

**\* RED STAR READING ROOM \***

# INSTRUCTIONS FOR COMPLETION

The Red Star reading room is designed for students who are at the 2<sup>nd</sup> Grade reading level. Students should be assigned to the Red Star reading room if during Step 1: Reading Room Placement, Assessment 2 was the highest assessment level for which the accuracy criteria was met.

**Materials Needed for Room Completion – Have a separate copy for each student.**

1. Completion Checklist (page 2 below).
2. Lesson Materials for Teacher's Use (pages 3-51 below).
3. Lesson Materials for Student's Use (pages 52-88 of Red Star Manual-Based Completion – Student Forms).
4. A stopwatch or timer (set to 1 minute).

**Procedures for Room Completion**

The Red Star 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 Red Star 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:

- ❑ Conduct each part (A, B, C) of the lesson as follows:
  - Slowly read the passage to the student from the Teacher Form while the student follows along on the Student Form.
  - Instruct the student to read the passage to you from the Student Form while you follow along on the Teacher Form (twice). Provide immediate error correction as the student reads.
  - Conduct the Word Recognition Quiz as instructed on the Teacher Form.
  - Conduct the Comprehension Quiz as instructed on the Teacher Form.
- ❑ After the student completes Part C of a lesson, conduct the lesson test. Follow the Curriculum-Based Measurement (CBM) procedures provided on the Teacher Form of the test.
- ❑ 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.

\* RED STAR 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 60 words</b>	If Test Score is <b>60 or more words,</b>
SAMPLE	1 <sup>st</sup> try →	√	√	√	56	√ retry this lesson	___ go to next lesson
	2 <sup>nd</sup> try →	√	√	√	62	___ retry this lesson	√ 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.

**\* RED STAR READING ROOM \***  
**LESSON MATERIALS FOR  
TEACHER'S USE**

**Make a separate copy of this section  
(pages 4-51) for each student to be assessed.**

**Print Manual-Based Red Star Completion – Student Forms  
and use the below materials in conjunction with the corresponding  
Lesson Materials for Student's Use (pages 52-88).**

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 1 – Part A**

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Bob went to a farm today. He got to see five animals.	12
He saw a cat, a dog, a horse, a fish, and a pig. It was just	28
like going to the zoo. Bob got to feed the pig. The food	41
did not look good. Bob got to play with some hay and even	54
milk a cow. It was a great day. He loved to go to the	68
farm. Bob thinks he might be a farmer when he grows up. It	81
would be the best job ever. He would be able to have fun	94
all day long. It would be great.	101

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. <u>X</u> today	2. ___ harm	3. ___ hornet	4. ___ grew	5. ___ fight
___ toady	___ from	___ course	<u>X</u> grows	___ night
___ totem	___ firm	<u>X</u> horse	___ gross	<u>X</u> might
___ toward	<u>X</u> farm	___ horns	___ grass	___ mighty

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. How many animals did Bob get to see?  
\_\_\_ four  
\_\_\_ fifty  
X five  
\_\_\_ forty
2. Which animal did Bob feed?  
\_\_\_ cat  
X pig  
\_\_\_ cow  
\_\_\_ dog
3. What did Bob do first?  
\_\_\_ feed pig  
\_\_\_ grow up  
\_\_\_ milk cow  
X see animals

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 1 – Part B**

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Sue went to a big farm today. She got to see four	12
animals. She saw a hen, a horse, a cow, and a pig. It was just	27
like going to the zoo. Sue got to feed the cow. The food	40
did not look good. Sue got to play with some hens and	52
even wash horses. It was a great day. She loved to go to	65
the farm. Sue thinks she might own a farm when she grows	77
up. It would be the best job ever. She would be able to	90
have fun all day long. It would be great.	99

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ even	2. <u>X</u> wash	3. ___ song	4. ___ door	5. ___ greet
___ every	___ mash	___ loan	<u>X</u> four	___ treat
<u>X</u> ever	___ wish	<u>X</u> long	___ foam	___ street
___ oven	___ dash	___ lung	___ form	<u>X</u> great

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Being at the farm was just like going where?
- \_\_\_ park  
\_\_\_ playground  
X zoo  
\_\_\_ gym
2. What did Sue wash at the farm?
- X horses  
\_\_\_ cows  
\_\_\_ pigs  
\_\_\_ hens
3. What did Sue play with after she fed the cow?
- \_\_\_ farm  
\_\_\_ pigs  
X hens  
\_\_\_ horses

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 1 – Part C**

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Mike went to a farm and barn today. He got to see three	13
animals. He saw a hen, a cow, and a sheep. It was like	26
going to the petting zoo. Mike got to clip the sheep. Mike	38
got to play with hens and even wash cows. It was a great	51
day. He loved going to the farm. Mike thinks he might run	63
a farm when he gets old. It would be the best job ever. He	77
would be able to have fun all day long. It would be cool.	90

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |              |                  |               |               |
|---------------|--------------|------------------|---------------|---------------|
| 1. ___ bait   | 2. ___ mob   | 3. <u>X</u> able | 4. ___ tick   | 5. ___ flip   |
| ___ test      | ___ jam      | ___ blat         | <u>X</u> like | ___ clop      |
| ___ nest      | <u>X</u> job | ___ table        | ___ lake      | <u>X</u> clip |
| <u>X</u> best | ___ jog      | ___ angle        | ___ lick      | ___ clap      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What did Mike get to clip?
- \_\_\_ shop  
X sheep  
\_\_\_ hen  
\_\_\_ cow
2. Where else did Mike go besides a farm?
- X barn  
\_\_\_ burn  
\_\_\_ bird  
\_\_\_ tractor
3. What were the last animals Mike helped with?
- \_\_\_ dogs  
\_\_\_ sheep  
\_\_\_ hens  
X cows

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 1 Test</b>
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**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Mike went to a farm and barn today. He got to see three	13
animals. He saw a hen, a cow, and a sheep. It was like	26
going to the petting zoo. Mike got to clip the sheep. Mike	38
got to play with hens and even wash cows. It was a great	51
day. He loved going to the farm. Mike thinks he might run	63
a farm when he gets old. It would be the best job ever. He	77
would be able to have fun all day long. It would be cool.	90

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: MANUAL-BASED ROOM COMPLETION**

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 2 – Part A</b>
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- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I was walking down the road and found a map. It was	12
neat. I picked it up to see where it would take me. I went	26
all around town. It took me to the seashore. I got to play	39
in the sand and watch the fish swim. I had a good time	52
with the map. I hoped to find some gold. It was fun to	65
look for gold. I only found an old box in the sand. It was	79
empty. I like maps. They are cool. I think I want to make	92
one of my own. I want to do it again.	102

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |              |               |                |               |                 |
|--------------|---------------|----------------|---------------|-----------------|
| 1. ___ man   | 2. ___ tone   | 3. ___ match   | 4. ___ wish   | 5. <u>X</u> box |
| ___ mad      | ___ toon      | ___ batch      | ___ dish      | ___ bad         |
| <u>X</u> map | ___ down      | <u>X</u> watch | ___ fist      | ___ fox         |
| ___ mat      | <u>X</u> town | ___ water      | <u>X</u> fish | ___ bus         |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Where was I walking when I found the map?
- \_\_\_ seashore  
\_\_\_ sand  
X road  
\_\_\_ town
2. What did I find in the sand?
- \_\_\_ bag  
\_\_\_ gold  
X box  
\_\_\_ bug
3. I thought my trip with the map was what?
- X fun  
\_\_\_ boring  
\_\_\_ scary  
\_\_\_ lonely

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 2 – Part B</b>
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- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Paul was jogging down the hill and found a map. It was	12
cool. Paul took the map to see where it would take him.	24
Paul went all through town. It took him to the park. Paul	36
got to play and watch the dogs. Paul had a great time	48
with the map. Paul wished to find some gold. It was hard	60
to look for gold. Paul only found an old box in a tree. It	74
was empty. Paul likes maps. They are neat. Paul thinks	84
that he wants to make one of his own. Paul wants to do	97
this again.	99

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |  |  |  |  |   |
|--|--|--|--|---|
| 1. <input checked="" type="checkbox"/> again | 2. <input type="checkbox"/> bark         | 3. <input type="checkbox"/> tags         | 4. <input type="checkbox"/> three        | 5. <input type="checkbox"/> fought        |
| <input type="checkbox"/> alone               | <input type="checkbox"/> dark            | <input checked="" type="checkbox"/> dogs | <input type="checkbox"/> team            | <input checked="" type="checkbox"/> found |
| <input type="checkbox"/> against             | <input checked="" type="checkbox"/> park | <input type="checkbox"/> bogs            | <input checked="" type="checkbox"/> tree | <input type="checkbox"/> foamed           |
| <input type="checkbox"/> along               | <input type="checkbox"/> part            | <input type="checkbox"/> digs            | <input type="checkbox"/> free            | <input type="checkbox"/> hound            |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |                                       |   |
|---------------------------------------|---|
| 1. What was Paul doing down the hill? | <input type="checkbox"/> running            |
|                                       | <input checked="" type="checkbox"/> jogging |
|                                       | <input type="checkbox"/> talking            |
|                                       | <input type="checkbox"/> walking            |
| 2. What did Paul find the old box in? | <input type="checkbox"/> train              |
|                                       | <input type="checkbox"/> box                |
|                                       | <input type="checkbox"/> trunk              |
|                                       | <input checked="" type="checkbox"/> tree    |
| 3. What was Paul unable to find?      | <input type="checkbox"/> money              |
|                                       | <input type="checkbox"/> fur                |
|                                       | <input checked="" type="checkbox"/> gold    |
|                                       | <input type="checkbox"/> maps               |

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 2 – Part C**

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Anna was skating one day and found a map. It was	11
awesome. Anna took the map to see where it would take her.	23
Anna went all about town. It took her to school. Anna got	35
to look in the gym. Anna had a good time with the map.	48
Anna wished to find some gold. It was fun to look for	60
gold. Anna only found a box in the gym. It was full of	73
cake. She ate a piece. It was good. Anna likes maps. Anna	85
thinks that she wants to make one of her own. Anna wants	97
to do this again. It was a lot of fun.	107

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ cart	2. ___ pier	3. ___ take	4. <u>X</u> ate	5. ___ owe
___ card	<u>X</u> piece	___ mask	___ tea	___ oar
<u>X</u> cake	___ niece	___ mock	___ age	___ town
___ bake	___ dice	<u>X</u> make	___ eat	<u>X</u> own

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. The box was full of what?	___ cards
	___ cookies
	<u>X</u> cake
	___ gold
2. What did Anna find while skating?	___ sap
	___ cap
	___ mop
	<u>X</u> map
3. What did Anna think about the cake?	___ salty
	<u>X</u> yummy
	___ dirty
	___ yucky

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 2 Test</b>
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**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Anna was skating one day and found a map. It was	11
awesome. Anna took the map to see where it would take her.	23
Anna went all about town. It took her to school. Anna got	35
to look in the gym. Anna had a good time with the map.	48
Anna wished to find some gold. It was fun to look for	60
gold. Anna only found a box in the gym. It was full of	73
cake. She ate a piece. It was good. Anna likes maps. Anna	85
thinks that she wants to make one of her own. Anna wants	97
to do this again. It was a lot of fun.	107

<b>Student:</b> _____ <b>Date:</b> _____		
<b>Number of words read</b> <b><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: MANUAL-BASED ROOM COMPLETION**

**TEACHER'S FORM**  
**Red Star**  
**Lesson 3 – Part A**

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I like to play with my dolls. They all have names. I	12
like Katie the best. She can walk and talk, just like me.	24
She even calls me momma. I take her to the park with me to	38
play. Katie likes to play with the other dolls. I had a	50
party once with all my friends and their dolls. We got to	62
stay up all night and have fun. We got to eat junk food	75
and look at books. I love my doll Katie. She is very nice	88
and likes to play with me all the time. We are best friends.	101

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |                  |               |                |               |
|---------------|------------------|---------------|----------------|---------------|
| 1. ___ loom   | 2. <u>X</u> book | 3. ___ stat   | 4. ___ fight   | 5. ___ tall   |
| ___ loop      | ___ boom         | ___ play      | ___ nicer      | <u>X</u> talk |
| <u>X</u> look | ___ look         | ___ stack     | ___ tight      | ___ walk      |
| ___ book      | ___ boot         | <u>X</u> stay | <u>X</u> night | ___ tale      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                |
|---|----------------|
| 1. What is my doll's name?                  | ___ Karen      |
|   | ___ Kathy      |
|   | <u>X</u> Katie |
|   | ___ Kelly      |
| 2. Where do I take my doll with me to play? | ___ gym        |
|   | <u>X</u> park  |
|   | ___ mountains  |
|   | ___ playground |
| 3. When I am with my doll, how do I feel?   | ___ mad        |
|   | ___ scared     |
|   | <u>X</u> happy |
|   | ___ sad        |

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 3 – Part B**

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I like to play with cars. They all are cool. I like Tom	13
the best. He can zoom and purrs like a cat. He even honks	26
his horn. I take him to the park with me to play. Tom	39
likes to race with the other cars. I had a party once with	52
all my friends and their cars. We got to stay up all night	65
and have fun. We got to eat cake and have races. I love my	79
car Tom. He is very nice and likes to play with me all the	93
time. We are best friends.	98

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. <input checked="" type="checkbox"/> car	2. <input type="checkbox"/> born	3. <input type="checkbox"/> oat	4. <input type="checkbox"/> trends	5. <input type="checkbox"/> plan
<input type="checkbox"/> cap	<input type="checkbox"/> here	<input checked="" type="checkbox"/> eat	<input type="checkbox"/> fiends	<input checked="" type="checkbox"/> play
<input type="checkbox"/> bar	<input type="checkbox"/> hire	<input type="checkbox"/> meat	<input type="checkbox"/> friends	<input type="checkbox"/> plate
<input type="checkbox"/> cat	<input checked="" type="checkbox"/> horn	<input type="checkbox"/> ate	<input checked="" type="checkbox"/> frosts	<input type="checkbox"/> tray

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What did my friends and I eat?	<input type="checkbox"/> cookies
	<input type="checkbox"/> corn
	<input checked="" type="checkbox"/> cake
	<input type="checkbox"/> caramel
2. What does Tom like to do?	<input checked="" type="checkbox"/> race
	<input type="checkbox"/> hop
	<input type="checkbox"/> run
	<input type="checkbox"/> swim
3. What is Tom?	<input type="checkbox"/> bear
	<input type="checkbox"/> person
	<input type="checkbox"/> brother
	<input checked="" type="checkbox"/> car

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 3 – Part C**

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

I like to play with dogs. They are so neat. I like Sam	13
the best. He can bark and run like the wind. He even howls	26
at the moon. I take him to the park with me to play. Sam	40
likes to walk with the other dogs. I had a dog party for	53
Sam. He got to stay up all night and have fun. They got to	67
eat bones and dig holes in the dirt. I love my dog Sam.	80
He is very nice and likes to play with me all the time. We	94
are best friends.	97

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ hogs	2. ___ mote	3. ___ dire	4. <u>X</u> time	5. ___ wand
___ digs	<u>X</u> mom	___ drip	___ dime	___ mind
___ door	___ room	<u>X</u> dirt	___ tame	<u>X</u> wind
<u>X</u> dogs	___ mood	___ hurt	___ team	___ want

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What does Sam run like?
- \_\_\_ sun  
\_\_\_ cheetah  
X wind  
\_\_\_ car
2. What did Sam get to eat?
- \_\_\_ burgers  
X bones  
\_\_\_ carrots  
\_\_\_ cookies
3. Sam is my best what?
- \_\_\_ teacher  
\_\_\_ party  
\_\_\_ brother  
X friend

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 3 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<b><u>Mark (X) as incorrect if student:</u></b> <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>	<b><u>Leave as correct if student:</u></b> <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 like to play with dogs. They are so neat. I like Sam	13
the best. He can bark and run like the wind. He even howls	26
at the moon. I take him to the park with me to play. Sam	40
likes to walk with the other dogs. I had a dog party for	53
Sam. He got to stay up all night and have fun. They got to	67
eat bones and dig holes in the dirt. I love my dog Sam.	80
He is very nice and likes to play with me all the time. We	94
are best friends.	97

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

**► Go to the Completion Checklist ◀**

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 4 – Part A</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Cody got a new bike for his birthday. It was big and	12
blue, and it had only two wheels. Cody's old bike had	23
three wheels. Cody had to learn how to ride on two wheels.	35
Cody's dad took him and his new bike to the park. His	47
father taught him to ride it without falling. At first,	57
Cody fell over into the grass. He was brave and tried	68
again. He wobbled some and fell over. He got back on and	80
tried again. This time, he did not fall. He kept going	91
until he reached the other end of the sidewalk. Cody was	102
happy. He learned to ride on two wheels.	110

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |                  |               |                 |                   |
|---------------|------------------|---------------|-----------------|-------------------|
| 1. ___ wide   | 2. <u>X</u> bike | 3. ___ fawn   | 4. ___ mother   | 5. ___ part       |
| ___ side      | ___ kite         | ___ fell      | ___ sister      | ___ <u>X</u> park |
| ___ site      | ___ bib          | ___ mall      | <u>X</u> father | ___ palm          |
| <u>X</u> ride | ___ hike         | <u>X</u> fall | ___ fatter      | ___ dark          |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                |
|---|----------------|
| 1. What did Cody get for his birthday?  | ___ bite       |
|   | <u>X</u> bike  |
|   | ___ ship       |
|   | ___ car        |
| 2. What color was Cody's bike?          | ___ yellow     |
|   | ___ red        |
|   | <u>X</u> blue  |
|   | ___ green      |
| 3. Where was the first place Cody fell? | ___ cement     |
|   | ___ bush       |
|   | <u>X</u> grass |
|   | ___ dirt       |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 4 – Part B</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Jennifer got a new book for her birthday. She had	10
wanted to learn how to read. Jennifer had read all of her	22
old books and wanted a new one to read.	31
Jennifer had to learn how to make different vowel sounds.	41
Jennifer would listen to her mom as she read the story out	53
loud. Her mom read it five times before Jennifer gave it a	65
try. At first, Jennifer had a hard time. She was brave and	77
tried again. She slowly said a few words. She tried again.	88
This time, she read the whole story with no help. She had	100
a very happy look on her face. It was a lot of fun. She	114
wants to get more books now.	120

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |                |               |               |                 |
|---------------|----------------|---------------|---------------|-----------------|
| 1. ___ look   | 2. ___ towel   | 3. ___ live   | 4. ___ fact   | 5. ___ glisten  |
| ___ boom      | <b>X</b> vowel | ___ fail      | <b>X</b> face | <b>X</b> listen |
| <b>X</b> book | ___ vowing     | <b>X</b> five | ___ fail      | ___ mitten      |
| ___ took      | ___ vowed      | ___ four      | ___ race      | ___ listing     |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                |
|---|----------------|
| 1. How many times did her mom read the story before Jennifer tried? | ___ two        |
|   | ___ four       |
|   | ___ three      |
|   | <b>X</b> five  |
| 2. Which sounds did Jennifer have to learn to make?                 | ___ animal     |
|   | ___ people     |
|   | <b>X</b> vowel |
|   | ___ consonants |
| 3. What was her favorite birthday gift?                             | ___ bike       |
|   | ___ car        |
|   | <b>X</b> book  |
|   | ___ ball       |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 4 – Part C</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Jeff got a new fire truck for his birthday. It was	11
better than an old car. It was bright red and had a	23
little ladder on it. Jeff had other trucks, but not as	34
great as this one. Jeff learned how to make the siren	45
sound. Jeff and his dad played with his truck on the	56
floor. They pretended that the couch was on fire. First,	66
Jeff put on his coat and fire hat. He then drove over to	79
the couch. He slowly put the fire out. He was a hero. He	92
had a lot of fun with his new toy. It was the best truck ever.	107

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |              |                   |              |                |
|---------------|--------------|-------------------|--------------|----------------|
| 1. ___ flare  | 2. ___ core  | 3. <u>X</u> truck | 4. ___ bed   | 5. ___ flood   |
| ___ tire      | <u>X</u> car | ___ stuck         | ___ rid      | ___ troll      |
| <u>X</u> fire | ___ card     | ___ trust         | <u>X</u> red | <u>X</u> floor |
| ___ firm      | ___ far      | ___ wreck         | ___ rod      | ___ float      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                  |
|---|------------------|
| 1. The fire truck had a little what on it?  | ___ rope         |
|   | <u>X</u> ladder  |
|   | ___ man          |
|   | ___ car          |
| 2. What sound did Jeff learn how to make?   | <u>X</u> siren   |
|   | ___ horn         |
|   | ___ fire         |
|   | ___ dad          |
| 3. What did Jeff and his dad pretend to be? | ___ policemen    |
|   | ___ teachers     |
|   | ___ doctors      |
|   | <u>X</u> firemen |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 4 Test</b>
--

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Jeff got a new fire truck for his birthday. It was	11
better than an old car. It was bright red and had a	23
little ladder on it. Jeff had other trucks, but not as	34
great as this one. Jeff learned how to make the siren	45
sound. Jeff and his dad played with his truck on the	56
floor. They pretended that the couch was on fire. First,	66
Jeff put on his coat and fire hat. He then drove over to	79
the couch. He slowly put the fire out. He was a hero. He	92
had a lot of fun with his new toy. It was the best truck ever.	107

<b>Student:</b> _____ <b>Date:</b> _____
<b>Number of words read</b> <b><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: MANUAL-BASED ROOM COMPLETION**

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 5 – Part A</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Have you ever heard the story about the talking pig? It	11
was really funny. His name was Pat, and he talked to all	23
of his farm friends. Pat had a very soft voice, but he did	36
yell when the other animals were being mean. He was the	47
head of the barnyard, and all the animals looked up to	58
him. No human was able to hear him. One time, Pat wanted	70
all the animals to go to the river. It was going to be	83
fun. They all had a great time. They all liked Pat a lot.	96
He was a fun pig.	101

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ bear	2. ___ store	3. <u>X</u> farm	4. ___ harm	5. ___ risen
<u>X</u> hear	___ glory	___ fair	___ learn	___ liver
___ dread	___ storm	___ harm	___ help	<u>X</u> river
___ learn	<u>X</u> story	___ fares	<u>X</u> heard	___ sliver

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What was Pat?	___ horse
	___ dog
	___ rat
	<u>X</u> pig
2. Where did Pat take the animals?	___ ocean
	<u>X</u> river
	___ brook
	___ lake
3. What animals did Pat yell at?	<u>X</u> mean ones
	___ sleeping ones
	___ never yelled
	___ nice ones

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 5 – Part B</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Have you ever heard the funny story about the talking	10
duck? It was really a great story. His name was Howard,	21
and he talked to all the ducks in the pond. He was the	34
head of the pond, and all the ducks and fish looked up to	47
him for advice. Nobody was able to hear Howard, not even	58
when they brought him bread. One time, Howard wanted all	68
the ducks to go to the bridge. It was going to be fun.	81
They all had a great time. They all liked Howard a lot. He	94
was a fun duck. He was the best duck.	103

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |                  |               |               |                |
|---------------|------------------|---------------|---------------|----------------|
| 1. ___ dish   | 2. <u>X</u> pond | 3. ___ hear   | 4. ___ rest   | 5. ___ greet   |
| ___ first     | ___ fond         | ___ dead      | <u>X</u> best | ___ plate      |
| <u>X</u> fish | ___ bond         | ___ read      | ___ nest      | <u>X</u> great |
| ___ fist      | ___ pony         | <u>X</u> head | ___ bead      | ___ trait      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                 |
|---|-----------------|
| 1. Who did Howard talk to?                | <u>X</u> ducks  |
|   | ___ birds       |
|   | ___ fish        |
|   | ___ people      |
| 2. Where did Howard want the ducks to go? | ___ pond        |
|   | ___ bed         |
|   | <u>X</u> bridge |
|   | ___ home        |
| 3. What did people give Howard to eat?    | <u>X</u> bread  |
|   | ___ cereal      |
|   | ___ fish        |
|   | ___ cake        |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 5 – Part C</b>
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Have you ever heard the exciting story about the	9
walking fish? It was really a great story. It is about a	21
cool fish. His name was Philip, and he walked all around	32
town. He was the envy of all the fish in the sea. Everyone	45
could see Philip walk, and they could not believe it. One time,	57
Philip walked all the way to the bus stop. His fins do get	70
tired. He was a lot of fun to watch. He had a really great	84
time walking. He is a fun fish.	91

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ down	2. ___ seat	3. <u>X</u> walk	4. ___ flop	5. ___ water
<u>X</u> town	___ bee	___ wait	___ spit	___ patch
___ tow	___ seam	___ wall	<u>X</u> stop	___ waves
___ tote	<u>X</u> sea	___ talk	___ step	<u>X</u> watch

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What can Philip do?	___ dance
	<u>X</u> walk
	___ hop
	___ fly
2. Where did he walk to once?	___ stop sign
	___ truck stop
	___ car stop
	<u>X</u> bus stop
3. What does Philip walk on?	<u>X</u> fins
	___ feet
	___ legs
	___ shoes

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 5 Test</b>
--

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Have you ever heard the exciting story about the	9
walking fish? It was really a great story. It is about a	21
cool fish. His name was Philip, and he walked all around	32
town. He was the envy of all the fish in the sea. Everyone	45
could see Philip walk, and they could not believe it. One time,	57
Philip walked all the way to the bus stop. His fins do get	70
tired. He was a lot of fun to watch. He had a really great	84
time walking. He is a fun fish.	91

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: MANUAL-BASED ROOM COMPLETION**

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 6 – Part A</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

My brother Matt plays on a baseball team. He plays	10
first base, and he is a really good player. His team is	22
the color green. Today they are playing the red team.	32
Matt's friend Jeff is on the red team. It will be fun to	45
play his best friend. Matt hopes to hit the ball hard. He	57
wants it to go out of the park. When Matt is up to bat,	71
the red team will back up. Matt will hit the ball all the	84
way out of the park. Everyone will clap for Matt as he	96
runs around the bases. Jeff will be happy too. It will be	108
a really fun game to watch. Matt's team will win the game.	120
It will be great.	124

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |                 |               |                  |               |
|----------------|-----------------|---------------|------------------|---------------|
| 1. ___ solar   | 2. <u>X</u> red | 3. ___ test   | 4. ___ trends    | 5. ___ gone   |
| ___ collar     | ___ read        | ___ rest      | ___ mends        | <u>X</u> game |
| <u>X</u> color | ___ bed         | <u>X</u> best | ___ finds        | ___ fame      |
| ___ clops      | ___ rat         | ___ bear      | <u>X</u> friends | ___ gum       |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |                               |                  |
|-------------------------------|------------------|
| 1. What color is Matt's team? | ___ gray         |
|                               | <u>X</u> green   |
|                               | ___ blue         |
|                               | ___ red          |
| 2. Who is Matt's best friend? | ___ Jim          |
|                               | ___ Josh         |
|                               | ___ James        |
|                               | <u>X</u> Jeff    |
| 3. Matt is my what?           | ___ friend       |
|                               | ___ sister       |
|                               | <u>X</u> brother |
|                               | ___ father       |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 6 – Part B</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

My sister Erin plays on a basketball team. She plays	10
guard, and she is a very good player. Her team wears the	22
color blue. Erin's team is playing the orange team, and	32
Erin's friend Katie is on the orange team. Erin says that	43
it's fun to play against her best friend. Erin hopes to	54
score a lot of points. She wants to make ten baskets. Erin	66
has the ball. The orange team backs up. Erin shoots the	77
ball towards the net. People clap for Erin as the ball	88
goes in the net. This is a fun game to watch. Erin's team	101
is winning. It is great!	106

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |                |                  |                  |                    |
|---------------|----------------|------------------|------------------|--------------------|
| 1. ___ tear   | 2. ___ clone   | 3. <u>X</u> clap | 4. ___ along     | 5. <u>X</u> points |
| <u>X</u> team | ___ store      | ___ clad         | <u>X</u> against | ___ joints         |
| ___ seam      | <u>X</u> score | ___ flap         | ___ around       | ___ ponies         |
| ___ beam      | ___ scare      | ___ clam         | ___ among        | ___ parties        |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |  |
|---|--|
| 1. How many baskets does Erin want to make? | ___ two<br><u>X</u> ten<br>___ twelve<br>___ five        |
| 2. What color team is Katie on?             | ___ watermelon<br>___ red<br>___ pink<br><u>X</u> orange |
| 3. How will Erin feel when her team wins?   | <u>X</u> happy<br>___ upset<br>___ mad<br>___ sad        |

THE READING CENTER  
STEP 2: MANUAL-BASED ROOM COMPLETION

<p><b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 6 – Part C</b></p>
---

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

My sister Donna plays volleyball. She plays fair, and	9
she is a great player. Her team wears the color white.	20
This morning they are playing the yellow team. Donna's	29
friend Anne is on the yellow team. It will be fun to play	42
against her best friend. Donna hopes to score a lot of	53
points by serving the ball. She wants to spike it too.	64
When Donna has the ball, the yellow team will back up.	75
Donna will spike the ball towards the net. People will	85
clap for Donna as the ball goes over the net. It will be a	99
fun game to watch. Donna's team will win. It's going to be great!	112

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |  |   |   |  |  |
|--|---|---|--|--|
| 1. <input checked="" type="checkbox"/> color | 2. <input type="checkbox"/> flight        | 3. <input type="checkbox"/> patch         | 4. <input type="checkbox"/> beak         | 5. <input type="checkbox"/> fame         |
| <input type="checkbox"/> coop                | <input type="checkbox"/> whole            | <input checked="" type="checkbox"/> watch | <input type="checkbox"/> test            | <input checked="" type="checkbox"/> game |
| <input type="checkbox"/> clop                | <input checked="" type="checkbox"/> white | <input type="checkbox"/> witches          | <input type="checkbox"/> baste           | <input type="checkbox"/> gone            |
| <input type="checkbox"/> nook                | <input type="checkbox"/> whale            | <input type="checkbox"/> batch            | <input checked="" type="checkbox"/> best | <input type="checkbox"/> tame            |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |  |
|---|--|
| 1. What does Donna play?                                  | <input type="checkbox"/> basketball            |
|   | <input type="checkbox"/> baseball              |
|   | <input checked="" type="checkbox"/> volleyball |
|   | <input type="checkbox"/> villageball           |
| 2. This morning, Donna's team is playing what other team? | <input checked="" type="checkbox"/> yellow     |
|   | <input type="checkbox"/> white                 |
|   | <input type="checkbox"/> blue                  |
|   | <input type="checkbox"/> red                   |
| 3. Which team will win?                                   | <input type="checkbox"/> red                   |
|   | <input checked="" type="checkbox"/> white      |
|   | <input type="checkbox"/> blue                  |
|   | <input type="checkbox"/> yellow                |

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 6 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

My sister Donna plays volleyball. She plays fair, and	9
she is a great player. Her team wears the color white.	20
This morning they are playing the yellow team. Donna's	29
friend Anne is on the yellow team. It will be fun to play	42
against her best friend. Donna hopes to score a lot of	53
points by serving the ball. She wants to spike it too.	64
When Donna has the ball, the yellow team will back up.	75
Donna will spike the ball towards the net. People will	85
clap for Donna as the ball goes over the net. It will be a	99
fun game to watch. Donna's team will win. It's going to be great!	112

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

**► Go to the Completion Checklist ◀**

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 7 – Part A</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Lisa loved to run. She ran everywhere she went. She ran	11
to school and home again. She raced all her friends and	22
always won. She was the fastest kid in her school. She	33
loved to feel the wind on her face as she ran fast. One	46
day, Lisa decided to see if she could run all the way to	59
the park without stopping. She tied her shoes on tight and	70
took a deep breath. She ran as fast as she could. She was	83
tired, but did not stop until she saw the trees in the	95
park. She made it! She sat under a tree to rest happily.	107

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ thunder	2. ___ runt	3. ___ start	4. <u>X</u> without	5. ___ place
___ undo	<u>X</u> run	___ hop	___ within	<u>X</u> face
___ until	___ sun	<u>X</u> stop	___ window	___ fair
<u>X</u> under	___ rant	___ strip	___ winner	___ fall

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. When Lisa raced her friends, she always did what?	___ lose
	___ walk
	<u>X</u> won
	___ cheat
2. What did Lisa love to feel on her face?	___ dirt
	___ rain
	___ sweat
	<u>X</u> wind
3. How did Lisa feel when she succeeded in running all the way to the park?	___ hurt
	<u>X</u> happy
	___ upset
	___ angry

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 7 – Part B</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Lisa enjoys running. Everywhere she goes, she runs. She	9
runs to school and home again. She races all her friends	20
and has never lost. Lisa is the fastest kid in her entire	32
school. She loves the feel of the wind brushing her face.	43
Today, Lisa has an idea. She wants to see if she could	55
run all the way to the park without stopping. It is more	67
than a mile to the park. She ties her shoes tight and	79
takes a deep breath. As fast as she can, Lisa runs. She	91
is tired, but she does not stop until she sees the trees	103
in the park. Lisa has made it! She sits happily on a rock	116
to rest.	118

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |   |  |  |   |  |
|---|--|--|---|--|
| 1. <input type="checkbox"/> newer         | 2. <input type="checkbox"/> fun          | 3. <input type="checkbox"/> smile        | 4. <input checked="" type="checkbox"/> rock | 5. <input type="checkbox"/> win          |
| <input checked="" type="checkbox"/> never | <input type="checkbox"/> first           | <input type="checkbox"/> mine            | <input type="checkbox"/> rope               | <input checked="" type="checkbox"/> wind |
| <input type="checkbox"/> lever            | <input type="checkbox"/> fat             | <input checked="" type="checkbox"/> mile | <input type="checkbox"/> roll               | <input type="checkbox"/> mind            |
| <input type="checkbox"/> ever             | <input checked="" type="checkbox"/> fast | <input type="checkbox"/> mike            | <input type="checkbox"/> rake               | <input type="checkbox"/> hind            |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |  |   |
|--|---|
| 1. Where does Lisa run?                          | <input type="checkbox"/> near and far               |
|  | <input checked="" type="checkbox"/> school and home |
|  | <input type="checkbox"/> bank and forest            |
|  | <input type="checkbox"/> store and mall             |
| 2. It is more than a what to the park?           | <input type="checkbox"/> yard                       |
|  | <input type="checkbox"/> foot                       |
|  | <input type="checkbox"/> inch                       |
|  | <input checked="" type="checkbox"/> mile            |
| 3. What does Lisa do before running to the park? | <input checked="" type="checkbox"/> tie her shoes   |
|  | <input type="checkbox"/> cry                        |
|  | <input type="checkbox"/> eat dinner                 |
|  | <input type="checkbox"/> sit on a rock              |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 7 – Part C</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Henry loves to run. Henry runs to every place he goes.	11
He runs back and forth to school. He races all his	22
friends. The problem is that Henry never wins. He is	32
one of the slowest runners in his school. Fortunately,	41
Henry does not care how fast he is. He loves to hear the	54
sound of his shoes hitting the pavement. Henry will run	64
until he cannot run anymore. One day Henry wants to run	75
across the country. Now he just practices with short	84
trips. Either way, Henry is proud of himself, and that is	95
what is important.	98

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |               |                 |                   |                  |
|----------------|---------------|-----------------|-------------------|------------------|
| 1. ___ even    | 2. ___ hope   | 3. ___ accept   | 4. <u>X</u> short | 5. ___ herself   |
| ___ very       | <u>X</u> hear | ___ actor       | ___ shot          | ___ hymn         |
| <u>X</u> every | ___ hurt      | ___ action      | ___ shape         | ___ selfish      |
| ___ ever       | ___ heat      | <u>X</u> across | ___ ship          | <u>X</u> himself |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                  |
|---|------------------|
| 1. What does Henry love to do?                          | ___ walk         |
|   | ___ skip         |
|   | ___ fly          |
|   | <u>X</u> run     |
| 2. Henry never does what?                               | ___ tries        |
|   | ___ loses        |
|   | <u>X</u> wins    |
|   | ___ hits         |
| 3. Being proud of yourself is more important than what? | <u>X</u> winning |
|   | ___ losing       |
|   | ___ trying       |
|   | ___ hiding       |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 7 Test</b>
--

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

Henry loves to run. Henry runs to every place he goes.	11
He runs back and forth to school. He races all his	22
friends. The problem is that Henry never wins. He is	32
one of the slowest runners in his school. Fortunately,	41
Henry does not care how fast he is. He loves to hear the	54
sound of his shoes hitting the pavement. Henry will run	64
until he cannot run anymore. One day Henry wants to run	75
across the country. Now he just practices with short	84
trips. Either way, Henry is proud of himself, and that is	95
what is important.	98

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

**▶ Go to the Completion Checklist ◀**

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 8 – Part A**

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Sarah loves cats. She has a little kitten named Sky.	10
Sky is all white and fluffy like clouds in the sky. Sarah	22
and Sky are best friends. Sarah thinks that Sky is the	33
prettiest kitty in the world. At school, Sarah learned	42
about all kinds of cats. On day, Sarah's teacher took her	53
class to the zoo for a field trip. Sarah saw lots of cats	66
at the zoo. She saw tigers and lions. They were big cats,	78
much bigger than Sky. Sarah liked the big cats. She wished	89
that Sky would grow up to be as big as a lion.	101

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |                 |                 |                |                  |
|----------------|-----------------|-----------------|----------------|------------------|
| 1. ___ whole   | 2. <u>X</u> Sky | 3. ___ spool    | 4. ___ piled   | 5. ___ trends    |
| ___ write      | ___ Ski         | <u>X</u> school | ___ filed      | <u>X</u> friends |
| ___ while      | ___ Try         | ___ droll       | <u>X</u> field | ___ freeze       |
| <u>X</u> white | ___ Fly         | ___ troll       | ___ yield      | ___ fiends       |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |               |
|---|---------------|
| 1. What is the name of Sarah's cat?                           | ___ Sam       |
|   | <u>X</u> Sky  |
|   | ___ Sew       |
|   | ___ Sun       |
| 2. Where did Sarah's teacher take her class for a field trip? | ___ mall      |
|   | ___ zoom      |
|   | <u>X</u> zoo  |
|   | ___ pond      |
| 3. Sky is smaller than a what?                                | ___ ant       |
|   | ___ mouse     |
|   | ___ bee       |
|   | <u>X</u> lion |

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 8 – Part B**

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Tommy loves dogs. He has a little dog named Spot. Spot	11
is all black and fluffy like clouds in the sky. Tommy and	23
Spot are best friends. Tommy thinks that Spot is the	33
coolest dog in the world. At school, Tommy learned about	43
all kinds of dogs. One day, Tommy's teacher took his class	54
to the zoo for a field trip. Tommy saw lots of animals at	67
the zoo. He saw horses and deer. Tommy likes big dogs. He	79
wishes that Spot would grow up to be as big as a horse.	92

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. ___ dug	2. ___ block	3. ___ house	4. ___ glass	5. <u>X</u> clouds
___ hog	___ track	___ hornet	<u>X</u> class	___ mounds
<u>X</u> dog	<u>X</u> black	___ course	___ clasp	___ clowns
___ dig	___ blink	<u>X</u> horse	___ clash	___ courts

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. Who is Tommy's best friend?

\_\_\_ Sky  
\_\_\_ Spit  
\_\_\_ Sam  
X Spot

2. What kind of animals did Tommy see at the zoo?

\_\_\_ lions and tigers  
\_\_\_ dogs and cats  
X horses and deer  
\_\_\_ fish and monkeys

3. What kind of animal lover is Tommy?

\_\_\_ fish  
X dog  
\_\_\_ horse  
\_\_\_ cat

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 8 – Part C</b>
--

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Grace loves all birds. She has a little red bird named Minnie.	12
Minnie can fly as high as clouds in the sky.	22
Grace and Minnie are best friends. Grace thinks that Minnie is	33
the best bird on earth. At school, Grace learned about all	44
kinds of birds. One day, Grace's teacher took her class to	55
the zoo for a field trip. Grace saw lots of big birds at the zoo.	70
She saw eagles and hawks. Grace likes big birds. She	80
wishes that Minnie would grow up to be as big as a hawk.	93

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |                   |              |               |                   |
|----------------|-------------------|--------------|---------------|-------------------|
| 1. ___ drips   | 2. <u>X</u> class | 3. ___ bed   | 4. ___ gown   | 5. <u>X</u> earth |
| ___ birth      | ___ cost          | ___ rid      | ___ row       | ___ earn          |
| <u>X</u> birds | ___ dress         | <u>X</u> red | ___ throw     | ___ earning       |
| ___ bars       | ___ last          | ___ rod      | <u>X</u> grow | ___ their         |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |   |
|---|---|
| 1. What can Minnie do as high as the clouds in the sky? | ___ climb<br>___ walk<br><u>X</u> fly<br>___ swim     |
| 2. Where did Grace learn about all kinds of birds?      | ___ school<br><u>X</u> park<br>___ home<br>___ church |
| 3. What is Minnie smaller than?                         | ___ ant<br><u>X</u> hawk<br>___ dove<br>___ mouse     |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 8 Test</b>
--

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Grace loves all birds. She has a little red bird named Minnie.	12
Minnie can fly as high as clouds in the sky.	22
Grace and Minnie are best friends. Grace thinks that Minnie is	33
the best bird on earth. At school, Grace learned about all	44
kinds of birds. One day, Grace's teacher took her class to	55
the zoo for a field trip. Grace saw lots of big birds at the zoo.	70
She saw eagles and hawks. Grace likes big birds. She	80
wishes that Minnie would grow up to be as big as a hawk.	93

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

**► Go to the Completion Checklist ◀**

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 9 – Part A**

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Lisa has always wanted to babysit. She wanted to make	10
some money to buy a new pair of boots. Her mom said if she	24
earned enough money, she would take Lisa to get the boots.	35
Lisa babysat for a girl and two boys. It was a hard job,	48
but it was also fun. Lisa got to play games like	59
hide-and-seek and ball. She was there for four hours. That	69
was not enough for the boots, but her mom was so proud	81
Lisa got the boots anyway. Lisa had a good time	91
babysitting. She wants to do it again.	98

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |               |               |                  |                |
|----------------|---------------|---------------|------------------|----------------|
| 1. ___ honey   | 2. ___ grip   | 3. ___ seem   | 4. <u>X</u> four | 5. ___ loud    |
| ___ moody      | <u>X</u> girl | ___ meek      | ___ more         | <u>X</u> proud |
| <u>X</u> money | ___ whirl     | ___ seam      | ___ foam         | ___ crowd      |
| ___ funny      | ___ twirl     | <u>X</u> seek | ___ form         | ___ prove      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What does Lisa want to buy?
- \_\_\_ make-up  
\_\_\_ movies  
X boots  
\_\_\_ doll
2. Lisa had a good time doing what?
- X babysitting  
\_\_\_ shopping  
\_\_\_ sleeping  
\_\_\_ earning
3. Who gave Lisa the boots?
- \_\_\_ dad  
X mom  
\_\_\_ Martha  
\_\_\_ aunt

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 9 – Part B</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Scott has always wanted to babysit. He wanted to make	10
some money to buy a new skateboard. His dad said if he	22
earned enough money, he would take Scott to get the	32
skateboard. Scott babysat for five boys. He babysat	39
during the morning. It was a hard job, but it was also	51
fun. Scott got to draw pictures and swim in the pool. He	63
was there for three hours. He did not make enough to pay	75
for the skateboard. But his dad was so proud that Scott got the	88
board anyway. Scott had an excellent time babysitting. He	97
wants to do it again soon.	103

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |                    |               |               |                  |
|----------------|--------------------|---------------|---------------|------------------|
| 1. ___ tours   | 2. <u>X</u> during | 3. ___ wrap   | 4. ___ hives  | 5. ___ mounding  |
| ___ homes      | ___ pairing        | ___ dawn      | ___ live      | ___ dawning      |
| <u>X</u> hours | ___ luring         | ___ drew      | <u>X</u> five | <u>X</u> morning |
| ___ houses     | ___ durable        | <u>X</u> draw | ___ fifth     | ___ mounting     |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |  |  |
|--|--|
| 1. Scott wanted to make money to buy what?       | ___ skates<br><u>X</u> skateboard<br>___ bike<br>___ scooter |
| 2. Scott baby-sat during the what?               | ___ dawn<br><u>X</u> morning<br>___ night<br>___ afternoon   |
| 3. How did Scott's dad feel when Scott baby-sat? | <u>X</u> proud<br>___ angry<br>___ jealous<br>___ lonely     |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 9 – Part C</b>
--

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Sarah has always wanted to be a babysitter. She wanted	11
to make her own money to buy some new clothes. Her dad	23
said that if she earned enough money, he would take Sarah	34
to the mall. Sarah babysat for two little girls. She	44
babysat during the afternoon. It was a hard job, but it	55
was also a lot of fun. Sarah got to watch cartoons and	67
play baseball. She was there for six hours, and loved	77
every second of it. She made a lot of money that day. She	90
already had another job set up. Sarah loved to babysit.	101
It was a lot of fun, and it helped her get money to buy	115
her own clothes.	118

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

1. <input checked="" type="checkbox"/> own	2. <input type="checkbox"/> fix	3. <input type="checkbox"/> scents	4. <input checked="" type="checkbox"/> enough	5. <input type="checkbox"/> aftermath
<input type="checkbox"/> eye	<input type="checkbox"/> mix	<input checked="" type="checkbox"/> second	<input type="checkbox"/> emote	<input type="checkbox"/> overtime
<input type="checkbox"/> owe	<input type="checkbox"/> sip	<input type="checkbox"/> secant	<input type="checkbox"/> emit	<input checked="" type="checkbox"/> afternoon
<input type="checkbox"/> oar	<input checked="" type="checkbox"/> six	<input type="checkbox"/> senses	<input type="checkbox"/> enact	<input type="checkbox"/> aftertime

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

1. What did Sarah get to watch while she baby-sat?
- news  
 cartoons  
 bug  
 movies
2. How many girls did Sarah baby-sit for?
- two  
 five  
 twelve  
 four
3. Who said he would take Sarah to the mall?
- her mom  
 her grandpa  
 her dad  
 her brother

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 9 Test</b>
--

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Sarah has always wanted to be a babysitter. She wanted	11
to make her own money to buy some new clothes. Her dad	23
said that if she earned enough money, he would take Sarah	34
to the mall. Sarah babysat for two little girls. She	44
babysat during the afternoon. It was a hard job, but it	55
was also a lot of fun. Sarah got to watch cartoons and	67
play baseball. She was there for six hours, and loved	77
every second of it. She made a lot of money that day. She	90
already had another job set up. Sarah loved to babysit.	101
It was a lot of fun, and it helped her get money to buy	115
her own clothes.	118

<b>Student:</b> _____ <b>Date:</b> _____
<b>Number of words read</b> <b><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: MANUAL-BASED ROOM COMPLETION**

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 10 – Part A</b>
---

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Today is Nancy's birthday. She wants a new bike. She	10
had grits for breakfast, which is her favorite. She also	20
got to take candy to school for her class. After school,	31
Nancy and her friends had a big party. They had a great	43
time. It was a lot of fun. When it was time to open her	57
presents, Nancy could not wait to get her bike. She opened	68
all her presents, but there was no bike. Nancy liked all	79
of her gifts, but she was sad that she did not get a bike.	93
She put her head down and almost cried. Just then,	103
everyone yelled SURPRISE! She looked up and there was a	113
shiny new bike with a big red bow on it.	123

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |                  |               |                   |                 |
|----------------|------------------|---------------|-------------------|-----------------|
| 1. ___ total   | 2. ___ fried     | 3. ___ read   | 4. <u>X</u> cried | 5. ___ across   |
| ___ party      | <u>X</u> friends | ___ heed      | ___ died          | ___ along       |
| ___ totem      | ___ trends       | <u>X</u> head | ___ fried         | <u>X</u> almost |
| <u>X</u> today | ___ depends      | ___ hear      | ___ crier         | ___ always      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |  |   |
|--|---|
| 1. What did Nancy want for her birthday?                             | ___ car<br>___ kite<br><u>X</u> bike<br>___ book          |
| 2. When Nancy opened her gifts and saw no bike, she almost did what? | <u>X</u> cried<br>___ sang<br>___ laughed<br>___ yelled   |
| 3. Nancy got her new bike as a what?                                 | ___ promise<br>___ regret<br>___ lie<br><u>X</u> surprise |

THE READING CENTER  
STEP 2: MANUAL-BASED ROOM COMPLETION

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 10 – Part B</b>
---

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Today is Kyle's birthday. He wants a video game. He had	11
muffins and milk for breakfast, which is his favorite. He	21
also got to take cookies to school for his class. After	32
school, Kyle and a group of his friends had a big party.	44
They had a great time. It was a lot of fun. When it was	58
time to open his presents, Kyle could not wait to get his	70
video game. He opened all his presents, but there was no	81
video game. Kyle then saw a piece of paper that was left	93
by his family. It was a treasure map. Kyle followed it and	105
found his video game. He was so excited. They saved the	116
best for last.	119

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                    |                    |                   |                   |                   |
|--------------------|--------------------|-------------------|-------------------|-------------------|
| 1. ___ grown       | 2. ___ papa        | 3. ___ nest       | 4. ___ laze       | 5. ___ lake       |
| <u>  X  </u> group | ___ caper          | ___ bats          | <u>  X  </u> last | ___ lift          |
| ___ troop          | <u>  X  </u> paper | <u>  X  </u> best | ___ laps          | ___ loft          |
| ___ ground         | ___ taper          | ___ bets          | ___ past          | <u>  X  </u> left |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                           |
|---|---------------------------|
| 1. What did Kyle take to school for his class?    | ___ muffins               |
|   | ___ candy                 |
|   | ___ chips                 |
|   | <u>  X  </u> cookies      |
| 2. What was on the paper his family left?         | ___ big party             |
|   | <u>  X  </u> treasure map |
|   | ___ video game            |
|   | ___ muffins and milk      |
| 3. Who gave Kyle the video game for his birthday? | ___ his friends           |
|   | ___ his teacher           |
|   | ___ his pets              |
|   | <u>  X  </u> his family   |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 10 – Part C</b>
---

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Today is Lauren's ninth birthday. She wants a keyboard.	9
She had cereal and milk for breakfast. She also got to	20
take snacks to school for her class. After school, Lauren	30
and some children in her class had a birthday party. They	41
had a great time. It was so much fun. It was time to open	55
her presents. Lauren could not wait to get her keyboard.	65
She loved to play music and sing along with the radio.	76
Lauren's last present was in her room. She ran as fast as	88
she could to the door. She was so happy when she saw her	101
keyboard wrapped in pink paper. It was the best birthday ever.	112

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |                  |                   |               |                |
|----------------|------------------|-------------------|---------------|----------------|
| 1. ___ rustic  | 2. <u>X</u> sing | 3. ___ caldron    | 4. ___ root   | 5. ___ among   |
| ___ muses      | ___ song         | <u>X</u> children | ___ doom      | ___ prong      |
| ___ must       | ___ ring         | ___ chiffon       | <u>X</u> room | <u>X</u> along |
| <u>X</u> music | ___ send         | ___ chillers      | ___ rope      | ___ aloud      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |  |                |
|--|----------------|
| 1. Which birthday is this for Lauren?                              | ___ sixth      |
|  | ___ eight      |
|  | <u>X</u> ninth |
|  | ___ seventh    |
| 2. What color was the wrapping paper?                              | <u>X</u> pink  |
|  | ___ pearl      |
|  | ___ red        |
|  | ___ purple     |
| 3. If today is Lauren's ninth birthday, how old was she yesterday? | ___ ten        |
|  | <u>X</u> eight |
|  | ___ nine       |
|  | ___ seven      |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 10 Test</b>
---

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Today is Lauren's ninth birthday. She wants a keyboard.	9
She had cereal and milk for breakfast. She also got to	20
take snacks to school for her class. After school, Lauren	30
and some children in her class had a birthday party. They	41
had a great time. It was so much fun. It was time to open	55
her presents. Lauren could not wait to get her keyboard.	65
She loved to play music and sing along with the radio.	76
Lauren's last present was in her room. She ran as fast as	88
she could to the door. She was so happy when she saw her	101
keyboard wrapped in pink paper. It was the best birthday ever.	112

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

**► Go to the Completion Checklist ◀**

THE READING CENTER  
STEP 2: MANUAL-BASED ROOM COMPLETION

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 11 – Part A</b>
---

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Bob's class was taking a field trip to the pond. Bob	11
was excited about the trip all year. Bob worked hard in	22
school and got good grades so that he could go on the	34
trip. Finally, the day came to go to the pond. Bob woke up	47
and got dressed, but he was coughing during breakfast. Bob	57
had a fever. He was sick and had to rest in bed all day.	71
Bob was so disappointed. He was going to miss the trip to	83
the pond. He would not get to see the fish and birds. When	96
Bob was better, his parents took him to the pond for a	108
trip of his very own.	113

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |               |                 |                 |                  |
|---------------|---------------|-----------------|-----------------|------------------|
| 1. ___ tool   | 2. ___ mine   | 3. ___ endure   | 4. ___ batter   | 5. <u>X</u> year |
| ___ take      | ___ mime      | <u>X</u> during | <u>X</u> better | ___ fear         |
| ___ look      | <u>X</u> miss | ___ donut       | ___ letter      | ___ your         |
| <u>X</u> took | ___ mist      | ___ ring        | ___ betting     | ___ tear         |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |   |
|---|---|
| 1. Bob's class was taking a field trip to where?                | ___ store<br>___ zoo<br><u>X</u> pond<br>___ stream             |
| 2. Bob was coughing during what?                                | ___ lunch<br>___ dinner<br>___ school<br><u>X</u> breakfast     |
| 3. Why did Bob want to work hard in school and get good grades? | <u>X</u> field trip<br>___ parents<br>___ teachers<br>___ money |

THE READING CENTER  
STEP 2: MANUAL-BASED ROOM COMPLETION

**TEACHER'S FORM**  
**Red Star**  
**Lesson 11 – Part B**

- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

For a field trip this year, Andy's class was going to	11
the sea. Andy has been excited about this trip all year.	22
In school, he worked hard so that he would be able to go on	36
the trip. The night before the trip, Andy began to sneeze.	47
The next morning when Andy woke up, his mom told him that	59
he had a cold. He was sick and had to rest in bed all day.	74
Andy was sad. He was going to miss the trip to the sea. He	88
would not get to see the ships. His parents told him that	100
when he was better, they would take him on his own field	112
trip to the sea.	116

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                    |                  |                    |                   |                    |
|--------------------|------------------|--------------------|-------------------|--------------------|
| 1. ___ nine        | 2. ___ set       | 3. ___ again       | 4. ___ child      | 5. ___ hips        |
| ___ light          | ___ <b>X</b> sea | ___ <b>X</b> began | ___ old           | ___ <b>X</b> ships |
| ___ <b>X</b> night | ___ say          | ___ gate           | ___ mold          | ___ pits           |
| ___ fight          | ___ bee          | ___ before         | ___ <b>X</b> cold | ___ hips           |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                         |
|---|-------------------------|
| 1. Andy's class is was going to the sea for what?       | ___ vacation            |
|   | ___ <b>X</b> field trip |
|   | ___ test                |
|   | ___ lunch               |
| 2. Where did Andy have to rest all day?                 | ___ table               |
|   | ___ couch               |
|   | ___ chair               |
|   | ___ <b>X</b> bed        |
| 3. What began before Andy's mom told him he had a cold? | ___ coughing            |
|   | ___ <b>X</b> sneezing   |
|   | ___ crying              |
|   | ___ sleeping            |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 11 – Part C</b>
---

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Molly's class took a field trip to the river last week.	11
Molly had been looking forward to the trip all year. The night	23
before the trip, Molly began to sneeze at the dinner table.	34
The next morning she woke up feeling really bad. Molly was	45
sick and had to visit the doctor. She was very sad. She	57
did not want to miss the trip to the river. Molly was not	70
able to see the fish and animals of the river. Her parents	82
told her they would take her on her own field trip to the	95
river when she felt better.	100

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |  |   |  |   |   |
|--|---|--|---|---|
| 1. <input checked="" type="checkbox"/> river | 2. <input type="checkbox"/> able          | 3. <input type="checkbox"/> dish         | 4. <input type="checkbox"/> our         | 5. <input checked="" type="checkbox"/> told |
| <input type="checkbox"/> never               | <input type="checkbox"/> fable            | <input type="checkbox"/> wish            | <input type="checkbox"/> loan           | <input type="checkbox"/> toll               |
| <input type="checkbox"/> rolling             | <input type="checkbox"/> tablet           | <input checked="" type="checkbox"/> fish | <input checked="" type="checkbox"/> own | <input type="checkbox"/> tale               |
| <input type="checkbox"/> rift                | <input checked="" type="checkbox"/> table | <input type="checkbox"/> fact            | <input type="checkbox"/> bone           | <input type="checkbox"/> hold               |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |  |
|---|--|
| 1. Who did Molly have to visit?                           | <input type="checkbox"/> lawyer<br><input checked="" type="checkbox"/> doctor<br><input type="checkbox"/> teacher<br><input type="checkbox"/> river  |
| 2. When did Molly's class take a field trip to the river? | <input type="checkbox"/> last month<br><input type="checkbox"/> last night<br><input checked="" type="checkbox"/> last week<br><input type="checkbox"/> last year                          |
| 3. What did Molly want to see at the river?               | <input type="checkbox"/> water and boats<br><input checked="" type="checkbox"/> fish and animals<br><input type="checkbox"/> doctor and parents<br><input type="checkbox"/> birds and bees |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 11 Test</b>
---

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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.

<u>Mark (X) as incorrect if student:</u> <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>	<u>Leave as correct if student:</u> <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.

Molly's class took a field trip to the river last week.	11
Molly had been looking forward to the trip all year. The night	23
before the trip, Molly began to sneeze at the dinner table.	34
The next morning she woke up feeling really bad. Molly was	45
sick and had to visit the doctor. She was very sad. She	57
did not want to miss the trip to the river. Molly was not	70
able to see the fish and animals of the river. Her parents	82
told her they would take her on her own field trip to the	95
river when she felt better.	100

<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: MANUAL-BASED ROOM COMPLETION**

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 12 – Part A</b>
---

- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Billy's grandparents took him to the circus for his	9
birthday. Billy liked the clowns. They were funny and made	19
him laugh. Billy had a great time watching the clowns do a	31
silly dance. Billy saw a sad clown who was not dancing. She	43
was not happy. This clown wore a frown and a big blue tear	56
on her cheek. Billy wished that the sad clown could be	67
happy and fun like the others. Billy asked the clown what	78
made her sad, but she did not answer. Billy made goofy	89
faces and silly sounds to make her smile. Then, the sad	100
clown took a red scarf from her pocket and wiped the big	112
blue tear off her face. She and Billy danced with the	123
other clowns.	125

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |   |  |  |  |   |
|---|--|--|--|---|
| 1. <input checked="" type="checkbox"/> face | 2. <input type="checkbox"/> hounds         | 3. <input type="checkbox"/> look         | 4. <input checked="" type="checkbox"/> clown | 5. <input type="checkbox"/> bunny         |
| <input type="checkbox"/> race               | <input type="checkbox"/> south             | <input type="checkbox"/> take            | <input type="checkbox"/> frown               | <input type="checkbox"/> family           |
| <input type="checkbox"/> fast               | <input type="checkbox"/> bound             | <input type="checkbox"/> tool            | <input type="checkbox"/> clove               | <input checked="" type="checkbox"/> funny |
| <input type="checkbox"/> fame               | <input checked="" type="checkbox"/> sounds | <input checked="" type="checkbox"/> took | <input type="checkbox"/> clean               | <input type="checkbox"/> funnel           |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |  |
|---|--|
| 1. Billy went to the circus for his what?               | <input type="checkbox"/> surprise            |
|   | <input checked="" type="checkbox"/> birthday |
|   | <input type="checkbox"/> vacation            |
|   | <input type="checkbox"/> holiday             |
| 2. What color was the clown's tear?                     | <input type="checkbox"/> black               |
|   | <input checked="" type="checkbox"/> blue     |
|   | <input type="checkbox"/> white               |
|   | <input type="checkbox"/> red                 |
| 3. How did the clown feel after she wiped her tear off? | <input type="checkbox"/> sad                 |
|   | <input type="checkbox"/> lonely              |
|   | <input type="checkbox"/> scared              |
|   | <input checked="" type="checkbox"/> happy    |

THE READING CENTER  
STEP 2: MANUAL-BASED ROOM COMPLETION

<p><b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 12 – Part B</b></p>
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- Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.

Maggie's aunt and uncle took her to the exciting	9
circus. Maggie loved the lions because they had big feet.	19
They were scary, but Maggie wasn't afraid. Maggie had a	29
great time watching the lions run around their cage.	38
Maggie saw a young lion that was lying down on his back.	50
The lion was not happy. The lion was not feeling well, he	62
was sick. Maggie wished that the gloomy lion could be	72
content. Maggie asked the lion tamer what she could do.	82
Maggie made bizarre faces and silly sounds to make him	92
smile. Then, the sad lion took a white rose from a box	104
and gave it to Maggie. He and Maggie became best friends.	112

- Instruct the student to read the passage back to you (twice). Provide immediate error correction.

- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |               |               |                |                   |               |
|---------------|---------------|----------------|-------------------|---------------|
| 1. ___ beet   | 2. ___ tick   | 3. ___ scold   | 4. <u>X</u> young | 5. ___ rage   |
| ___ feed      | <u>X</u> sick | ___ sorry      | ___ youth         | ___ cart      |
| ___ foot      | ___ pick      | <u>X</u> scary | ___ tongue        | <u>X</u> cage |
| <u>X</u> feet | ___ sift      | ___ party      | ___ yawn          | ___ cast      |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |                         |
|---|-------------------------|
| 1. Who took Maggie to the circus?           | ___ mom and dad         |
|   | ___ mama and papa       |
|   | <u>X</u> aunt and uncle |
|   | ___ sister and brother  |
| 2. What did the lion give Maggie?           | ___ candy               |
|   | <u>X</u> rose           |
|   | ___ hug                 |
|   | ___ kiss                |
| 3. How did Maggie make the young lion feel? | ___ sick                |
|   | ___ scared              |
|   | <u>X</u> happy          |
|   | ___ sad                 |

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

<b>TEACHER'S FORM</b> <b>Red Star</b> <b>Lesson 12 – Part C</b>
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- **Slowly read the passage to the student. Instruct the student to follow along on his/her copy as you read.**

Jason's brother and sister took him to the amazing	9
circus. Jason loved the tightrope walkers because they	17
were brave. He was amazed that they didn't tumble to the	28
ground. They have to keep their bodies very still, and every	39
time they walk their lives are in great danger. Jason	49
wondered what would happen if they missed. They had no	59
security ropes to hold them into place. hey were very high	70
off the ground. Jason told his brother and sister that he	81
would never want that job. Jason got to meet a tightrope	92
walker. He was really nice to Jason. He said he would	103
even let Jason try the tightrope, of course with security	113
ropes. Jason thought that would be fun.	120

- **Instruct the student to read the passage back to you (twice). Provide immediate error correction.**
- **Word Recognition Quiz:** For each item below, read the marked word (X) to the student. Instruct the student to put an X on his/her copy next to the word that you said. Allow the student to try each item until correct.

- |                |                    |                 |                 |               |
|----------------|--------------------|-----------------|-----------------|---------------|
| 1. ___ likes   | 2. <u>X</u> bodies | 3. ___ kissed   | 4. ___ don't    | 5. ___ thigh  |
| ___ vibes      | ___ buddies        | <u>X</u> missed | ___ wasn't      | ___ height    |
| ___ river      | ___ boys           | ___ milk        | <u>X</u> didn't | ___ hide      |
| <u>X</u> lives | ___ sadly          | ___ mist        | ___ weren't     | <u>X</u> high |

- **Comprehension Quiz:** For each item below, read the question to the student. Instruct the student to put an X on his/her copy next to the correct answer. If incorrect, help the student find the answer in the passage.

- |   |   |
|---|---|
| 1. Where did Jason's brother and sister take him?               | ___ zoo<br>___ park<br><u>X</u> circus<br>___ school        |
| 2. Jason loved the tightrope walkers because they were what?    | ___ scared<br><u>X</u> brave<br>___ funny<br>___ strong     |
| 3. Jason thinks that the job of a tightrope walker is too what? | ___ boring<br><u>X</u> dangerous<br>___ amazing<br>___ safe |

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

**TEACHER'S FORM**  
**Red Star**  
**Lesson 12 Test**

**CBM Procedures:**

- Set your timer for **1 minute**.
- Instruct the student to read the Part C passage of this lesson aloud 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>
--	--

- 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.

Jason's brother and sister took him to the amazing	9
circus. Jason loved the tightrope walkers because they	17
were brave. He was amazed that they didn't tumble to the	28
ground. They have to keep their bodies very still, and every	39
time they walk their lives are in great danger. Jason	49
wondered what would happen if they missed. They had no	59
security ropes to hold them into place. hey were very high	70
off the ground. Jason told his brother and sister that he	81
would never want that job. Jason got to meet a tightrope	92
walker. He was really nice to Jason. He said he would	103
even let Jason try the tightrope, of course with security	113
ropes. Jason thought that would be fun.	120

<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 ◀**