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

Oral Reading

**Tunnel Vision: Building an Underwater Tunnel -**(Scholastic)

SPRING 4

**Finding the Idea**

Like all well-made structures, the tunnel started with a good idea. Jim Pattison Jr., who runs Ripley Entertainment, noticed the underwater tunnel in other aquariums he visited around the world. He thought it looked great, but he wanted to do something different. He wanted the tunnel to twist and turn. This would make the tunnel a lot more fun to walk through while looking at the animals. But it would also make the tunnel harder to design and build.

An aerial view showing how part of the tunnel winds

Did you know? Ripley Entertainment made two aquariums in the U.S. before making the one in Toronto. All three have a winding tunnel, but the one in Toronto is the longest.

|  |
| --- |
| green sea turtle  Fun Fact: Females can lay between 75-200 eggs in one clutch! |

|  |
| --- |
| **Notice if the student…**  \_\_ rereads text \_\_ sounds word out \_\_ covers the ending and  \_\_ asks for help \_\_ looks at the pictures looks for smaller words  \_\_ skips the word and comes back \_\_ chunks the words \_\_ self-corrects  \_\_ tries to figure out what makes \_\_ uses text features other \_\_ finger points  sense in the sentence than pictures |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Halting | Careful | Confident | Fluent | Expressive |
| -little expression  -short phrases  -slow with long pauses and repetitions | -some expression that conveys meaning  -longer word phrases some of the time  -moderate rate with some pauses and repetitions  -little flow | -expression generally reflects mood and pace  -longer, meaningful phrases some of the time  -rate with a few pauses or repetitions  -sounds like talk | -expression reflects mood and pace  -longer, meaningful phrases most of the time  -good rate – flow- may be an occasional pause | -very expressive in mood and pace – like a performance  -consistently longer, meaningful phrases  -rate reflects the ‘passion’ of the author’s voice |

**READING ASSESSMENT CONFERENCE**

**Living Life to the Extremes**

SPRING 4

\*This conference should feel like a good chat about the book. The prompts are here to guide you. Feel free to build on the students’ response but keep the conference brief\*

Ask, after reading, the following questions:



**How do you usually figure out words you don’t know? (Examples: interference, military, pollution)**

Word Strategies: (Do not show this list to students.)

\_\_\_ finger points \_\_\_ chunk the word

\_\_\_ reread it \_\_\_ skip it

\_\_\_ look at the picture \_\_\_ cover the ending and look for smaller words

\_\_\_ ask someone \_\_\_ break the word into syllables

\_\_\_ sound it out

\_\_\_ look it up in the dictionary\_\_\_ try and figure out what makes

sense in the sentence

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



**What do you do to help yourself when you don’t understand what you are reading?**

Sense Strategies: (Do not show this list to students.)

\_\_\_ reread it \_\_\_ make a picture in my mind

\_\_\_ skip it \_\_\_ try another book

\_\_\_ look in the paragraph for \_\_\_ make notes on what I’ve read

      words I know \_\_\_ make a connection between the

\_\_\_ look at the pictures and                                \_\_\_ ask someone       text, yourself, the world, another text, captions

\_\_\_ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What connections did you make as you were reading?

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2. Tell me something that you learned or surprised you about underwater aquariums?

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