

**Mastery Check IX**  
**(Concepts 155 - 169)**

**Practitioner/Specialist** \_\_\_\_\_ **Date** \_\_\_\_\_

**Total Teaching Hours to Teach These Concepts** \_\_\_\_\_

**Student** \_\_\_\_\_

**I. Reading** (Must be administered individually.)

The teacher gives the student the reading form. The student reads the words and the sentences. The teacher marks + for correct and 0 for incorrect. (No more than 8 errors.)

- |                  |                 |               |              |
|------------------|-----------------|---------------|--------------|
| 1. ___graph      | ___remember     | ___fluent     | ___phrase    |
| 2. ___revision   | ___rotunda      | ___biology    | ___geometry  |
| 3. ___bonnet     | ___chiffon      | ___gigantic   | ___joyous    |
| 4. ___chef       | ___substitute   | ___idea       | ___elastic   |
| 5. ___type       | ___typhoon      | ___decision   | ___condition |
| 6. ___position   | ___tuition      | ___chinchilla | ___republic  |
| 7. ___tremendous | ___facial       | ___special    | ___eject     |
| 8. ___conductor  | ___respect      | ___prediction | ___fiction   |
| 9. ___violet     | ___kindergarten | ___invention  | ___elation   |

1. Make a graph using graph paper and markers.
2. Tickets for the sold-out show are difficult to find.
3. Thirty inches of rain fell each day during the typhoon.
4. Sam is worried about the biology test on Friday.
5. If you want to start the car, put the key in the ignition and turn it.
6. The chef will use an egg substitute when he bakes the cake.

**Summary:**    \_\_\_/36 words correct from list  
                  \_\_\_/64 words correct in sentences

**Analysis:**

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**II. Spelling** (Can be administered in a group.)

The teacher gives the student a piece of notebook paper. The teacher dictates the words and sentences one at a time. The teacher marks + for correct and 0 for incorrect. (No more than 3 errors on the words and no more than 3 errors on the sentences.)

___mixture	___inspect	___discussion
___gigantic	___boa	___romantic
___elastic	___fantastic	___fluent
___ignition	___session	___tuition
___location	___predict	___article
___joyous	___fluent	___rotunda
___substitute	___alfalfa	___dictation

1. I predict that all words will be spelled correctly during this dictation.
2. The singers sang a fabulous duet in the giant rotunda.
3. The rock star autographed my picture!

**Summary:** \_\_\_/21 words correct from list  
 \_\_\_/28 words correct in sentences

**Analysis:**

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**III. Fluency**

The teacher gives the passage to the student to read. The student may read the passage silently first. The student reads the passage aloud as the teacher times the passage.

Time: \_\_\_\_\_

Words per minute (total number of words ÷ minutes): \_\_\_\_\_

Number of words missed (not self-corrected): \_\_\_\_\_

Accuracy (number right ÷ total number of words): \_\_\_\_\_

**Analysis:**

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Student \_\_\_\_\_

Date \_\_\_\_\_

#### IV. Comprehension

Progress is monitored approximately every five to six weeks. If you are currently using the *Developing Metacognitive Skills Manual*, use the progress monitors suggested in the manual. There are four areas that are monitored: *Word Identification*, *Passage Comprehension*, *Vocabulary*, and *Fluency*. Report student performance on the attached progress monitoring form.

If you are not consistently using the *Developing Metacognitive Skills Manual*, select a passage from *Six-Way Paragraphs*. Have the student read the passage and answer questions that accompany the passage.

**Summary:** \_\_\_\_/6 questions answered correctly

**Analysis:**

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# PROGRSS MONITORING FORM

Name \_\_\_\_\_

MEASURE	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
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## VOCABULARY

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

Correct/Total:    \_\_\_\_\_ / 12    \_\_\_\_\_ / 12    \_\_\_\_\_ / 12    \_\_\_\_\_ / 12    \_\_\_\_\_ / 12    \_\_\_\_\_ / 12

## PASSAGE COMPREHENSION

	4 <sup>th</sup> grade	4 <sup>th</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade	6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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Date: \_\_\_\_\_

Correct/Total:    \_\_\_\_\_ / 6    \_\_\_\_\_ / 6    \_\_\_\_\_ / 6    \_\_\_\_\_ / 6    \_\_\_\_\_ / 6    \_\_\_\_\_ / 6    \_\_\_\_\_ / 6

## WORD IDENTIFICATION

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

Correct/Total:    \_\_\_\_\_ / 30    \_\_\_\_\_ / 30    \_\_\_\_\_ / 30    \_\_\_\_\_ / 30    \_\_\_\_\_ / 30    \_\_\_\_\_ / 30    \_\_\_\_\_ / 30

## FLUENCY

	4 <sup>th</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade	5 <sup>th</sup> grade	6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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Date: \_\_\_\_\_

Number of Words Read: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

Words Correct per Minute: \_\_\_\_\_

**V. Writing**

Students are given writing prompt and directed to complete a paragraph in a specific amount of time. The teacher uses the writing rubric to analyze the student's writing.

Type of Writing \_\_\_\_\_

Amount of Time Given \_\_\_\_\_

<b>Content Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
Student uses complete sentences.  Student's score	Student uses simple sentences with an average of 5 or fewer words in a sentence.  <input type="checkbox"/>	Student uses simple sentences with an average of 5 or more words.  <input type="checkbox"/>	Student uses a variety of sentences – simple, compound, complex. Student varies length of sentences.  <input type="checkbox"/>
Student uses appropriate capitalization.  Student's Score	Student uses capital letters at the beginning of each sentence inconsistently.  <input type="checkbox"/>	Student uses capital letters at the beginning of each sentence.  <input type="checkbox"/>	Student uses capital letters when needed.  <input type="checkbox"/>
Student uses appropriate punctuation.  Student's Score	Student ends each sentence with a period.  <input type="checkbox"/>	Student uses appropriate ending punctuation marks.  <input type="checkbox"/>	Student uses appropriate ending and internal punctuation.  <input type="checkbox"/>
Student uses correct grammar.  Student's score	Student makes more than 5 grammatical errors.  <input type="checkbox"/>	Student makes 3-4 grammatical errors.  <input type="checkbox"/>	Student makes no more than 2 grammatical errors.  <input type="checkbox"/>
Student includes necessary steps.  Student's score	Student omits 1-2 steps.  <input type="checkbox"/>	Student includes all necessary steps.  <input type="checkbox"/>	Student includes all steps and includes transitions and connectors.  <input type="checkbox"/>
Student has a logical and cohesive flow.  Student's score	Student's writing demonstrates minimal evidence of organization.  <input type="checkbox"/>	Student's writing demonstrates logical organization.  <input type="checkbox"/>	Student's writing demonstrates clear and logical organization; student's writing flows.  <input type="checkbox"/>
Student spelling is correct.  Student's score	Student makes more than 5 errors or student makes fewer errors that do not adhere to reliable patterns and rules.  <input type="checkbox"/>	Student makes fewer than 5 errors. Errors adhere to reliable patterns and rules.  <input type="checkbox"/>	Student makes no more than 2 errors.  <input type="checkbox"/>
<b>Total</b>			

The teacher uses the rubric to inform instruction. For example, if handwriting detracts from the writing sample, include handwriting practice during the daily schedule.

**Summary:** \_\_\_\_/21 points earned

**Analysis:**

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Student \_\_\_\_\_

Date \_\_\_\_\_

Target areas to include instruction prior to next Mastery Check:

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Notes about this teaching situation:

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Student \_\_\_\_\_

Date \_\_\_\_\_

### Reading Mastery Check IX

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|-----|--------------|------------|----------|
| 1.  | graph        | remember   | fluent   |
| 2.  | phrase       | revision   | rotunda  |
| 3.  | biology      | geometry   | bonnet   |
| 4.  | chiffon      | gigantic   | joyous   |
| 5.  | chef         | substitute | idea     |
| 6.  | elastic      | type       | typhoon  |
| 7.  | decision     | condition  | position |
| 8.  | tuition      | chinchilla | republic |
| 9.  | tremendous   | facial     | special  |
| 10. | eject        | conductor  | respect  |
| 11. | prediction   | fiction    | violet   |
| 12. | kindergarten | invention  | elation  |

1. Make a graph using graph paper and markers.
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4. Sam is worried about the biology test on Friday.
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6. The chef will use an egg substitute when he bakes the cake.

## Fluency Mastery Check IX

### *Why Do We Go to the Movies?*

Why do we go to the movies? What is it about motion picture that makes us either love it or hate it?

Most everyone would agree that we go to the movies to be entertained. The word *entertain* comes from the Latin word that means to *hold*. A good movie or one that we like holds our attention.

Movies hold our attention for many reasons. They may hold our attention because they are humorous. As we watch these movies, our sides are splitting from laughter.

Some movies have a more somber nature. These movies do not hold our attention because they are funny and make us laugh. Instead, they hold our attention because they make us think.

There are movies that provide total escape from the stresses of the day. Movies in which people are singing and dancing make us forget our worries and our cares. People leave these movies with a spring in their steps or a song in their hearts.

Some movies weave such detailed stories or present such interesting actors we become spellbound. Our full attention is on the story or actor.

If a movie holds our attention, we tend to love it. If a movie fails to hold our attention, we don't like it. Movie-goers spend a tremendous amount of money each year going to the movies. It seems safe to say that most movies do entertain us in one way or another.