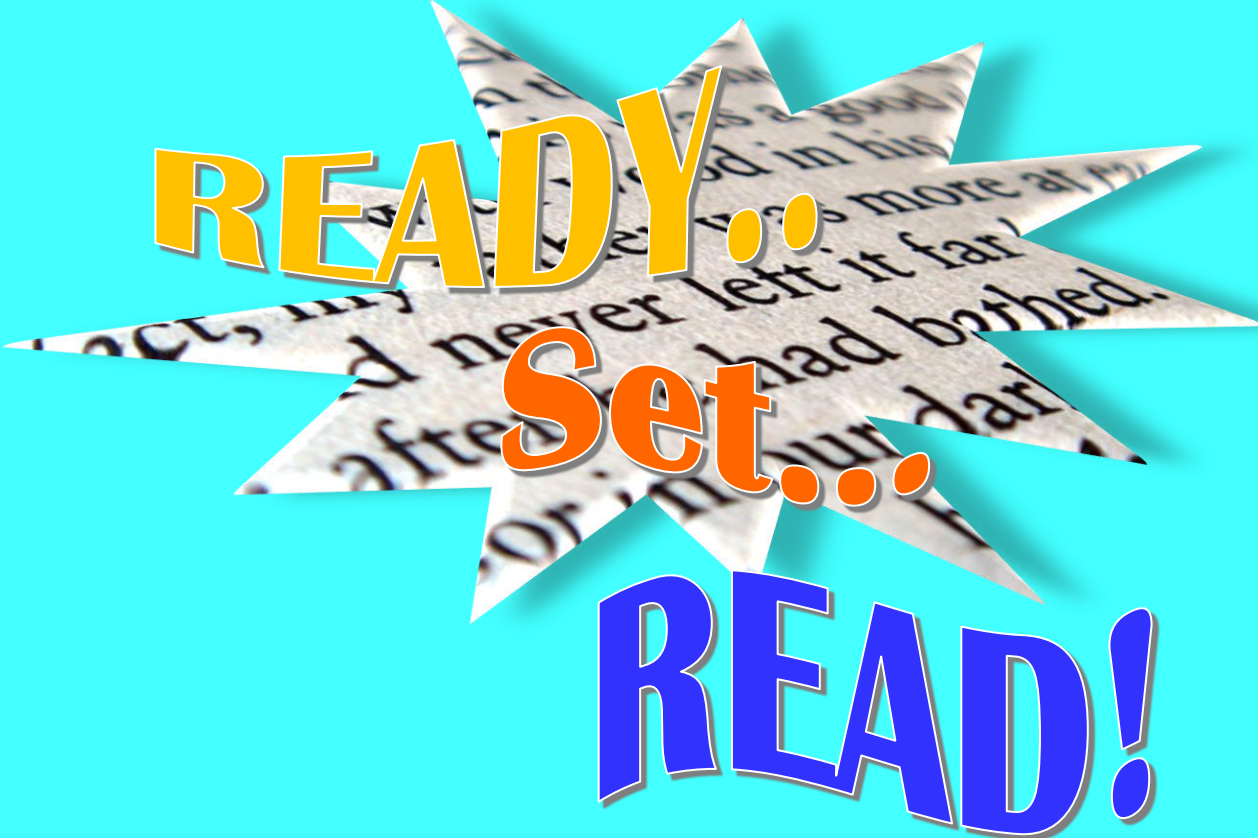


Peabody
CBM Reading Passages
& Word Counts
Grade 7



**READY...
Set...
READ!**

Lynn S. Fuchs
Vanderbilt University

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7th Grade CBM Excerpt

Special Education

Dear Educator,

Thank you for your interest in CBM Reading Passages and Word Counts for 7th Grade developed at Vanderbilt University. We are pleased to offer you this excerpt of probes to review.

These pages from the CBM Reading Passages and Word Counts for 7th Grade manual are provided as a courtesy to allow you to preview a representative sampling of the CBM-Reading probes. This excerpt includes the following:

1. Introduction & Instructions
2. Reading Passages and Word Counts: Student Probes
 - a. Probe 1
 - b. Probe 15
 - c. Probe 20
3. Reading Passages and Word Counts: Teacher's Scoring Sheet
 - a. Probe 1
 - b. Probe 15
 - c. Probe 20

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If you have questions, email Lynn Davies at lynn.a.davies@vanderbilt.edu.

Thank you for your interest in Vanderbilt University's CBM Reading Passages and Word Counts.

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Passage Reading Fluency (Fuchs, Hamlett, & Fuchs, 1990).*

CBM Passage Reading Fluency (PRF) is used to monitor students' overall progress in reading at grades 1-7. Some teachers prefer Maze Fluency beginning at Grade 4.

CBM PRF is administered individually. In general education classrooms, students take one PRF test each week. Special education students take two PRF tests each week. Each PRF test uses a different passage at the same grade level of equivalent difficulty. For higher-performing general education students, teachers might administer PRF tests (also referred to as "probes") on a monthly basis and have each student read three probes on each occasion.

For each CBM PRF reading probe, the student reads from a "student copy" that contains a grade-appropriate reading passage. The examiner scores the student on an "examiner copy." The examiner copy contains the same reading passage but has a cumulative count of the number of words for each line along the right side of the page. The numbers on the teacher copy allow for quick calculation of the total number of words a student reads in 1 minute.

Administration of CBM PRF is as follows:

Examiner: I want you to read this story to me. You'll have 1 minute to read. When I say 'begin,' start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin. Trigger the timer for 1 minute.

The examiner marks each student error with a slash (/). At the end of 1 minute, the last word read is marked with a bracket (]). If a student skips an entire line of a reading passage, a straight line is drawn through the skipped line. When scoring CBM probes, the teacher identifies the count for the last word read in 1 minute and the total number of errors. The teacher then subtracts errors from the total number of words to calculate the student score.

There are a few scoring guidelines to follow when administering reading CBM probes. Repetitions (words said over again), self-corrections (words misread, but corrected within 3 seconds), insertions (words added to passage), and dialectical difference (variations in pronunciation that conform to local language norms) are all scored as correct. Mispronunciations, word substitutions, omitted words, hesitations (words not pronounced within 3 seconds), and reversals (two or more words transposed) are all scored as errors.

Numerals are counted as words and must be read correctly within the context of the passage. With hyphenated words, each morpheme separated by a hyphen(s) is counted as a word if it can stand alone on its own (e.g., Open-faced is scored as two words but re-enter is scored as one word). Abbreviations are counted as words and must be read correctly within the context of the sentence.

As teachers listen to students read, they can note the types of decoding errors that students make, the kinds of decoding strategies students use to decipher unknown words, how miscues reflect students' reliance on graphic, semantic, or syntactic language features, and how self-corrections, pacing, and scanning reveal strategies used in the reading process (Fuchs, Fuchs, Hosp, & Jenkins, 2001). Teachers can use these more qualitative descriptions of a student's reading performance to identify methods to strengthen the instructional program for each student. More information about noting student decoding errors is covered under "Step 7: How to Use the Database Qualitatively to Describe Student Strengths and Weaknesses."

If a student skips several connected words or an entire line of the reading probe, the omission is calculated as 1 error. If this happens, every word but 1 of the words is subtracted from the total number of words attempted in 1 minute.

- * Fuchs, L.S., Hamlett, C.L., & Fuchs, D. (1990). *Monitoring Basic Skills Progress: Basic Reading* [software]. Austin, TX: Pro-Ed. This software automatically administers and scores the maze and graphs, analyzes, and manages the PRF data.

Years ago, there lived an old miller and his wife and son. The miller worked in the flour mill and his son worked in the saw mill in the village while the wife worked in the home. Each member of the family worked hard to earn money to buy food, but the wages they earned were low and they usually ate cold beans and bread.

One dark evening, a soft knock was heard at the door and the miller looked at his wife to ask whether she were expecting company. When she replied no, the miller walked to the door. A man in a dark cloak came inside and the miller offered him hot coffee. As the man began to tell all about himself, the miller and his family realized he was a man with strange powers. The man said, "Thank you for your extreme kindness and I promise it will not go unrewarded. I have a magic monkey's paw that I will give to you, and it will grant you three wishes."

The mysterious man left their home and the wife told her husband to throw out the paw. She felt that it was evil and that something bad would happen; however, the miller ignored his wife and instead wished for a large sum of money. "We will see if the paw is magic," said the miller to his wife and son.

The next morning there was a knock on the door and the wife opened it. The man there said that her son had been killed in an accident at the saw mill, and he gave the woman a bag of coins that the owner of the mill had sent to them. The wife and husband wept and wept. The paw was magic indeed, and evil as well, and they decided to rid themselves of it.

That night they walked to the edge of the river and threw the paw in. It landed with a splash in the water, and the husband and wife prayed that it would sink to the bottom of the river. Then they went home to grieve for the death of their son.

Early the next morning a young man was walking by the river and noticed a strange monkey's paw. He stooped to pick it up and felt the magic feeling it gave off. Ah, he thought, this could be my lucky day, and he whistled as he walked down the river bank.

Cal carried three pails to the large brown barn and tried to find his way to the latched door. It was dark still and the sun had not yet cast a rosy glow on the Circle H Farm owned by Cal's father, Tim Howard. Cal was in charge of milking the cows before breakfast and he took his job seriously, rising at four in the morning and finishing his work before six o'clock, when his mother served a hearty breakfast.

Cal took a pail of fresh milk to his mother. Then he helped her set the table and butter the toast. She had made eggs and bacon, fresh muffins, and fruit, a large breakfast. The farm had been losing money ever since the drought had started, three years ago. Since then, the Circle H Farm had lost three crops of wheat, five acres of soybeans, and several head of cattle to the heat and lack of rain.

"Good morning, son. Thanks for milking the cows so quickly because I will need your help on the south fence. It seems that some rodent wants to get in or some cow wants to get out!" said Dad. "I will be glad to help you just as soon as I put some hay out for the cows and horses. By the way, we are running very low on our supply," said Cal. His father shook his head and told Cal that if it did not rain soon, they would have to sell most of their livestock because they could not afford to buy any more hay.

Cal finished the meal without saying anything because they all knew how hard it would be to sell their cattle that they had raised from calves. Cal thought it would be almost like selling members of the family.

That afternoon as Cal and his father rode their horses to the south fence to mend it with wire, Cal noticed some dark clouds moving slowly over the flat southern plains. "Don't get your hopes up because I don't think they're predicting any rain," said his dad. "It can't hurt to be hopeful," replied Cal, and they worked on the fence.

Several minutes later, Cal felt cool drops on his forehead and arms. He peered up into the clouds as a cloudburst dropped large raindrops on the parched land. Cal and his father rode quickly home and watched the rain fall for two days. The Circle H Farm was going to survive the drought after all, and Cal looked up and thanked the clouds that had watered the earth.

Rusty had been studying for three weeks to take a test that would change his life. It was the test for his learner's permit to drive a car. The driver education teacher had passed out books on the rules of the highway, and Rusty had driven his grandfather's pickup truck many times in the parking lot near his home on Sunday mornings when the lot was empty.

The test was written and Rusty did not have to drive. He would have to drive with a state trooper next year when he turned sixteen years old. He took the test and the examiner said that he had scored an eighty-five, a good score. Rusty bounded out onto the parking lot where his mother was waiting for him.

"Hey, Mom, I mad an eighty-five on my test and the said I was so smart that you and Pops should buy me a sports car right away!" said Rusty. His mother laughed out loud and said, "Get in this car, boy, and drive your tiered, hardworking mother home. Don't give me any tales of buying you a sports car!"

Rusty drove home in the busy downtown traffic. When they got home, Rusty told Pops about the high score he had made, and Mom bragged on his driving skills while Pops beamed with pride.

Rusty soon became the top driver of the family, but the law required that either parent ride with him until he turned the age sixteen. Rusty, however, became overconfident. One evening, after his parents had gone to bed, he took the car out by himself. He had not gone three blocks when he slammed into the back of a station wagon while singing his favorite rap song. He jumped out of the car to make sure no one was injured, and, seeing that the other driver was OK, he examined the cars. Both cars had large dents and scratches, much to the dismay of Rusty.

A policeman came to fill out a report and had to call Rusty's parents, who rushed to the accident. "I am so glad you were not hurt," said Pops, "but I am very disappointed in your for taking the car without our permission!" Rusty felt bad. He promised to pay for the damage to both cars. "I'm so sorry I let you and Mom down, and I promise I will make it up to you Dad," said Rusty when his father hugged him.

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