COWICHAN VALLEY SCHOOL DISTRICT

INTERMEDIATE LEARNING INVENTORY

GRADE 6

LITERACY ASSESSMENT

2025

COWICHAN VALLEY
School District

COWICHAN VALLEY School District

Grade 6

The Cowichan Valley Intermediate Learning Inventory (ILI) Reading Assessment has been designed as a common formative assessment and universal screener for our district. As students progress through the stages of reading development, the focus of screening assessments shift from finite skills to a focus on fluency and comprehension. Grade 6 assessments focus first on broad, grade level check-ins. Information from these assessments can inform which students you need to assess more finite skills (decoding, word reading, phonological awareness, etc.).

Each fall, classroom teachers and school teams will work together to identify each student's strengths and needs with reading skills. In addition to fall screening, the ILI provides mid-year and end of year opportunities to monitor students' progress and can be used for communication of student learning as well as class planning. The information gained from this tool will serve as a universal screener for our district's tiered instruction model. The data will inform individual, small group, and class instruction. It will also help identify patterns of instructional needs in a class, school or across the district as we work to ensure students develop independent reading skills.

The Intermediate Learning Inventory has been designed in partnership with teachers across our district with the following foundational principles:

1. First Peoples Principles of Learning
2. Assessment ***with*** and ***for*** our learners; not ***to*** our learners
3. Student dignity (culture of care, trauma informed practice) should be considered. School teams can consider adjusting for student's needs.

Each grade level screener is an inventory of skills and does not represent the full, complex set of skills necessary for independent reading. Our district's Literacy Framework provides more in-depth information, instructional resources, and intervention strategies.

By the end of October	By the end of February	By the end of May
Oral Reading Fluency (ORF) MAZE (comprehension) (paper or computer application) Vocabulary (paper or computer application) Writing Sample	Comprehension (main idea and synthesis) Reassess Vocabulary (students who did not previously demonstrate mastery) Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF) MAZE (comprehension) (paper or computer application) Writing Sample

Key Information:

- The MAZE, Comprehension, and Vocabulary can be administered online or paper pencil.
- The Comprehension (main idea and synthesis) is reflective of the Grade 10/12 Provincial Graduation Literacy Assessments.
- While the MAZE and ORF are timed assessments, teachers can modify directions to reduce anxiety if appropriate for a learner ("I'm going to listen to you read for a minute or so." " We're going to work on this for about three minutes.") Lower grade MAZE/ORFs can be substituted.
- If students are not able to attempt a subtest (would create frustration), please enter "0" for items, raw score or indicate not ready. (Not punitive, simply the learner's truth at this time.)

COWICHAN VALLEY
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Intermediate Learning Inventory(ILI) Grade Six

Fall (by the end of October)

- ❑ Comprehension (MAZE) (Not So Boring)
- ❑ Oral Reading Fluency (ORF) (Groundhogs)
- ❑ Vocabulary
- ❑ Writing Sample

Winter (by the end of February)

- ❑ Reassess for mastery (those learners who have not achieved mastery on fall vocab assessment)
- ❑ Comprehension - main idea & synthesis using written and graphic texts (Minecraft)
- ❑ Oral Reading Fluency (Praying Mantis)

Spring (by the end of May)

- ❑ Comprehension (MAZE) (The Morning News)
- ❑ Oral Reading Fluency (ORF) (Snowflakes)
- ❑ Writing Sample
- ❑ Reassess for mastery (those learners who have not achieved mastery on vocab assessment)

COWICHAN VALLEY
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Learning Inventories Quick Start Guide

Grade 6:

Reading MAZE Comprehension Test

- Refer to detailed instructions in package
- Practice MAZE on page 8
- If using paper copies: Print 1 copy of "Student Passage" (page 9 for Fall and page 11 for Spring) for each student
    - Score using the answer key provided
    - Enter values in the assessment portal (District Website --- Staff --- SSDAS)
- If completing electronically
    - Ensure there are enough devices for the students completing the assessment (this does not have to be done with the whole class at once)
    - Provide students with their local student number for login if they do not know it.
    - Have them navigate to the login page by selecting assessments from the students tab on the district website
    - Login using their local number and the password welcome
    - Select the Comprehension Maze
    - Stop at this point to make sure they are all logged in correctly and do the practice exercises
    - Have them press next to start the assessment.
    - They tap or click on the appropriate answer.
    - After 3 minutes have them select the green next button and then the green submit button on the next two pages.
    - The assessment is automatically scored and submitted

Oral Reading Fluency (ORF)

- Print 1 copy of "Student Passage"
    - Fall– page 15
    - Winter - page 19
    - Spring – page 23
- Print 1 copy of the "Teacher record Form" for each student
    - Fall– page 17 & 18
    - Winter - page 21 & 22
    - Spring – page 25 & 26
- Refer to instructions at the top of the teacher form
- Tally the words correct per minute (WCPM)
- Enter values in the assessment portal (District Website --- Staff --- SSDAS)

Vocabulary

- Before assessment, explain the meaning of prefix, suffix, root (refer to examples at the top of each section)
- If using paper copies: print a copy of pages 27 – 29 for each student
- If completing electronically, ensure there are enough devices for the students completing the assessment (this does not have to be done with the whole class at once)
- Refer to MAZE instructions above for accessing student assessments electronically (students will select the assessment "Vocabulary")
- The words may be read aloud, and this is an independent assessment
- Students complete the assessment by circling (on paper) or selecting (electronically) the correct answer.
- This is not a timed assessment

Comprehension (Minecraft)

- If using paper copies, make a copy of the article and multiple-choice questions for each student, as well as a copy of the graphic text and multiple-choice questions (pages 37 – 41)
    - Score using the answer key provided
    - Enter values in the assessment portal (District Website --- Staff --- SSDAS)
- If completing electronically, ensure there are enough devices for the students completing the assessment (this does not have to be done with the whole class at once)
- Refer to MAZE instructions above for accessing student assessments electronically (students will select the assessment "Comprehension")
- Students independently read the article and answer 4 corresponding multiple-choice questions.
- Students read over graphic text and answer 2 multiple choice questions
- Students complete the assessment by circling (on paper) or selecting (electronically) the correct answer
- This is not a timed assessment

30 Minute Writing Sample

- Refer to pp. 43-44 for instructions

Data Dashboard Procedures – Click Here for manual

COWICHAN VALLEY School District

MAZE Instructions

Script to use as a guide.

"Today we are going to do a check-in on your reading comprehension. For this activity, you will be reading silently for about 3 minutes.

You are going to read a passage with some words missing from it. For each missing word you will see a bracket with three words in it. Your job is to circle the word that you think makes the most sense in the sentence."

*You may wish to use a practice passage together:

Practice Passage: Modeling

Hand out practice page. You may wish to project it.

"Let's look at the Practice Passage together. Listen as I read."

"Read the first sentence in the passage to yourself. Now let's read aloud the second sentence: They were on their way to (for, the, met) food store. The word choices in bold print are for, the, met. They were on their way to for food store. Does that make sense? No, that doesn't make sense. They were on their way to met food store. No, that doesn't make sense either. They were on their way to the food store. The word the makes sense in the sentence: They were on their way to the food store."

Check that students have circled the correct word.

Allow students to carry on independently or with a partner. Correct the practice passage together.

MAZE Assessment: Individual, silent reading for **3 minutes**, timed.

*"Put your name on the top. When I say "Begin", turn the page and start reading the passage silently. Start on the page with the title. When you come to a bracket, read all the words and circle the word that makes the most sense for the sentence. After **3 minutes** I will ask you to stop. Ready? Begin."*

Start the timer

At the end of 3 minutes, stop the timer and say: *"Stop. Put your pencils down."*

MAZE Scoring:

To score the MAZE: Use the scoring key. A response is correct if the student has circled or otherwise, clearly indicated a correct answer. Any items skipped are incorrect. Stop marking at the last selected word (if there are subsequent blank items then this most likely means the student ran out of time – these are neither correct or incorrect and do not count towards the final score). Add up all correct responses and enter score into the dashboard.

CORE Reading Maze Comprehension Test—Student Passage Practice

Name_____ Grade_____ Date_____

A CITY WALK

The light changed to green, and Ted and his mother walked across the street. They were on their way to (**for, the, met**) food store.

Ted liked walking to (**and, is, the**) store. The city was a busy (**place, hat, want**). He saw lots of different things. (**Them, He, Say**) also saw many of the people (**bad, fat, who**) worked near his house.

"Hello Ted, (**once, hello, you**) Mrs. Gomez," said Mr. Hill. He (**grow, happy, was**) standing outside his store. He sold (**books, name, stay**). On rainy days after school, Ted (**bark, would, cold**) visit the store. Mr. Hill would (**show, ride, frog**) him books that he thought Ted (**got, glad, would**) like.

A little bit later, the (**mat, two, soon**) of them reached the food store. (**Mrs., How, Noise**) King ran the store, and she (**but, truck, always**) had a special treat for Ted. (**Today, Little, Paint**), she gave him some fresh grapes. (**Day, Be, Ted**) thanked her and shared the grapes (**out, with, fish**) his mother. She said they were (**just, the, chair**) best grapes she had ever tasted. (**Ted, Girl, See**) thought they were really good, too. (**Let, Cry, Then**) Ted and his mother got a (**duck, cart, late**) and started their shopping.

Items Attempted _____ **– Items Incorrect** _____ **= ITEMS CORRECT (SCORE)** _____

Reading MAZE Comprehension Assessment—Student Passage

Name_____ Grade_____ Date_____

NOT SO BORING

Sighing deeply, Jill sat on the bench in the park. A few of her school friends (**been, were, scent**) lounging on the grass. Spending time (**in, off, shy**) the park was something they did (**floor, ruler, almost**) every evening during the summer, and (**green, tonight, course**), they were waiting for a local (**DJ, bat, fear**) to put on some music.

"This (**bird, fact, town**) is so boring," said Jill, and (**next, most, pine**) of the others agreed, adding that (**there, else, case**) was nothing to do other than (**wish, cow, hang**) out in the park.

"I don't (**know, plan, spill**)," suggested Larry, "how about hiking to (**ran, the, fold**)top of the cliff? We all (**call, harm, like**) to do that, and what about (**name, tonight, blaze**)? We're going to get to dance (**to, up, bud**) music that we picked out."

Rita (**think, flower, nodded**) her head and smiled. "The best (**miss, hike, belt**) is the one we take after (**the, sit, cart**) last day of school. What about (**catch, dark, rafting**) down the river? I think that's (**open, even, while**) better than hiking the cliff, and (**it's, lines, age**) a lot easier. Besides, our parents (**step, wait, neat**) for us and have a picnic (**sadly, throat, afterward**)."

Almost everyone agreed with Rita except (**every, wear, Gary**), who argued for cross-country skiing across (**less, the, bay**) lake. "Skiing across Lake Washington is (**something, party, hold**) that most people have never done. (**Toe, I, Cab**) love calling my cousin in Texas (**and, why, top**) telling her how much fun it (**bow, lap, is**) every time we do it."

By (**if, now, tie**), Jill was rethinking her comment. "Okay, (**under, argue, maybe**)this isn't as boring a place (**as, so, cane**) I suggested. After all, we're only (**hot, a, side**) few hours from New York City, (**low, dart, and**) all of us have taken the (**bus, air, main**) there with our parents. Remember when (**those, ugly, we**) went in for that ice-skating show? (**Above, From, Seem**) now on, when I do that (**logged, room, boring**) thing, maybe you should remind me (**to, in, as**) think before I start complaining."

Items Attempted_____ – Items Incorrect_____ = ITEMS CORRECT (SCORE)_____

Reading MAZE Comprehension Assessment—Key Grade 6 Fall

Name_____Grade_____Date_____

NOT SO BORING

Sighing deeply, Jill sat on the bench in the park. A few of her school friends (**been, were, scent**) lounging on the grass. Spending time (**in, off, shy**) the park was something they did (**floor, ruler, almost**) every evening during the summer, and (**green, tonight, course**), they were waiting for a local (**DJ, bat, fear**) to put on some music.

"This (**bird, fact, town**) is so boring," said Jill, and (**next, most, pine**) of the others agreed, adding that (**there, else, case**) was nothing to do other than (**wish, cow, hang**) out in the park.

"I don't (**know, plan, spill**)," suggested Larry, "how about hiking to (**ran, the, fold**)top of the cliff? We all (**call, harm, like**) to do that, and what about (**name, tonight, blaze**)? We're going to get to dance (**to, up, bud**) music that we picked out."

Rita (**think, flower, nodded**) her head and smiled. "The best (**miss, hike, belt**) is the one we take after (**the, sit, cart**) last day of school. What about (**catch, dark, rafting**) down the river? I think that's (**open, even, while**) better than hiking the cliff, and (**it's, lines, age**) a lot easier. Besides, our parents (**step, wait, meat**) for us and have a picnic (**sadly, throat, afterward**)."

Almost everyone agreed with Rita except (**every, wear, Gary**), who argued for cross-country skiing across (**less, the, bay**) lake. "Skiing across Lake Washington is (**something, party, hold**) that most people have never done. (**Toe, I, Oak**) love calling my cousin in Texas (**and, why, top**) telling her how much fun it (**bow, lap, is**) every time we do it."

By (**if, now, tie**), Jill was rethinking her comment. "Okay, (**under, argue, maybe**) this isn't as boring a place (**as, so, cane**) I suggested. After all, we're only (**hot, a, side**) few hours from New York City, (**low, dart, and**) all of us have taken the (**bus, air, main**) there with our parents. Remember when (**those, ugly, we**) went in for that ice-skating show? (**Above, From, Seem**) now on, when I do that (**logged, room, boring**) thing, maybe you should remind me (**to, in, as**) think before I start complaining."

Items Attempted_____– Items Incorrect_____= ITEMS CORRECT (SCORE)_____

CORE Reading Maze Comprehension Assessment—Student Passage

Name_____ Grade_____ Date_____

THE MORNING NEWS

As he walked in front of the camera, Matthew felt a little nervous. Even though this was just the (**school, cold, ever**) news broadcast, he was still worried. (**To, Add, He**) didn't like speaking in front of (**cover, groups, joke**), and now he would be speaking (**almost, in, sun**) front of thousands of people. He (**wouldn't, paint, song**) see them, but they could see (**by, ship, him**).

The school news broadcast was an (**deer, idea, weigh**) that started two years ago. A (**clean, need, few**) students and the technology teacher thought (**of, or, hop**) the idea while watching the local (**deer, news, cloud**). They decided a show that reported (**the, wet, hello**) news for their school and town (**reach, full, would**) be interesting to other students and (**own, the, hair**) people in the town. The students' (**spin, your, news**) broadcast was soon showing on the (**school, line, belong**) network and the local cable system.

(**Ticket, Students, Brave**) in the school took turns doing (**the, why, lion**) jobs needed to make the broadcast. (**Where, Hold, Each**) student signed up for several jobs, (**to, and, like**) names were selected at random for (**each, then, ring**) job. The newer students received training (**off, read, from**) more experienced students. Over the past (**sleepy, two, paint**) years, every student in the school (**had, show, thin**) been part of the broadcast.

Catherine (**hide, table, was**) the director of today's show. She (**sinks, hurried, soft**) around, getting things in order, including (**showing, easier, long**) Matthew where to sit. She could (**wag, big, see**) he was a little nervous, so (**bit, she, glad**) tried to help him feel more (**secretly, garden, confident**). "You always do a wonderful job (**when, around, spot**) we make presentations in class, so (**you, than, past**) won't have any problems," she said. (**Who, Stay, Their**) teacher agreed and helped straighten out (**jokes, Matthew's, painted**) collar and tie while they were (**waiting, sleepy, deeper**) for the broadcast to begin.

Everyone (**began, clock, walked**) away from the desk where Matthew (**thought, sat, doll**), and the spotlight came on. He (**tripped, magic, cleared**) his throat, waited for Catherine's signal, (**and, with, bark**) then began speaking. "Good morning, everybody. (**Why, This, Smell**) is Matthew, and I'm today's morning (**log, news, swing**) reporter."

CORE Reading Maze Comprehension Assessment—G6 Spring Key

Name_____ Grade_____ Date_____

THE MORNING NEWS

As he walked in front of the camera, Matthew felt a little nervous. Even though this was just the (**school, cold, ever**) news broadcast, he was still worried. (**To, Add, He**) didn't like speaking in front of (**cover, groups, joke**), and now he would be speaking (**almost, in, sun**) front of thousands of people. He (**wouldn't, paint, song**) see them, but they could see (**by, ship, him**).

The school news broadcast was an (**deer, idea, weigh**) that started two years ago. A (**clean, need, few**) students and the technology teacher thought (**of, on, hop**) the idea while watching the local (**deer, news, cloud**). They decided a show that reported (**the, wet, hello**) news for their school and town (**reach, full, would**) be interesting to other students and (**own, the, hair**) people in the town. The students' (**spin, your, news**) broadcast was soon showing on the (**school, line, belong**) network and the local cable system.

(**Ticket, Students, Brave**) in the school took turns doing (**the, why, lion**) jobs needed to make the broadcast. (**Where, Hold, Each**) student signed up for several jobs, (**to, and, like**) names were selected at random for (**each, then, ring**) job. The newer students received training (**off, read, from**) more experienced students. Over the past (**sleepy, two, paint**) years, every student in the school (**had, show, thin**) been part of the broadcast.

Catherine (**hide, table, was**) the director of today's show. She (**sinks, hurried, soft**) around, getting things in order, including (**showing, easier, long**) Matthew where to sit. She could (**wag, big, see**) he was a little nervous, so (**bit, she, glad**) tried to help him feel more (**secretly, garden, confident**). "You always do a wonderful job (**when, around, spot**) we make presentations in class, so (**you, than, past**) won't have any problems," she said. (**Who, Stay, Their**) teacher agreed and helped straighten out (**jokes, Matthew's, painted**) collar and tie while they were (**waiting, sleepy, deeper**) for the broadcast to begin.

Everyone (**began, clock, walked**) away from the desk where Matthew (**thought, sat, doll**), and the spotlight came on. He (**tripped, magic, cleared**) his throat, waited for Catherine's signal, (**and, with, bark**) then began speaking. "Good morning, everybody. (**Why, This, Smell**) is Matthew, and I'm today's morning (**log, news, swing**) reporter."

Items Attempted _____ – Items Incorrect _____ = ITEMS CORRECT (SCORE) _____

Oral Reading Fluency Guidance

What is ORF: Oral Reading fluency is the ability to read aloud with appropriate rate, expression, automaticity, and accuracy. Fluency is the bridge between decoding and comprehension.

Why is it important: Assessment of reading fluency is a good overall estimate of students' reading proficiency and a strong predictor of success in reading comprehension.

How do we do it:

1. Provide a student copy of the 1-minute oral reading fluency passage
2. Read (or paraphrase) the directions to the student as written on the teacher copy
3. Begin timing when the student says the first word of the reading passage
4. If a student does not read a word within 3 seconds tell the student the word and mark the word as incorrect
5. If an error is self-corrected within 3 seconds, write "SC." It is not counted as an error
6. Place a bracket after the last word read (60 seconds)
7. Score total words reads. Subtract number of errors from the total words read (=WCPM)

Errors	Not Errors
Mispronunciations	Self-corrections (mark as sc)
Omissions- leaving out a word	Insertions of words
Substitutions	Repetitions (re-reading a word or phrase)
Reversing the order of words	Dialect or accent differences
Hesitations (waiting 3 seconds) Provide the word and move on.	

Oral Reading Fluency Student Passage

Groundhogs

Most farmers dislike groundhogs because groundhogs have only one purpose in life: to dig. The groundhog digs everywhere—under trees, barns, and even houses. Everywhere it digs, it leaves holes that tell of its passing. There are many "tall tales" about farm buildings, equipment, and even families disappearing into huge holes dug by groundhogs.

Of course, those are just stories and the facts about the groundhog are different. Groundhogs are active during the daytime. They eat mostly grains and grasses, and are strict vegetarians. They can be found in many parts of the United States and throughout Canada. You can sometimes see one sitting erect on a mound of earth outside the entrance to its burrow.

The groundhog is one of the few mammals who is a true hibernator. This means that the groundhog is in a kind of deep sleep all through the winter months. During this sleep, its body temperature drops from about 97 degrees Fahrenheit to about 37 degrees. Its heartbeat slows from a normal rate of about 80 beats per minute to about four beats per minute.

The reason for its winter hibernation is a simple one. If a groundhog was awake during the winter, it would certainly starve to death. The groundhog eats well before it hibernates. Its stored body fat is used very slowly while it sleeps.

Groundhog Day, February 2, is thought of as the day the groundhog awakes. A fable states that if it sees its shadow, winter will last another six weeks. So the groundhog will go back into its hole to hibernate. If the groundhog does not see its shadow, spring is on its way.

Oral Reading Fluency (ORF) – Teacher Record Grade 6 Fall

Student Name: _____ Date:_____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "Today we are doing a sixty-second reading check in using a passage about groundhogs If you have trouble with a word, I will tell it to you. Do you have any questions? When you are ready, you can start here." (point to the first word)

2. Start the timer when the student begins reading
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **"You can stop now"**.

Most farmers dislike groundhogs because groundhogs have only	8
one purpose in life: to dig. The groundhog digs everywhere—under trees,	20
barns, and even houses. Everywhere it digs, it leaves holes that tell of its	34
passing. There are many "tall tales" about farm buildings, equipment, and	45
even families disappearing into huge holes dug by groundhogs.	54
Of course, those are just stories and the facts about the	65
groundhog are different. Groundhogs are active during the daytime. They eat	76
mostly grains and grasses, and are strict vegetarians. They can be found in	89
many parts of the United States and throughout Canada. You can sometimes	101
see one sitting erect on a mound of earth outside the entrance to its burrow.	116
The groundhog is one of the few mammals who is a true	128
hibernator. This means that the groundhog is in a kind of deep sleep all	142
through the winter months. During this sleep, its body temperature drops from	154
about 97 degrees Fahrenheit to about 37 degrees. Its heartbeat slows from a	167
normal rate of about 80 beats per minute to about four beats per minute.	181
The reason for its winter hibernation is a simple one. If a	193
groundhog was awake during the winter, it would certainly starve to death.	205
The groundhog eats well before it hibernates. Its stored body fat is used very	219
slowly while it sleeps.	223
Groundhog Day, February 2, is thought of as the day the	234
groundhog awakes. A fable states that if it sees its shadow, winter will last	248

another six weeks. So the groundhog will go back into its hole to hibernate. If the groundhog does not see its shadow, spring is on its way.	263 275

Student Name: _____ Date:_____

Total Words Read: _____- # of Errors: _____ = WCPM: _____

Teacher Observations

Oral Reading Fluency Student Passage

The Praying Mantis

The praying mantis is an extremely strange insect; in fact, some people say it looks frightening or weird, while others regard it as a terrifying monster because it is so unusual. A full-grown mantis is almost as big as your hand and looks like a pale green stick with goggle eyes. It can swivel its head when watching something. That something is usually the other insect it's about to eat.

Praying mantis eat other insects; but they will also occasionally eat others of their own kind. This habit of eating everything in sight is another reason the praying mantis are sometimes referred to as monsters. However, like other insects, praying mantis have three pairs of legs. The two rear pairs are used only for walking while the front legs are also used to hunt. They are equipped with razor-sharp spines and have hooks on them.

This insect is a great hunter. It attaches itself to a blade of grass or a twig and then it waits patiently for some other insect to come into view. The mantis cannot hear and has no voice, but it has exceptional eyesight. Once it sees its prey, it inches slowly toward its victim and then it rears up on its hind legs and seizes the victim with its front legs. After eating the catch (often alive), this master hunter neatly wipes its claws and uses them to clean its face.

Oral Reading Fluency (ORF) – Teacher Record Grade 6 Winter

Student Name: _____ Date:_____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "Today we are doing a sixty-second reading check in using a passage about the praying mantis. If you have trouble with a word, I will tell it to you. Do you have any questions? When you are ready, you can start here." (point to the first word)

2. Start the timer when the student begins reading
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **"You can stop now"**.

The praying mantis is an extremely strange insect; in fact, some people	12
say it looks frightening or weird, while others regard it as a terrifying monster	26
because it is so unusual. A full-grown mantis is almost as big as your hand and	43
looks like a pale green stick with goggle eyes. It can swivel its head when	58
watching something. That something is usually the other insect it's about to	70
eat.	71
Praying mantis eat other insects; but they will also occasionally	81
eat others of their own kind. This habit of eating everything in sight is another	96
reason the praying mantis are sometimes referred to as monsters. However,	107
like other insects, praying mantis have three pairs of legs. The two rear pairs	121
are used only for walking while the front legs are also used to hunt. They are	137
equipped with razor-sharp spines and have hooks on them.	147
This insect is a great hunter. It attaches itself to a blade of grass or	162
a twig and then it waits patiently for some other insect to come into view. The	178
mantis cannot hear and has no voice, but it has exceptional eyesight. Once it	192
sees its prey, it inches slowly toward its victim and then it rears up on its hind	209
legs and seizes the victim with its front legs. After eating the catch (often	223
alive), this master hunter neatly wipes its claws and uses them to clean its	237
face.	238

Student Name: _____ Date:_____

Total Words Read: _____- # of Errors: _____ = WCPM: _____

Teacher Observations

Oral Reading Fluency Student Passage

Snowflakes

There are three basic types of snowflakes. The first type is called "stellar," and is the one most people remember. Stellar flakes are feathery with small centers. They form when it's not extremely cold and when the clouds are low and wet. Because they cling together when falling, it sometimes appears as if stellar flakes are descending in great, downy clumps. The second variety of snowflake is called a "plate" snowflake and its formation appears almost rock solid in compact configurations with six clearly seen outer edges. Plate flakes form when it's exceptionally cold and when clouds are elevated and almost dry. The final type of snowflake is a combination of the other two. It has a platelike center with feathering arms.

Even though there are three types, each individual snowflake is truly unique in its configuration because each snowflake is actually the combination of thousands of ice crystals. In a cloud, water droplets are attracted to frozen particles. The frozen particles then develop into a snowflake, crystal by crystal, until the snowflake is heavy enough to fall to the ground.

Snow does not seem very heavy when it falls. But don't let that fool you! If you have to shovel snow after a blizzard, you may have to lift a great deal of snow. If the snow is 15 inches deep, you might lift half a ton before clearing your walk. And that doesn't count the weight of the shovel you're using!

Oral Reading Fluency (ORF) – Teacher Record Grade 6 Spring

Student Name: _____ Date:_____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "Today we are doing a sixty-second reading check in using a passage about the praying mantis. If you have trouble with a word, I will tell it to you. Do you have any questions? When you are ready, you can start here." (point to the first word)

2. Start the timer when the student begins reading
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **"You can stop now"**.

There are three basic types of snowflakes. The first type is called "stellar," and	14
is the one most people remember. Stellar flakes are feathery with small	26
centers. They form when it's not extremely cold and when the clouds are low	40
and wet. Because they cling together when falling, it sometimes appears as if	53
stellar flakes are descending in great, downy clumps. The second variety of	65
snowflake is called a "plate" snowflake and its formation appears almost rock	77
solid in compact configurations with six clearly seen outer edges. Plate flakes	89
form when it's exceptionally cold and when clouds are elevated and almost	101
dry. The final type of snowflake is a combination of the other two. It has a	117
platelike center with feathering arms.	122
Even though there are three types, each individual snowflake is	132
truly unique in its configuration because each snowflake is actually the	143
combination of thousands of ice crystals. In a cloud, water droplets are	155
attracted to frozen particles. The frozen particles then develop into a	166
snowflake, crystal by crystal, until the snowflake is heavy enough to fall to the	180
ground.	181
Snow does not seem very heavy when it falls. But don't let that	194
fool you! If you have to shovel snow after a blizzard, you may have to lift a	211
great deal of snow. If the snow is 15 inches deep, you might lift half a ton	228
before clearing your walk. And that doesn't count the weight of the shovel	241
you're using!	243

Student Name: _____ Date:_____

Total Words Read: _____- # of Errors: _____ = WCPM: _____

Teacher Observations

Grade 6: Prefixes **/5**

Prefixes are chunks of a word that come at the beginning of the word. Prefixes have meaning.

Example:
In the words **bi**cycle, **bi**nd, and **bi**noculars, the prefix **bi-** means 2.

A **bi**cycle has two wheels.

To **bi**nd is to join two parts.

Binoculars are a viewing tool for two eyes.

Choose the meaning of each prefix:

un-

These words have the prefix **un-**	What does the prefix **un-** mean?
unhappy unrest uncomfortable	a) true b) not c) too

re-

These words have the prefix **re-**	What does the prefix **re-** mean?
rebuild react redo	a) tomorrow b) old c) again

com-

These words have the prefix **com-**	What does the prefix **com-** mean?
community company companion	a) false b) work c) together

tri-

These words have the prefix **tri-**	What does the prefix **tri-** mean?
triangle triple tripod	a) world b) three c) box

pre-

These words have the prefix **pre-**	What does the prefix **pre-** mean?
preview preheat prefix	a) before b) today c) organize

Grade 6: Suffixes **/5**

Suffixes are chunks of a word that come at the end of the word. Suffixes have meaning.

Example:
In the words **cycling**, **helping**, and **viewing**, the suffix **-ing** means "happening" or "in action".

Cycl**ing** means the action of riding a bike.

Bind**ing** is the action of joining two parts.

View**ing** is the action of looking at something.

Choose the meaning of each suffix:

-ed

These words have the suffix **-ed.**	What does the suffix **-ed** mean?
cooked helped poked	a) old b) done in the past c) tomorrow

-ist

These words have the suffix **-ist.**	What does the suffix **-ist** mean?
artist dentist biologist	a) flexible b) making c) someone who

-est

These words have the suffix **-est.**	What does the suffix **-est** mean?
coldest richest biggest	a) small amount b) most c) place

-less

These words have the suffix **-less.**	What does the suffix **-less** mean?
homeless hopeless spotless	d) a person e) today f) without

-s or -es

These words have the suffix **-s** or **-es.**	What does the suffix **-s** or **-es** mean?
plants shoes ponies	a) one b) many c) late

Grade 6: Roots **/5**

A **root** is the chunk of a word that cannot be taken away or broken down. Sometimes the root is the whole word. From the root, a word can "grow" by adding prefixes and/or suffixes.

Examples:

In the words **view**ing & re**view**, the root **view** means "to see".

In the words **cycl**ing & re**cycle** the root **cycle** means "circle".

Choose the meaning of each root:

tract

These words have the root **tract.**	What does the root **tract** mean?
tractor traction attract	a) size b) pull c) old

phon

These words have the root **phon.**	What does the root **phon** mean?
telephone headphones smartphone	a) sound b) body c) sight

help

These words have the root **help.**	What does the root **help** mean?
helpful helping unhelpful	a) to create something b) to make something easier for someone c) to run far

micro

These words have the root **micro.**	What does the root **micro** mean?
microscope microscopic microchip	a) equal b) mushy c) small

therm

These words have the root **therm.**	What does the root **therm** mean?
thermometer thermostat hypothermia	a) heat b) star c) dark

Grade 6: Prefixes KEY **/5**

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therm

These words have the root **therm.**	What does the root **therm** mean?
thermometer thermostat hypothermia	**a) heat** b) star c) dark

COWICHAN VALLEY
School District

Grade 6 Literacy Check-In: Written & Graphic Text

Teacher Notes & Answer Key

Task Purpose:

The purpose of this assessment is to check in with each student's independent reading of two different types of texts: written and graphic.

- Written texts: found in all teaching areas.
- Graphic texts: also found in all teaching areas, but generally taught in-depth in the context of social studies and science.

Process:

1. Students read the article, then answer 4 multiple-choice questions about the **main ideas.**
2. Students read the graphic, then answer 4 multiple-choice questions about the **main ideas.**
3. Students answer 2 **synthesis** questions that combine information from the 2 texts.

Administration Guidelines:

- This is not a timed assessment and students need not rush.
- Please review IEP and school-based team for any adaptations.
- In order to gauge a student's independent reading and ability to both pull out the main ideas and to synthesize (combine) ideas, please **do not pre-teach the content**.
- Review a Venn diagram and how it organizes similarities & differences.
- Building background knowledge is a key instructional step in the teaching of reading. However, an assessment check-in of a student's independent ability to access text, requires us to allow them an independent experience. Not all students will succeed with all parts of this assessment, that's OK. That informs our teaching.

Rationale (quoted from Stevens et. al.):

> *The complexity and challenge of identifying main ideas cannot be overestimated. Summarizing is a difficult skill because it requires readers to actively monitor their understanding and simultaneously identify important information, eliminate irrelevant details, and integrate main ideas across paragraphs and chapters.*
>
> *Monitoring for meaning (e.g., stopping while reading to reflect on the paragraph- or passage-level main ideas) is particularly difficult for students with reading disabilities, as they may not realize when meaning breaks down and take the necessary steps to repair.*
>
> *[U]pper elementary, middle school, high school, and even college students struggled to identify main ideas in text.*

Stevens, E. A., Park, S., & Vaughn, S. (2019). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978–2016. *Remedial and Special Education*, *40*(3), 131–149. https://doi.org/10.1177/0741932517749940

Answer Key

1 Read the section “The Black Hole Challenge.” Select the sentence from the section that suggests that Minecraft users had been making impressive builds before Slayton recreated the universe.

(A) Making a black hole was one of the most challenging parts.

(B) He chose not to have Minecraft blocks swallowed up by the black hole, as would happen in real life.

(C) Instead, Slayton made three curved structures that blended into each other.

(D) They bypassed the game’s built-in height limit to recreate Mount Everest and the Grand Canyon at scale.

2 Read the paragraph from the section “Getting The Scale Right.”

> *Slayton also built even larger structures from the universe, including the Pillars of Creation. These are elephant trunk-shaped formations of gas and dust in the Eagle Nebula. The Eagle Nebula is a young cluster of stars about 6,500 light-years away from Earth. It took Slayton two days to make the colors accurate. He then painted the stars and the background.*

What conclusion is BEST supported by this paragraph?

(A) The Eagle Nebula is an elephant trunk-shaped formation of dust near Earth.

(B) Slayton was able to recreate even non-solid structures such as gases in Minecraft.

(C) It took Slayton two days to paint the stars and the background for the Eagle Nebula.

(D) The Pillars of Creation was the most challenging part of Slayton’s recreation.

3 Which statement is a CENTRAL idea of the article?

(A) A scale on a map might indicate that 1 inch on the map equals 1 mile in the world.

(B) Making a black hole was the most challenging part of Christopher Slayton’s Minecraft project.

(C) Christopher Slayton used blocks to create a scale model of the entire universe on Minecraft.

(D) TeacherGaming created the education edition of Minecraft, a powerful learning tool for geography.

4 Which sentence from the article would be MOST important to include in a summary of the article?

(A) In a video he posted online about his project, Slayton said he used math to make sure the universe was made to an accurate scale.

(B) A scale is a relationship between two sets of measurements.

(C) He used the brightest blocks in the game to build the star.

(D) Some of the best learning experiences come from letting the students play on their own, Levin said.

Main Idea: Key ideas communicated by graphic text

1. **What is 4.6 billion years old?**
    a. Mercury
    b. The Sun
    c. Earth
    d. Neptune

2. **What is another name for the Sun?**
    a. sol
    b. core
    c. helium
    d. hydrogen

3. **Which planet is furthest from the sun?**
    a. Venus
    b. Mars
    c. Neptune
    d. Saturn

4. **Next to each planet is its distance from the sun. What is the unit of measurement?**
    a. miles
    b. metres
    c. kilometres
    d. centimetres

Synthesis: Think about the two texts to respond to the following questions.

1. **Slayton used *scale* in the Minecraft world to show the different sizes of planets. How is scale used in the infographic to show which planets are bigger and which are smaller?**
    a. The size of the planets
    b. The labels
    c. The rings
    d. Other
2. **Which main idea below is the same between the infographic and the reading passage?**
    a. Colour is important when designing visuals
    b. How hot the sun is
    c. Showing something to scale
    d. Saturn is 1.4 billion kilometres from the sun

Teen re-creates “entire known universe” in “Minecraft”

By The Independent, adapted by Newsela staff on 12.04.22
Word Count **409**
Level **990L**

The planet Saturn created in “Minecraft” by teen Christopher Slayton. Photo: Christian Slayton Photo: Christian Slayton

In two months, a teenager created "the entire known universe" in the video game "Minecraft." In the game's creative mode, players can build structures using blocks.

Eighteen-year-old Christopher Slayton started by building the Earth. He used a globe to "measure the exact location of every continent to perfectly replicate the planet." He went on to build planets, stars, galaxies and space gas.

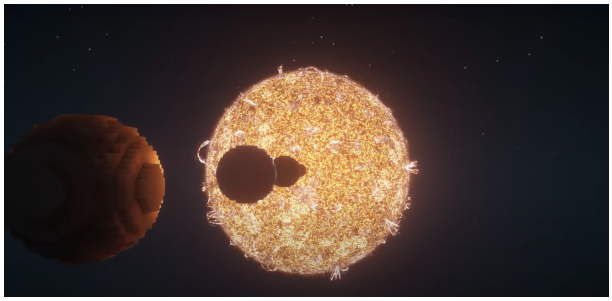
Getting The Scale Right

In a video he posted online about his project, Slayton said he used math to make sure the universe was made to an accurate scale. A scale is a relationship between two sets of measurements. For example, a scale might show that 1 inch on a map equals 1 mile in the real world.

Eventually, Slayton was working on structures that are much larger than Earth, like the sun. He used the brightest blocks in the game to build the star. He even added solar flares to make it "feel alive."

Slayton also built even larger structures from the universe, including the Pillars of Creation. These are elephant trunk-shaped formations of gas and dust in the Eagle Nebula. The Eagle Nebula is a young cluster of stars about 6,500 light-years away from Earth. It took Slayton two days to make the colors accurate. He then painted the stars and the background.

The Black Hole Challenge



Making a black hole was one of the most challenging parts. He chose not to have Minecraft blocks swallowed up by the black hole, as would happen in real life. Instead, Slayton made three curved structures that blended into each other. This created the look of a black hole.

Many other impressive builds have been made in "Minecraft." In 2020, users created a life-size recreation of the Earth. They bypassed the game's built-in height limit to recreate Mount Everest and the Grand Canyon at scale.

Game As A Learning Tool

Joel Levin is the co-founder of TeacherGaming, which created the education edition of "Minecraft." He said the game is a powerful learning tool for geography, history and even finance. It can also teach children how to be responsible online.

Some of the best learning experiences come from letting the students play on their own, Levin said.

Quiz

1 Read the section “The Black Hole Challenge.” Select the sentence from the section that suggests that Minecraft users had been making impressive builds before Slayton recreated the universe.

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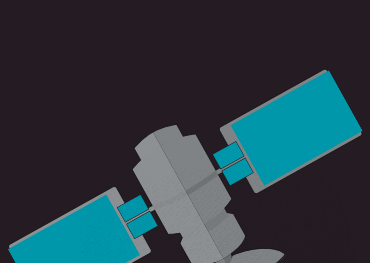
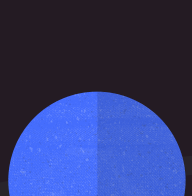
THE DISTANCE BETWEEN THE SUN AND THE

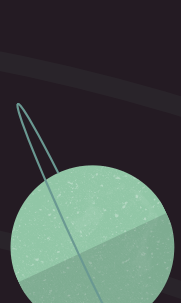
PLANETS

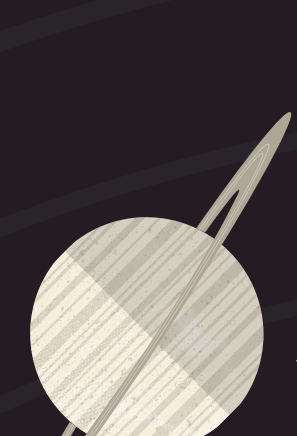




NEPTUNE
4.5 billion km

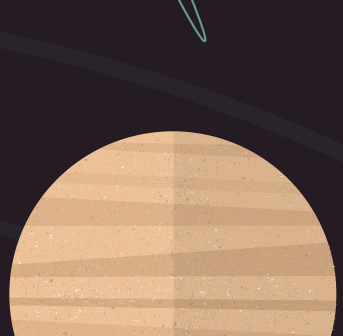
URANUS
2.88 billion km

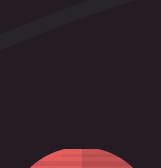




SATURN
1.4 billion km

JUPITER
779 million km





MARS
228 million km

EARTH
150 million km

VENUS
108 million km

MERCURY
46-69.8 million km

SUN (SOL)

The sun is the center of our solar system and makes up 99.8% of the mass of the entire solar system.

AGE:
4.6
BILLION YEARS

7.8 percent
Helium

92.1 percent
Hydrogen

SUN'S CORE IS AROUND
13600000
DEGREES CELSIUS

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COWICHAN VALLEY School District

Learning Inventory – 30-Minute Writing Sample
Grades 1–9

The purpose of collecting a writing sample is to provide teachers with a quick snapshot of a learner's writing skills at a given moment. This is intended to be a quick write, not a fully developed piece following the entire writing process. All students will respond to the same writing style—personal writing—across grade levels.

Prompts may be based on a shared classroom experience, your own visuals, or one of the two photo prompt sets provided to schools. A shared experience could include a school or community connection (e.g., a forest walk, a field trip, school murals, or buddy activities).

Procedure

Before Introducing the Topic:

- Consider a shared class, school, or community experience (e.g., forest walk, field trip, murals, buddy activities, or district photo prompts).
- Take photos to display in the classroom.
- Introduce precise vocabulary during the experience.
- Plan your guiding questions.
- Use a Sensory Brainstorm.
- Refer to Class Discussion Strategies in the Writing Framework or the District Writing Sample Outline on Cowichan Learns.

Introducing the Topic

"Today you will write about _____ (topic). We are going to do some different activities to get ready to write."

Use a class discussion strategy for whole class brainstorming. (See the Writing Framework or District Writing Sample Outline.)

"You will have about 30 minutes to write about _____ (topic). If you finish early, you may re-read your work. You may begin."

Provide a 5-minute warning before the end so students can wrap up their ideas.

For second language learners, you may provide up to 60 minutes and/or spread the task over multiple days.

Note: This is a 30-minute writing sample and does not need to be proofread, edited, or polished.

Consider the aspects on the rubric from the lens of a draft piece of writing.

Accommodations

This writing sample is designed to be accessible to all learners. Any IEP accommodations must be maintained.

If using a scribe, the scribe must record only what the student says—no adult prompting.

Universal supports include:

- Extra time
- Spell check
- Repetition of instructions
- Visual reminders
- Graphic organizers

Marking

Rubrics are available to help teachers identify students' writing strengths and areas for growth.

• Based on the BC Curriculum, these rubrics are available on the Learning Inventories SharePoint.
• Highlight statements that apply to the writing.
• Use the rubrics for Assessment for Learning, to support students, and to identify writing goals.
• Collaborative marking with colleagues is encouraged.

Teacher Notes

- Ensure any necessary electronic devices are charged and ready.
- Prepare photos or prompts to display around the room.
- Have chart paper or tools ready for the class brainstorm.
- Provide 30 minutes of sustained writing time (or more for Immersion/IEP students).
- Students may write with pen/pencil, word processing, or, if applicable, speech-to-text tools.
- Offer a 5-minute warning before the end.
- Collect the writing samples and make copies if needed.
- You may continue teaching and revising this sample after collecting the rough draft.

COWICHAN VALLEY School District

Learning Inventories Cut Points

Grade Six					
			Cut Points		
Assessment	Mobile Option	Selection Options	Red	Yellow	Green
Comprehension (MAZE) Fall		Numerical value	0-7	8-15	16 - 38
Comprehension (MAZE) Spring		Numerical value	0-10	11-20	21-40
Oral Reading Fluency – Fall		numerical value words correct per minute (wcpm)	0-111	112-121	122-275
Oral Reading Fluency – Winter		numerical value words correct per minute (wcpm)	0-115	116-134	135-238
Oral Reading Fluency – Spring		numerical value words correct per minute (wcpm)	0-121	122-135	146 - 243
Comprehension Newsela passage - Winter	√	Numerical value	0-3	4-7	8-10
Vocabulary – Prefixes, suffixes & roots	√	Numerical value	0-8	9-11	12-15

- Green – student exhibits mastery of the skill assessed.
- Yellow – supplemental instruction needed to ensure mastery of the skill assessed.
- Red – direct instruction and/or intervention needed to move learner forward in the specific skill(s).