



DISTRICT ASSESSMENT OF READING TEAM (DART)
QUESTION AND ANSWER SHEET

GRADE
6

SPRING

One Brave Heart (Suzanne Moyers)

Name:  Adam  School: NEJ

1. Explain why Rudy has artificial legs. Give 4 reasons.

details

Rudy has a leg-crippling disease called pterygium
And the doctors amputated his legs so he
could walk run and other's

2. Using the chart on pages 4 and 5, compare the prosthetic hand of 1668 to one designed in 2001.

*no evidence
of
understanding*



4	3	2	1
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3. Sketch the design of Rudy's legs that he uses for running. Label your sketch with several details.

no evidence of understanding



4. What challenges would you face if you needed a prosthetic arm?

-attempts to answer

I would try and run and swim.

5. Was this easy or hard to read? Explain your answer.

Some of the words were hard and trying to explain the answer.



DISTRICT ASSESSMENT OF READING TEAM (DART)
ORAL READING

GRADE
6
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One Brave Heart (Suzanne Moyers)

Name: _____

Rudy and others have been helped by great improvements in prosthetics—
from hearts to teeth to toes. Artificial limbs are now stronger and more
comfortable than ever before.

sounds
out

In the past, prosthetic arms and legs were made from wood. They were
heavy and wore out quickly. The leather straps that attached a limb to the
body didn't provide a very good fit. Today, artificial legs like Rudy's are made
with titanium. It is a lightweight but strong metal commonly used by NASA.
Suction cups and handmade sockets give a better fit. Scientists are using the
finest designs in nature to craft prosthetics. For instance, customized legs for
runners are often curved like those of a cheetah. This enables the wearer to
cover greater distance in a single stride.

*fairly confident
orally
limited
undersanding*

Halting Careful **Confident** → Fluent Expressive

One Brave Heart (Suzanne Moyers)

Ask, after reading, the following questions:

When you come to a challenging word, how do you figure it out?

Word strategies:

- | | |
|---|--|
| <input checked="" type="checkbox"/> reread it | <input type="checkbox"/> look at the picture |
| <input type="checkbox"/> ask someone | <input type="checkbox"/> break the word into syllables |
| <input type="checkbox"/> look it up in the dictionary | <input type="checkbox"/> chunk the word |
| <input type="checkbox"/> skip it | <input type="checkbox"/> cover the ending and look for smaller words, prefixes, suffixes |
| <input checked="" type="checkbox"/> sound it out | <input type="checkbox"/> use the index, glossary, or the back of the book |
| <input type="checkbox"/> use context clues | <input type="checkbox"/> reorganize the words |
| <input type="checkbox"/> look it up on the internet | |

Other: _____

If you are reading a paragraph and it does not make sense, what do you do?

Sense strategies:

- | | |
|--|--|
| <input checked="" type="checkbox"/> reread it | <input type="checkbox"/> look in the paragraph for words I do know |
| <input type="checkbox"/> skip it | <input type="checkbox"/> look at the pictures and the captions |
| <input type="checkbox"/> try another book | <input type="checkbox"/> try and make it make sense |
| <input type="checkbox"/> make a picture in my mind | <input type="checkbox"/> slow down in pace |
| <input type="checkbox"/> make notes on what I've read | <input type="checkbox"/> stop and think about it |
| <input type="checkbox"/> ask questions of the piece | <input type="checkbox"/> read aloud |
| <input type="checkbox"/> ask someone | |
| <input type="checkbox"/> use text features | |
| <input type="checkbox"/> make a connection between the text, myself, the world, another text | |

Other: _____

Did you know much about prosthetics or Rudy before?

What connections can you make to 'One Brave Heart'?

What is something about prosthetics or Rudy that surprised you? OR

What is something new that you learned about prosthetics or Rudy?

seen on t.v.
(prompts)
I wouldn't want this.
That I don't know.
made out of metal.

Prosthetics or Rudy: knew a lot before knew little before

Connections: _____

Surprise OR Learned: _____

**Give a compliment to each student on his/her oral reading.