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

Oral Reading

**Country**  (124 words)

SPRING 5

**The Septic Tank**

A sewer system is much too expensive to build in rural areas. In rural areas, homes are spaced too far apart to share a system. That is why each home has a septic tank system. A septic tank is a large, buried concrete or fiberglass container. An average-size tank holds 4000 litres of sewage. When the toilet is flushed, sewage flows through a pipe from the house into the septic tank outside.

There it settles into three layers. Anything that floats will rise to the top. This is called the scum layer. Anything that is heavy will sink to the bottom. This is called the sludge layer. Fairly clear water remains in the middle layer, although it contains bacteria that helps break down solids.

As new sewage enters the tank form the toilet, it displaces the water already there. The old water, from the middle layer flows out the other end of the tank.

A pipe with little holes in it carries the water to a drainfield in the yard. The drainfield has connected pipes that are buried in trenches filled with gravel. The waste water is slowly absorbed and filtered by the ground. Then it can be reused by the environment.

|  |
| --- |
| **Notice if the student…**  \_\_ rereads text \_\_ sounds word out \_\_ covers the ending and looks  \_\_ asks for help \_\_ looks at the pictures 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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WHAT HAPPENS AFTER YOU FLUSH - COUNTRY**

SPRING 5

\*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 a                          \_\_\_ 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 septic tanks?

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