

# ▲ YELLOW TRIANGLE READING ROOM ▲

# INSTRUCTIONS FOR COMPLETION

The Yellow Triangle reading room is designed for students who are at the 4<sup>th</sup> Grade reading level. Students should be assigned to the Yellow Triangle reading room if during Step 1: Reading Room Placement, Assessment 4 was the highest assessment level for which the accuracy criteria was met.

## Materials Needed for Room Completion

1. A computer work station equipped with a CD-ROM drive and speakers (an audio headset is preferred).
2. The Yellow Triangle Room compact disc (go to <http://bitwww1.psyc.lsu.edu> to request the program).
3. Completion Checklist (page 2). Have a separate copy for each student.
4. Lesson Tests for Teacher's Use (pages 3-15). Have a separate copy for each student.
5. Lesson Tests for Student's Use (pages 17-28) optional. The same copy can be reused across students.
6. A stopwatch or timer (set to 1 minute).

## Procedures for Room Completion

The Yellow Triangle reading room contains 12 lessons that progress in difficulty from Lessons 1 to 12. Each lesson consists of 3 parts (A, B, C) of equal difficulty. Complete the Yellow Triangle room as follows:

- Always start with Lesson 1 and work sequentially through Lesson 12.
- Always start with Part A of each lesson and work sequentially through Part C.

Each lesson can be completed in separate sessions, but the 3 parts of a lesson and its test should be completed in the same session as follows:

- Insert the Yellow Triangle disc into the CD-ROM. The program should start automatically. If it does not start after 1 minute, open "My Computer" from the desktop, then double-click the "Yellow Triangle" icon.
- Type the student's name in the log-in box that appears.
- Select the Lesson/Part to complete.
- Allow the student to work independently through the lesson.
- After the student completes Part C of a lesson, conduct the lesson test in which the student reads the passage aloud while you follow along on a separate copy and record the student's performance.
  - Use the Lesson Tests below and follow the Curriculum-Based Measurement (CBM) procedures provided on the teacher form (pages 3-15).
  - The student may read aloud from the computer or the Student's Lesson Test (pages 17-28).
- After the lesson test, complete the Completion Checklist (page 3) to determine the following:
  - If the student is ready to proceed to the next lesson in the room.
  - If the student must retry the lesson again.
    - If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time.
    - If after the third try the student does not progress, talk to the person who provided you with the intervention.

# ▲ YELLOW TRIANGLE READING ROOM ▲ COMPLETION CHECKLIST

Student: \_\_\_\_\_

Date Started: \_\_\_\_\_

Current Grade: (circle one)    1<sup>st</sup>    2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>

Date Completed: \_\_\_\_\_

LESSONS		PART A <small>Put a √ on line when finish A.</small>	PART B <small>Put a √ on line when finish B.</small>	PART C <small>Put a √ on line when finish C.</small>	TEST SCORE <small>Put the number of words read <i>correctly</i> in 1 minute.</small>	LESSON PROGRESS <small>Put a √ on the appropriate line.</small>	
						If Test Score is <b>less than 100 words</b>	If Test Score is <b>100 or more words,</b>
SAMPLE	1 <sup>st</sup> try →	√	√	√	96	<input checked="" type="checkbox"/> retry this lesson	___ go to next lesson
	2 <sup>nd</sup> try →	√	√	√	102	___ retry this lesson	<input checked="" type="checkbox"/> go to next lesson
1	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 2
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 2
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 2
2	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 3
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 3
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 3
3	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 4
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 4
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 4
4	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 5
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 5
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 5
5	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 6
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 6
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 6
6	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 7
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 7
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 7
7	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 8
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 8
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 8
8	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 9
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 9
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 9
9	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 10
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 10
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 10
10	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 11
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 11
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 11
11	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 12
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ go to lesson 12
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ go to lesson 12
12	1 <sup>st</sup> try →	___	___	___	___	___ retry this lesson	___ lesson complete!
	2 <sup>nd</sup> try →	___	___	___	___	___ retry this lesson	___ lesson complete!
	3 <sup>rd</sup> try →	___	___	___	___	___ see note below*	___ lesson complete!

\*NOTE: If the student completes the same lesson twice without progressing to the next lesson, monitor the student while he/she completes the lesson a third time. If the student does not progress after the third try, talk to the person who gave you the intervention.

▲ **YELLOW TRIANGLE READING ROOM** ▲  
**LESSON TESTS FOR  
TEACHER'S USE**

**Make a separate copy of this section  
(pages 4-15) for each student to be assessed.**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Yellow Triangle  
Lesson 1 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

For school I had to write a report about the President	11
of the United States. I wrote about the laws that he is	23
passing to help our nation. While studying the President,	32
I became very interested in his job. I began to wonder	43
about being President when I grow up. I think that I am	55
quite capable and would make a good president. I like to	66
speak in public, and I care about what happens to other	77
people. I would be the first female president. Our country	87
has never had a female president, and I feel that it is	99
time. I think that a girl can do anything a boy can do,	112
including being President of the United States. If I were	122
President, I wonder if my husband would be called the	132
First Man. At the end of my report on the President, I	144
wrote that someday I hope to continue the American	153
tradition of democracy and become President of our great nation.	163

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Yellow Triangle**  
**Lesson 2 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

It was a cloudy humid day in the summer month of July.	12
My uncle was going fishing with a group of his co-workers.	23
They went to a place that was located in the ocean off the	36
coast of the Gulf of Mexico. The men split up into ten	48
teams and tried to catch a giant fish. They competed	58
against their whole entire company to see who can catch	68
the largest fish. It was a five-day event, and after each	79
day the fish that were caught were placed on a scale to	91
calculate their weight. They could catch all sorts of	100
fish, such as bass, salmon, and redfish. At the end of the	112
trip, the team with the biggest and fattest fish wins. My	123
uncle's team lost this year, but they caught a fish that	134
weighed twenty pounds. That weight is the same as my cat,	145
Spot. They must have been hard at work and had a lot of	158
fun doing it.	161

Student: _____	Date: _____
<b>Number of words read  <u>correctly</u> in 1 minute</b>	= _____ <small>Copy score onto the student's          Completion Checklist.</small>

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Yellow Triangle  
Lesson 3 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Joey believes that he is a winner. He plays every	10
possible sport, trying to be a hero. He plays soccer and	21
tries to make the winning goal in every game. He plays	32
basketball hoping to make the final three-point shot that	42
will bring his team to victory. He plays baseball	51
attempting to make a grand slam homerun that will bring	61
the crowd to its feet with excited cheers. Because he	71
wants to break the record in the hundred-yard dash Joey runs	82
track. Joey is even joining the rowing team and hoping to win	94
a medal for his school. Joey works extremely hard at all	105
of his sports, and he is getting better at mastering the	116
increasingly difficult moves. Although Joey always	122
practices and plays very hard, he does not ever win.	133
In all of his efforts, Joey has forgotten the most	143
important key to success. He forgets to have fun, and fun	154
is the name of any game.	160

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b>correctly in 1 minute</b>                      =                      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Yellow Triangle**  
**Lesson 4 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

My grandma has always been fascinated with gardening,	8
and she loved to do it with her child, Grace. When Grandma	20
was young she loved being outside in the yard, and she	31
would dig a hole in the soil and stick her feet in it. She	45
also loved to plant seeds that would produce gorgeous	54
flowers such as daisies, but Grandma's absolute favorites	62
were roses. One time, a rose grew to be over six feet tall.	75
One day, Grandma wanted to build a fruit and vegetable box	86
to plant seeds in. Grandma allowed her daughter, Grace, to	96
help carefully plant peaches, carrots, watermelons, and	103
cucumbers. Grandma went out everyday to water and look	112
over the area for her new fruit plants. After six weeks,	123
Grandma saw a result. A dozen little yellow peaches	132
started to climb up the wire. Grandma loved to garden,	142
and she hoped to have ten gardens one day.	151

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b>correctly in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Yellow Triangle**  
**Lesson 5 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Tyrone loved music, especially the dynamic sound of	8
rhythm and blues music. With his incredible imagination,	16
Tyrone and his brother, Michael, would pretend that they	25
were famous rhythm and blues musicians. They used	33
broomsticks as microphones and sang along with the	41
television. They would pretend that they were performing	49
on a stage for a stadium filled with thousands of people.	60
While Tyrone used his baseball bat as a guitar, Michael	70
used large pots and pans as drums. Michael wanted some real	81
drums for his birthday. When Michael reached the age of	91
twelve, he had a gigantic birthday party with all of his	102
friends. When he opened the present from Tyrone and his	112
parents, he shouted out with surprise when he saw a drum	123
set with a sketch on it. It was a fire truck. It was	136
exactly like a famous musician's drum set. Elated, Michael	145
started to play his new drum set and named it Speedy Engine	157
Then, he jumped up, smiled, and gave his friends and family	168
a live concert.	171

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Yellow Triangle**  
**Lesson 6 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I am Police Officer Daniel Metal. I am a member of the	12
police department in the hills and valleys of east	21
Louisiana. We have received a report about a man who was	32
in a major jam. He had been held captive, and numerous	43
items from his home were stolen such as jewelry,	52
furniture, and other valuables. It was up to me to solve	63
this crime. I have been on the job for seven years, and I	76
have not seen anything like this. When I arrived at the scene	88
of the crime, I looked throughout the house for any hard	99
evidence. When I began to investigate, I found a	108
fingerprint in some dust. It led me to Bobby Nogood. He	119
must have not used gloves when committing this crime. We	129
paid a visit to his home and found all the missing	140
possessions. He was then arrested. Another case solved by	149
Officer Daniel Metal.	152

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b>correctly in 1 minute</b> = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Yellow Triangle  
Lesson 7 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><b><u>Mark (X) as incorrect if student:</u></b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b><u>Leave as correct if student:</u></b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

You won't believe what occurred in science class this	9
afternoon! You know how we have been studying amphibians?	18
We were supposed to dissect a toad today, but it didn't	29
happen. All the excitement began after lunch. We had just	39
received our instrument kits from Mrs. Walker, and she was	49
explaining the proper method for using a scalpel when	58
everything started. We all jumped when we heard a	67
tremendous crash. We turned around to see that someone had	77
pushed the terrarium full of toads to the floor. The girls	88
were simply horrified, and the boys were laughing	96
hysterically. There were escaping toads everywhere. When	103
everything settled down, Mrs. Walker gave us an alternate	112
assignment. We had to copy notes off of the overhead	122
projector while she caught the toads. The assignment was	131
boring, but it was sure worth it to see all those toads	143
hopping around the classroom. What's that, Mom? You think	152
I'm the one who freed the toads? Well guess what? I'll	163
never tell.	165

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b><u>correctly</u> in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Yellow Triangle**  
**Lesson 8 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

My family and I take a vacation every summer. We	10
decided to travel across the United States this year. We	20
declared our trip the "Williamson's cross-country	26
exploration adventure" and wrote it in shoe polish on the	36
rear of our sports utility vehicle. We were driving	45
through the plains when the engine of our car died. It	56
just made a whoosh sound and quit. Dad glanced at the	67
dashboard to see if we needed gas. We had not run out of	80
gas, but Dad couldn't get the car started again. We needed	91
a mechanic, but in the middle of nowhere there was not a	103
mechanic to be found. As a result, we were really stuck.	114
Dad walked down the road trying to get a signal on his	126
cellular phone. When he finally got through, he called a	136
tow truck. We were dropped off in a village that had to be	149
at least a century old. We ended up spending our vacation	160
in that village.	163

Student: _____	Date: _____
<b>Number of words read  <u>correctly</u> in 1 minute</b>	= _____ <small>Copy score onto the student's          Completion Checklist.</small>

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Yellow Triangle**  
**Lesson 9 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I have always wanted to take part in the science	10
experiment of the century. My science teacher, Mr.	18
Campbell, lets all of his daring students have a chance at	29
performing a cool experiment. There are numerous factors	37
and laws that must be followed in an experiment. All	47
the rules must be followed correctly, right down to the	57
bottom line. To keep from having a catastrophe, all human	67
skin must be covered from head to toe. No one is allowed	79
to touch the ingredients with bare hands. I conducted an	89
experiment that involved a rubber ball and a strong gas. We	99
had to read all the directions carefully to prevent an	109
explosion. We combined the gas and the ball. The clear	119
beaker turned into orange liquid, which was highly toxic.	128
I hope to one day be a scientist and assist students in	140
learning about science. Scientists have a difficult job. I	149
really admire them.	152

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Yellow Triangle  
Lesson 10 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I have always wanted to drive to the opposite coast.	10
So, I decided to take the drive to the lights and scenery	22
of Hollywood. California is the place where you can become	32
a giant star. I was a stressed actress from the city of	44
Harper, Ohio with dreams to make a name for myself. I took	56
the trip to the gorgeous plains to pursue my dream of	67
being an actress in a television series. I would love to	78
be able to dress in expensive clothes and not even worry	89
about the cost. I want to experience the thrill of being	100
an actress and the exposure you get from a box-office	110
movie. I do not, however, want to hear negative remarks	120
about me. Maybe when I am older and wise enough to choose	132
a path for my life, I will. For now I am happy just being myself.	147

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read correctly in 1 minute</b>      =      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**▶ Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Yellow Triangle**  
**Lesson 11 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Gabrielle wondered whether she would ever get the	8
unbelievable opportunity to experience the intense	14
adrenaline rush of visiting another galaxy. Gabrielle was	22
only twelve, but it was her goal in life to become an	34
astronaut and explore space. Gabrielle pleaded, and her	42
parents sent her away to space camp. Her parents	51
hesitated, but agreed to Gabrielle's wish. She was off to	61
endure an opportunity of a lifetime. Gabrielle roomed with	70
a girl named Amber. They both shared a mutual enthusiasm	80
about the thrill of traveling to a mysterious galaxy. As	90
one of the exercises the girls had to pretend they were	101
located inside the Black Hole. Gabrielle's favorite	108
category was when they showed the model of the Black Hole.	119
It was the most incredible experience of her life. After	129
returning home from a life altering experience, Gabrielle	137
could not express how amazing space camp was.	145

<p><b>Student:</b> _____ <b>Date:</b> _____</p> <p style="text-align: center;"><b>Number of words read</b>  <b>correctly in 1 minute</b>                      =                      _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Completion Checklist.</p>
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**► Go to the Completion Checklist ◀**

**THE READING CENTER**  
**STEP 2: COMPUTER-BASED ROOM COMPLETION**

**TEACHER'S FORM**

**Yellow Triangle  
Lesson 12 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads "big smile" as "smile big").</li> <li>◆ Substitutes words (reads "mom" for "mother").</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

One chaotic day in school, Amelia and Madeline were in	10
the cafeteria trying to relax. Finally fourth period had	19
come to completion and it was time to enjoy a	29
semi-nutritious snack. While at the table, Amelia started	37
to tell a hysterical joke that had everyone clutching	46
their stomachs. Madeline had just taken a sip of her milk.	57
She snorted so hard, milk sprayed out of her nose. Someone	68
in the cafeteria nicknamed her "Milk Snorter." Madeline's	76
skin turned a vivid shade of red. She was extremely	86
embarrassed and in disbelief that such an incident had	95
occurred. She hastened down the hall to the bathroom with	105
her eyes burning from trying not to sob. On the way to the	118
bathroom, she noticed a bulletin board. Posted on the board	128
was an announcement about a writing competition. Madeline	136
decided to write about her experience with the milk. She	146
entered her story and won. Out of this embarrassing moment,	156
Madeline triumphed and created an unbelievable story.	163

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ Copy score onto the student's Completion Checklist.

**► Go to the Completion Checklist ◀**

▲ **YELLOW TRIANGLE READING ROOM** ▲  
**LESSON TESTS FOR  
STUDENT'S USE**

**The same copy of this section  
(pages 17-28) can be reused across students.**

For school I had to write a report about the President of the United States. I wrote about the laws that he is passing to help our nation. While studying the President, I became very interested in his job. I began to wonder about being President when I grow up. I think that I am quite capable and would make a good president. I like to speak in public, and I care about what happens to other people. I would be the first female president. Our country has never had a female president, and I feel that it is time. I think that a girl can do anything a boy can do, including being President of the United States. If I were President, I wonder if my husband would be called the First Man. At the end of my report on the President, I wrote that someday I hope to continue the American tradition of democracy and become President of our great nation.

It was a cloudy humid day in the summer month of July. My uncle was going fishing with a group of his co-workers. They went to a place that was located in the ocean off the coast of the Gulf of Mexico. The men split up into ten teams and tried to catch a giant fish. They competed against their whole entire company to see who can catch the largest fish. It was a five-day event, and after each day the fish that were caught were placed on a scale to calculate their weight. They could catch all sorts of fish, such as bass, salmon, and redfish. At the end of the trip, the team with the biggest and fattest fish wins. My uncle's team lost this year, but they caught a fish that weighed twenty pounds. That weight is the same as my cat, Spot. They must have been hard at work and had a lot of fun doing it.

Joey believes that he is a winner. He plays every possible sport, trying to be a hero. He plays soccer and tries to make the winning goal in every game. He plays basketball hoping to make the final three-point shot that will bring his team to victory. He plays baseball attempting to make a grand slam homerun that will bring the crowd to its feet with excited cheers. Because he wants to break the record in the hundred-yard dash Joey runs track. Joey is even joining the rowing team and hoping to win a medal for his school. Joey works extremely hard at all of his sports, and he is getting better at mastering the increasingly difficult moves. Although Joey always practices and plays very hard, he does not ever win. In all of his efforts, Joey has forgotten the most important key to success. He forgets to have fun, and fun is the name of any game.

My grandma has always been fascinated with gardening, and she loved to do it with her child, Grace. When Grandma was young she loved being outside in the yard, and she would dig a hole in the soil and stick her feet in it. She also loved to plant seeds that would produce gorgeous flowers such as daisies, but Grandma's absolute favorites were roses. One time, a rose grew to be over six feet tall. One day, Grandma wanted to build a fruit and vegetable box to plant seeds in. Grandma allowed her daughter, Grace, to help carefully plant peaches, carrots, watermelons, and cucumbers. Grandma went out everyday to water and look over the area for her new fruit plants. After six weeks, Grandma saw a result. A dozen little yellow peaches started to climb up the wire. Grandma loved to garden, and she hoped to have ten gardens one day.

Tyrone loved music, especially the dynamic sound of rhythm and blues music. With his incredible imagination, Tyrone and his brother, Michael, would pretend that they were famous rhythm and blues musicians. They used broomsticks as microphones and sang along with the television. They would pretend that they were performing on a stage for a stadium filled with thousands of people. While Tyrone used his baseball bat as a guitar, Michael used large pots and pans as drums. Michael wanted some real drums for his birthday. When Michael reached the age of twelve, he had a gigantic birthday party with all of his friends. When he opened the present from Tyrone and his parents, he shouted out with surprise when he saw a drum set with a sketch on it. It was a fire truck. It was exactly like a famous musician's drum set. Elated, Michael started to play his new drum set and named it Speedy Engine. Then, he jumped up, smiled, and gave his friends and family a live concert.

I am Police Officer Daniel Metal. I am a member of the police department in the hills and valleys of east Louisiana. We have received a report about a man who was in a major jam. He had been held captive, and numerous items from his home were stolen such as jewelry, furniture, and other valuables. It was up to me to solve this crime. I have been on the job for seven years, and I have not seen anything like this. When I arrived at the scene of the crime, I looked throughout the house for any hard evidence. When I began to investigate, I found a fingerprint in some dust. It led me to Bobby Nogood. He must have not used gloves when committing this crime. We paid a visit to his home and found all the missing possessions. He was then arrested. Another case solved by Officer Daniel Metal.

You won't believe what occurred in science class this afternoon! You know how we have been studying amphibians? We were supposed to dissect a toad today, but it didn't happen. All the excitement began after lunch. We had just received our instrument kits from Mrs. Walker, and she was explaining the proper method for using a scalpel when everything started. We all jumped when we heard a tremendous crash. We turned around to see that someone had pushed the terrarium full of toads to the floor. The girls were simply horrified, and the boys were laughing hysterically. There were escaping toads everywhere. When everything settled down, Mrs. Walker gave us an alternate assignment. We had to copy notes off of the overhead projector while she caught the toads. The assignment was boring, but it was sure worth it to see all those toads hopping around the classroom. What's that, Mom? You think I'm the one who freed the toads? Well guess what? I'll never tell.

My family and I take a vacation every summer. We decided to travel across the United States this year. We declared our trip the "Williamson's cross-country exploration adventure" and wrote it in shoe polish on the rear of our sports utility vehicle. We were driving through the plains when the engine of our car died. It just made a whoosh sound and quit. Dad glanced at the dashboard to see if we needed gas. We had not run out of gas, but Dad couldn't get the car started again. We needed a mechanic, but in the middle of nowhere there was not a mechanic to be found. As a result, we were really stuck. Dad walked down the road trying to get a signal on his cellular phone. When he finally got through, he called a tow truck. We were dropped off in a village that had to be at least a century old. We ended up spending our vacation in that village.

I have always wanted to take part in the science experiment of the century. My science teacher, Mr. Campbell, lets all of his daring students have a chance at performing a cool experiment. There are numerous factors and laws that must be followed in an experiment. All the rules must be followed correctly, right down to the bottom line. To keep from having a catastrophe, all human skin must be covered from head to toe. No one is allowed to touch the ingredients with bare hands. I conducted an experiment that involved a rubber ball and a strong gas. We had to read all the directions carefully to prevent an explosion. We combined the gas and the ball. The clear beaker turned into orange liquid, which was highly toxic. I hope to one day be a scientist and assist students in learning about science. Scientists have a difficult job. I really admire them.

I have always wanted to drive to the opposite coast. So, I decided to take the drive to the lights and scenery of Hollywood. California is the place where you can become a giant star. I was a stressed actress from the city of Harper, Ohio with dreams to make a name for myself. I took the trip to the gorgeous plains to pursue my dream of being an actress in a television series. I would love to be able to dress in expensive clothes and not even worry about the cost. I want to experience the thrill of being an actress and the exposure you get from a box-office movie. I do not, however, want to hear negative remarks about me. Maybe when I am older and wise enough to choose a path for my life, I will. For now I am happy just being myself.

Gabrielle wondered whether she would ever get the unbelievable opportunity to experience the intense adrenaline rush of visiting another galaxy. Gabrielle was only twelve, but it was her goal in life to become an astronaut and explore space. Gabrielle pleaded, and her parents sent her away to space camp. Her parents hesitated, but agreed to Gabrielle's wish. She was off to endure an opportunity of a lifetime. Gabrielle roomed with a girl named Amber. They both shared a mutual enthusiasm about the thrill of traveling to a mysterious galaxy. As one of the exercises the girls had to pretend they were located inside the Black Hole. Gabrielle's favorite category was when they showed the model of the Black Hole. It was the most incredible experience of her life. After returning home from a life altering experience, Gabrielle could not express how amazing space camp was.

One chaotic day in school, Amelia and Madeline were in the cafeteria trying to relax. Finally fourth period had come to completion and it was time to enjoy a semi-nutritious snack. While at the table, Amelia started to tell a hysterical joke that had everyone clutching their stomachs. Madeline had just taken a sip of her milk. She snorted so hard, milk sprayed out of her nose. Someone in the cafeteria nicknamed her "Milk Snorter." Madeline's skin turned a vivid shade of red. She was extremely embarrassed and in disbelief that such an incident had occurred. She hastened down the hall to the bathroom with her eyes burning from trying not to sob. On the way to the bathroom, she noticed a bulletin board. Posted on the board was an announcement about a writing competition. Madeline decided to write about her experience with the milk. She entered her story and won. Out of this embarrassing moment, Madeline triumphed and created an unbelievable story.