment measure in conjunction with other assessment tools like the Woodcock Johnson III, or the Brigance

Locating the statements on Campus
Notice of Evaluation

A statement articulating the IRI and its purpose can be found in the Academic section of the Notice of Evaluation document.
Open the 'button' attached to the Academic section. The following listing appears:

Brigance
ELL - local norms
Informal measures
Informal Reading Inventory
WJ III

Click on Informal Reading Inventory. The following statement will show:

"The Informal Reading Inventory addressing vocabulary, language comprehension and print processing skill levels will be administered."

By clicking on it the statement will be incorporated into the students plan.

Evaluation Summary
CAMPUS also has a template for the reporting of results on the Evaluation Summary.
Open the ESR Academic section, then open the 'button' attached to this section. The following listing will be displayed:

ELL Academic
Informal Reading Inventory
WJ III (new)

Click on Informal Reading Inventory. The following template will show:

"The Informal Reading Inventory (IRI) is adapted from materials taken from the Jerry Johns Basic Reading Inventory or the Qualitative Reading Inventory and is individually administered. Composed of graded word lists and reading passages, the inventory consists of Word Identification, Silent Reading Comprehension and Listening comprehension. The

results of this inventory help in determining the focus of reading instruction as well as a student's instructional reading level.

The following grade level scores were obtained:

TEST:	WORD IDENTIFICATION	SILENT READING COMPREHENSION	LISTENING COMPREHENSION
SCORE:	_____	_____	_____

In the Word Identification portion of the inventory, the student is asked to read words with automat city (words viewed for about 1/3 of a second) and mediated where the student has 3 - 5 seconds to view each word. _____was able to read words from the _____grade list with 80% accuracy. The student demonstrated

When asked to silently read passages and answer orally dictated comprehension questions, _____answered with 80% accuracy at the _____grade level. The student demonstrated

When asked to listen to teacher read passages and answer listening comprehension questions, _____met mastery or 80% accuracy at the _____grade level. The student demonstrated

SAMPLE WRITE UP

The Informal Reading Inventory (IRI) is adapted from materials taken from the (Jerry Johns Basic Reading Inventory or Qualitative Reading Inventory) and is individually administered. Composed of graded word lists and reading passages, the inventory consists of Word Identification, Silent Reading Comprehension and Listening comprehension. The results of this inventory help in determining the focus of reading instruction as well as a student's instructional reading level.

The following grade level scores were obtained:

TEST:	WORD IDENTIFICATION	SILENT READING COMPREHENSION	LISTENING COMPREHENSION
SCORE:	6th grade level	4th grade level	2nd grade level

In the Word Identification portion of the inventory, the student is asked to read words with automat city (words viewed for about 1/3 of a second) and mediated where the student has 3 - 5 seconds to view each word. XXX was able to read words from the 6th grade list with 80% accuracy. On the Graded word lists, XXX read the lists from a power point display on a laptop computer. She successfully read the 20 words from Pre-primer, primer, grades 1, 2, 23, correctly, she initially made two errors at grade 4 (journey for jungle/behind for bullet) but successfully self-corrected each with no prompt. At grade 5, she made two errors (memory for mammoth / admire for admiral) and at grade 6, she did not attempt solar and said "thermo" for thermometer. At grade 7, she had difficulty with the word 'uranium', read 'humid' for humidity, self-corrected 'pamphlet' and read 'expedition' for exception. She was also unable to read 'chauffeur'. It is interesting to note that Juanita applied the strategy of dividing words into syllables to determine correct pronunciation. She was automatic in her reading of words and readily attempted to apply her strategy. She knew prefixes and suffixes in sounding out words such as "re", "ex", and "tion".

When asked to silently read passages and answer orally dictated comprehension questions, XXX answered with 80% accuracy at the 4th grade level. The student was given graded passages to read silently and then answer comprehension questions. The questions targeted skills of retelling, information and deriving abstract meaning from the context as well as vocabulary meanings. When given passages, XXXX read rapidly, did not 'mouth the words'. She was given passages at the 2nd, 3rd, 4th and 5th grade levels. She stated she would have been able to answer the questions if she 'could find the part in the story and re-read it'. She was not able to successfully give any expanded meaning or abstraction to interpret the article. XXX was unable to successfully answer questions that asked for logical inferential meaning (why questions). The vocabulary questions were also difficult. When asked what are 'tracks' after reading a story about a boy in the woods and seeing animals, XXX was not able to tell me what 'tracks' were. Nor could she define "attic" or "escape". XXX did ask what the word 'cot' was after reading a passage, saying that she wanted to know what that word was. She thus displayed

a reading strategy of identifying words that may not make sense to her using contextual clues.

When asked to listen to teacher read passages and answer listening comprehension questions, XXX met mastery or 80% accuracy at the 2nd grade level. The student had difficulty with inferential questions and even had difficulty with remembering literal information without a print copy to reference. She did not recall sequential events of the passage and was unable to recall the most salient features of what was read to her. A story about animals let her to talk at length about her trip to Como Park Zoo and the opportunity to 'touch the tiger' leashed and being walked by the keepers. XXX indicated that she 'knows nothing about sports' and that she did not recall any details. She did inform me that she did not like athletic events (the story being about soccer) except for basketball.

INFORMAL READING INVENTOK — CASELOAD REPORTING FORM

School:_____ **Case Manager:**_____ **Date:**_____

Student Name	CIF #	Disability	Grade	Word ID Score	Silent Reading Comprehension Score	Language Comprehension Score

Individual Student Profile for the IRI

Student Name: _____

Date:				
Grade:				
Word ID*				
Language* Comp.				
Silent* Reading Comp.				

Date:				
Grade:				
Word ID*				
Language* Comp.				
Silent* Reading Comp.				

Use this form to record a student's individual profile from each administration in order to look for trends and to determine rates of progress.

***Record the grade level for each of these subtests that is the highest level at which 80% mastery is achieved.**