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

**Oral reading**

**WHAT HAPPENS AFTER YOU FLUSH? City**

FALL 6

**The Primary Stage**

At the treatment plant, the sewage goes through three stages. The first, or primary stage is similar to what happens in a septic tank. The waste water and solids settle, and the scum rises to the top. Some systems also have a screen to filter large solids, like sand or gravel picked up along the way, to settle to the bottom of the tank. These solids are collected for disposal.

**The Secondary Stage**

The secondary stage removes substances and nutrients, The sewage sits in a large aerated tank. Aerated means that oxygen is added. The oxygen helps tiny organisms to break down the substances. The waste water then flows to a settling tank. Now the waste water is ready for the final stage.

**The Final Stage**

Usually chlorine and other chemicals are used to kills any remaining bacteria. When the bacteria have been destroyed and the water is considered safe, it is ready to be reused by the community. Once the flushed water has been cleaned, it is returned to the lake or other water system. It will be piped back to your house to be used for drinking, bathing, and washing, or to be flushed again.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 repetition | -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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TRAVELLING ANIMALS**

FALL 3

\*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 pictures \_\_\_ cover the ending and look for

\_\_\_ ask someone smaller words

\_\_\_ 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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1. Tell me something that you learned or surprised you about sewage systems?

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