This story is about the bear family, and their names are Father Bear, Mother Bear, and Baby Bear.

3
The bears liked to go fishing
down at the river.

"I can see some fish today," said Baby Bear.

"Here they come."

5
Mother Bear went into the river,
and she got some fish.

Father Bear got some fish, too.

"We are good at fishing," said Father Bear.

7
"Where is a fish for me?" said Baby Bear.

9
"I can see a big fish," said Father Bear.

"This fish is for me!" shouted Baby Bear.

11
Baby Bear got the big fish in the net.

Away went the fish.

Baby Bear and the fish went up the river!

13
"Help! Help!" shouted Baby Bear.

Read to the end of the book.
Comprehension Check

Name: ________________________

Questions to check for understanding (check if understanding acceptable)

1. Where did the bears go fishing? (literal)
   
   Response: (In the river)
   
2. Who saved Baby Bear? (literal)
   
   Response: (Father Bear)
   
3. Why do you think Baby Bear called out, "Help! Help!"? (inferential)
   
   Response: (Response should reflect interpretation and higher-level thinking.)
   
MMSD Reading Level

Running Record Score (Circle the number of errors and corresponding accuracy percentage.)

<table>
<thead>
<tr>
<th>Level</th>
<th>Independent</th>
<th>Instructional</th>
<th>Frustrational</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>100</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>Errors</td>
<td>0</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Oral Reading

☐ 95-100% - Independent Level
☐ 90-94% - Instructional Level
☐ < 90% - Frustrational Level

Comprehension

☐ 0 Errors - Instructional/Independent Level
☐ 1-3 Errors - Frustrational Level

Do I continue or stop assessing?

☐ The student is at the instructional or independent level for both oral reading and comprehension. (Continue with a higher level text.)

☐ The student is at the frustrational level for oral reading and/or comprehension. (Continue with a lower level text or stop assessing if the student read and comprehended the previous leveled text within the instructional or independent range.)

Self-correction Ratio

\[
\frac{\text{Errors} + \text{Self-corrections}}{\text{Self-corrections}} = \frac{+}{+} = 1:____
\]

Comments:

Reading Record information and Comprehension Check adapted for the Madison Metropolitan School District