

*COCA*

*Administration Protocols*

Administration Guidelines . . . . . 1

Student Explanation . . . . . 3

*Dragonflies* Text and Prompts . . . . . 4

*Salmon* Text and Prompts . . . . . 8

### Administration Guidelines

1. Choose a quiet setting where child can view and reach the book.
2. FOLLOW TEXT AND PROMPTS EXACTLY.
3. Read the text for the book with good inflection as you would read any read-aloud to children.
4. Point to the page you are reading.
5. Make a clear break between reading the text and asking the prompt.
6. Record child’s response as completely as possible.
7. Allow plenty of time for the child to respond.
8. It is permissible to ask the student to clarify a response if it is not possible to determine what the child means. For example: For the *Dragonflies* Item 10 (see below) a student gave the answer: “the lines”. It is clear the student believes the lines are a clue but it seems that she hasn’t articulated her complete thought. In this case the administrator asked the student to explain further. The student responded with “what the lines are pointing to”.

Read: *Dragonflies have many body parts.*

ITEM 10

Ask: *On this page there are many hard words to say. Are there any clues on this page that tell me how to read them?*

### Administration Key with Explanations

<b>Say</b>	Signals an instruction or reminder for the child; for example, when the administrator explains there is a blank on a page.
<b>Read</b>	Signals the text for the corresponding page of <i>Dragonflies</i> or <i>Salmon</i> .
<b>Ask</b>	Signals a question or prompt.
<b>If student doesn’t answer OR If the student gives. . . . OR If student says . . .</b>	Signals directions to the administrator in cases where the child does not answer OR in cases where a child gives a particular answer.  <b>IMPORTANT:</b> “I don’t know.” is considered a non-answer and should be followed with the second prompt.
<b>Follow-up</b>	Signals directions for the child leading into the second prompt.

## Guidelines for Recording Student Responses

<b>ReRd/Fol-up</b>	Check this column if you reread or ask the follow-up prompts.
<b>Slash between first and second responses</b>	Separate the child's first and second response with a slash. It is important to know where the first and second response begin and end.
<b>Using abbreviations</b>	Feel free to use any of your own abbreviations HOWEVER knowing exactly what the child says is critical to scoring the assessment accurately.
<b>DK</b>	Child said: "I don't know."

## Concepts of Comprehension Assessment

### Student Explanation and Instructions

1. I would like to read a book with you today and ask you some questions.
2. It is important for you to listen carefully and do your best thinking.
3. (*OPEN THE BOOK TO Pages 8 & 9 IN SALMON or Pages 4&5 in DRAGONFLIES*)

*ASK:* Do you notice anything different about this book compared to other books you have seen before? (Let the child answer.) There are lines on this page instead of the words. For this book I'm going to read the words on each page to you. I will point to the page that I am reading.

*(POINT TO PAGE 8 in Salmon; PAGE 4 in Dragonflies)* When I read the words for this page I will point here.

*(POINT TO PAGE 9 in Salmon; PAGE 5 in Dragonflies)* When I read the words for this page I will point here. This way you'll know where to look.

4. Some pages will have blanks in the sentences where the words are missing. I will read those places as a blank and then I will ask you what word or words should go in the blank. You should listen closely for the blanks and think about the words that will fit that blank. For example: if I say: "Today the weather is \_\_\_\_\_." What word would you use in place of the blank? (Let the child answer. Prompt if necessary to get a reasonable answer.)

If I said, "Vanilla ice cream is white. Blank ice cream is brown." What word would you use in place of the blank? (Let the child answer. Prompt if necessary to get a reasonable answer.)

When I am reading the book I will tell you when there will be a blank BEFORE I read that page so you will know to listen closely and listen for the blank.

5. Sometimes you may not always know what the answer is. You can just guess or tell me you don't know. Also, if you want to hear a page again, it is alright to ask me to read it again. Finally, if you don't know how to answer, flipping through the book and looking at other pages will help you find the answer. Anytime you want to do this it is okay.

6. Do you have any questions?

# *Dragonflies*

Text and Prompts

PAGE	ITEM	DRAGONFLIES : Text and Prompts
COVER		Say: <i>Remember, I will point to each page when I read the words for that page.</i> Read: <i>Dragonflies by Alison K. Billman &amp; Katie Hilden; Illustrated by Melissa Winchell</i>
INTRO. (PAGE 1)		Read: <i>Dragonfly, pond plant, egg</i>
TITLE PAGE (PAGE 2)	1	Read: <i>Dragonflies by Alison K. Billman &amp; Katie Hilden; Illustrated by Melissa Winchell</i> ITEM 1 Ask: <i>In a library there are many different kinds of books. What kind of book is this?</i> <b><u>If a student provides an answer other than informational or non-fiction:</u></b> Follow-up: <i>What is another way to describe this book?</i>
	2	ITEM 2 Ask: <i>What types of things do you think the authors will tell you?</i> <b><u>If student gives the answer: dragonflies, or about dragonflies</u></b> Follow-up: <i>Can you say more?</i> <b><u>If student does not answer:</u></b> Follow-up: <i>Reread the intro page and the title page.</i> Ask: <i>What types of things do you think the authors will tell you?</i>
PAGE 3	3	Read: <i>Table of contents</i> ITEM 3 Ask: <i>This page is called the table of contents. How do you use this page?</i> <b><u>If student does not answer:</u></b> Follow-up: <i>What do the numbers tell you?</i>
PAGE 4	4	Read: <i>Dragonflies lay their eggs in the water or on plants in ponds. The eggs are very small.</i> ITEM 4 Ask: <i>What is this a picture of?</i> <b><u>If student does not answer:</u></b> Follow-up: <i>Where is the dragonfly egg in the picture?</i>
PAGE 5	5	Read: <i>Between one and three weeks later the eggs hatch. Baby dragonflies are called nymphs. They live, eat, and grow underwater for about a year.</i> ITEM 5 Ask: <i>This page tells you the name of a baby dragonfly. What is that name?</i> <b><u>If student does not answer:</u></b> Follow-up: <i>Listen closely while I reread this page. Reread the text for this page.</i> Ask: <i>This page tells you another name for a baby dragonfly. What is that name?</i>
PAGE 6	6	Read: <i>Nymphs look very different than adult dragonflies. They are dull brown and do not have wings. In the beginning they are about the size of a grain of rice.</i> ITEM 6 Ask: <i>Pick the picture that matches what I just read to you.</i> <b><u>If student does not answer:</u></b> Follow-up: <i>Listen closely while I reread this page. Reread the text for this page.</i> Ask: <i>Pick the picture that matches what I just read to you.</i>
PAGE 7	7	Read: <i>As nymphs grow they break out of their old skin, showing new skin underneath. This is called molting.</i> ITEM 7 Ask: <i>This page tells you the meaning of a word. What word is explained here and what does it mean?</i> <b><u>If student does not answer:</u></b> Follow-up: <i>What does molting mean?</i>

PAGE 8		Read: <i>When nymphs are ready to molt for the last time they crawl out of the water and find a safe perch. The skin cracks apart. The nymphs have become dragonflies.</i>
PAGE 9	8	Read: <i>The dragonflies wiggle out. Their wings are tiny and wrinkled and their abdomens are big. The abdomens become smaller when the fluid from the abdomen is pumped into the wings. The wings become bigger.</i> ITEM 8 Ask: <i>What is the author describing on this page?</i> <u>If student does not answer:</u> Follow-up: <i>This page tells us that the wings are getting bigger. What did I read that tells us about HOW this happens?</i>
PAGE 10	9	Say: <i>There is a blank on this page. Listen closely.</i>  Read: <i>First, the dragonflies wait for their wings to dry and harden. BLANK they begin to move slowly. Finally, the dragonflies fly off to hunt for food.</i> ITEM 9 Ask: <i>What word should fill in this blank?</i> <u>If student does not answer:</u> Follow-up: <i>Listen closely while I reread this page. Reread the text for this page.</i> Ask: <i>What word should fill in the blank?</i>
PAGE 11	10	Read: <i>Dragonflies have many body parts.</i> ITEM 10 Ask: <i>On this page there are many hard words to say. Are there any clues on this page that tell me how to read them?</i> <u>If student does not answer:</u> Follow-up: <i>On this page there are many hard words to say. Are there any clues about how to say them?</i> [NOTE: Record exactly what student says or points to, ie pronunciation guide, label.]
PAGE 12	11	Read: <i>Dragonflies breathe through tiny holes on their abdomens. These holes are called spiracles.</i> ITEM 11 Ask: <i>This page tells you the meaning of a word. What is that word and what does it mean?</i> <u>If student does not answer:</u> Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i> Ask: <i>What are spiracles?</i>
PAGE 13	12	Read: <i>Dragonfly bodies allow them to fly very fast and very far. They also have excellent eyesight and can see in many directions. These things help them keep away from enemies.</i> ITEM 12 Ask: <i>How do dragonflies keep away from danger?</i> <u>If student does not answer:</u> Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i> Ask: <i>How do dragonflies keep away from danger?</i>
PAGE 14	13	Say: <i>There is a blank on this page. Listen closely.</i> Read: <i>Dragonflies come in different sizes and colors. There are many different BLANK of dragonflies.</i> ITEM 13 Ask: <i>What word best fills in the blank?</i> <u>If student does not answer:</u> Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i> Ask: <i>What word best fills in this blank?</i>
PAGE 15	14	Say: <i>There are two blanks on this page. Listen closely.</i>  Read: <i>Skimmers are a common type of dragonfly. They are about BLANK BLANK long.</i> ITEM 14 Ask: <i>What words best fill in the blanks?</i> <u>If student does not answer:</u> Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i> Ask: <i>What words best fill in the blanks?</i>

PAGE 16 & 17	15	<p>As you read point to the corresponding words on page 16 &amp;17</p> <p>Read: <i>Differences between a Dragonfly &amp; a Damselfly</i>  Read: <i>A Dragonfly; A Damselfly</i>  Read: (page 16) <i>Eyes on top of head, wings open while resting, short thick abdomen</i>  (Page 17) <i>Eyes on side of head, wings folded while resting, long thin abdomen</i></p> <p>ITEM 15  Ask: <i>Using the pictures can you tell me three ways that dragonflies are different from damselflies?</i></p>
PAGE 18	16	<p><b>Point to the corresponding labels as you read the words forests, mountains, and deserts.</b></p> <p>Read: <i>Dragonflies live in many different places. Some of the environments where dragonflies live are forests, mountains, and deserts.</i></p> <p>ITEM 16  Ask: <i>Do you notice anything strange about this page?</i>  <u>If student does not answer:</u>  Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i>  Ask: <i>What do you notice about the pictures?</i></p>
PAGE 19	17	<p>Read: <i>People can observe different types of dragonflies all around the world. It is fun to learn about them.</i></p> <p>ITEM 17  Ask: <i>Have you ever read any books that remind you of this one?</i>  <u>If student says "yes":</u>  Follow-up: <i>Can you tell me more?</i>  <u>If student does not answer or says "no":</u>  Follow-up: <i>Is there anything that reminds you of this book from your life?</i>  <u>If student says "yes":</u>  Follow-up: <i>Can you tell me more?</i></p>
PAGE 20	18	<p>As you read point to the word.</p> <p>Read: <i>Glossary</i></p> <p>ITEM 18  Say: <i>This page is called a glossary.</i>  Ask: <i>What do you use a glossary for?</i>  <u>If student does not answer:</u>  Follow-up: <u>point</u> to Nymph  Read: <i>Nymphs: Baby dragonflies that do not have wings</i>  <u>Point</u> to Spiracles  Read: <i>Spiracles: tiny holes in the dragonfly abdomen that are used for breathing</i>  Ask: <i>How could we use the book to find out what words should be written next to MOLTING?</i></p>
Page 21	19	<p>As you read point to the word.</p> <p>Read: <i>Index</i></p> <p>ITEM 19  Say: <i>This page is called an index.</i>  Ask: <i>What do you use this page for?</i>  <u>If a student does not answer:</u>  Follow-up: <i>Point to the numbers on the page.</i>  Ask: <i>What do these numbers tell you?</i></p>



# *Salmon*

Text and Prompts

PAGE	ITEM	Salmon: TEXT AND PROMPTS
COVER		<p>Say: <i>Remember, I will point to each page when I read the words for that page.</i></p> <p>Read: <i>Salmon by Katie Hilden &amp; Alison K. Billman; Illustrated by Melissa Winchell</i></p>
PAGE 1		Read: <i>Stream</i>
PAGE 2		Read: <i>Spawn; Salmon Eggs</i>
PAGE 3	1	<p>ITEM 1</p> <p>Read: <i>Salmon by Katie Hilden &amp; Alison K. Billman; Illustrated by Melissa Winchell</i></p> <p>Ask: <i>What types of things do you think the authors will tell you?</i></p> <p><u>If student gives the one word answer: salmon; fish,</u></p> <p>Follow up: <i>Can you say more?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Reread the intro page and the title page.</i></p> <p>Ask: <i>What types of things do you think the authors will tell you?</i></p>
PAGE 5	2	<p>Read: <i>Salmon lay their eggs in a gravel nest at the bottom of streams.</i></p> <p>ITEM 2</p> <p>Ask: <i>The words I read go with one of these pictures. Which picture is correct?</i></p> <p><u>If student does not answer:</u></p> <p>Follow up: <i>Listen closely while I reread this page. Read the text for this page.</i></p> <p>Ask: <i>The words I read go with one of these pictures. Which picture is correct?</i></p>
PAGE 6	3	<p>Read: <i>Salmon babies that have hatched from eggs are called alevins. The egg yolks are still attached to the alevins' bodies. The yolk is food to help alevins grow.</i></p> <p>ITEM 3</p> <p>Say: <i>Alevins is a hard word to read.</i></p> <p>Ask: <i>Are there any clues on this page that tell me how to read it?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Are there any clues on this page that tell me how to read it?</i></p> <p>[NOTE: Record exactly what student says or points to, ie pronunciation guide, label.]</p>
PAGE 7	4	<p>Read: <i>By springtime the yolk is gone. At this time young salmon eat insects and zooplankton. Zooplankton are very tiny animals.</i></p> <p>ITEM 4</p> <p>Ask: <i>This page tells you the definition of a word. What is that word?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i></p> <p>Ask: <i>This page tells you the definition of a word. What is that word?</i></p>
PAGE 8	5	<p>Read: <i>When salmon are one year old they hunt small fish called minnows.</i></p> <p>ITEM 5</p> <p>Ask: <i>This page tells you the definition of a word. What is that word?</i></p> <p><u>If student does not answer:</u></p> <p>Follow up: <i>Listen closely while I reread this page. Read the text for this page.</i></p> <p>Ask: <i>This page tells you the definition of a word. What is that word?</i></p>
PAGE 9		Read: <i>Salmon change as they get ready to go to the ocean. Their bodies become much larger.</i>
PAGE 10	6	<p>Read: <i>The dark spots on their bodies eventually disappear and the scales on their bodies turn silver.</i></p> <p>ITEM 6</p> <p>As you read this question show and point to page 9 and page 10.</p> <p>Ask: <i>What are three ways that salmon change on these two pages that I just read to you?</i></p> <p><u>If student does not answer:</u></p> <p>Follow up: <i>Listen closely while I reread this page. Reread the text for both pages 9 and 10</i></p> <p>Ask: <i>What are three ways that salmon change on these two pages that I just read to you?</i></p>

PAGE 11		<p>Read: <i>Salmon leave the streams and rivers and journey to oceans where they find new food and grow into adults.</i></p>
PAGE 12	7	<p>Read: <i>In the ocean the salmon eat shrimp and small fish. Animals that only eat other animals are called carnivores. Salmon are carnivores.</i></p> <p>ITEM 7</p> <p>Ask: <i>This page tells you the definition of a word. What is that word?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Listen closely while I reread this page. Reread the text for this page.</i></p> <p>Ask: <i>This page tells you about carnivores. What does carnivore mean?</i></p>
PAGE 13	8	<p>Say: <i>There is a blank on this page. Listen closely.</i></p> <p>Read: <i>Many types of salmon are full grown when they are about three BLANK old.</i></p> <p>ITEM 8</p> <p>Ask: <i>What word should fill in this blank?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i></p> <p>Ask: <i>What word should fill in the blank?</i></p>
PAGE 14	9	<p>As you read this page use end of pencil to point to the Pacific Ocean, then point to where the Pacific Ocean and a river meet and then trace the river inland.</p> <p>Read: <i>When salmon become adults they return to the rivers and streams where they were born. They do this by sense of smell.</i></p> <p>ITEM 9</p> <p>Ask: <i>Something weird is going on this page. What is that?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i></p> <p>Ask: <i>Do you notice anything going on with the arrows?</i></p>
PAGE 15	10	<p>Say: <i>There are two blanks on this page. Listen closely.</i></p> <p>Read: <i>On their journey home they meet many enemies such as BLANK and BLANK.</i></p> <p>ITEM 10</p> <p>Ask: <i>What are two enemies of salmon?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Does anything in the picture help you?</i></p>
PAGE 16	11	<p>Say: <i>There is a blank on this page. Listen closely.</i></p> <p>Read: <i>Now salmon begin to change colors. Their sides and backs become bright red and their heads turn deep green. While salmon return to the streams they do not eat. Their bodies become very BLANK.</i></p> <p>ITEM 11</p> <p>Ask: <i>What word should fill in the blank?</i></p> <p><u>If student does not answer:</u></p> <p>Follow-up: <i>Listen closely while I reread this page. Read the text for this page.</i></p> <p>Ask: <i>What word should fill in the blank?</i></p>
PAGE 17		<p>Read: <i>At the end of their journey females make nests with their tails and lay eggs. The males fertilize the eggs. This process is called spawning.</i></p>
PAGE 18		<p>Read: <i>The adult salmon die after the eggs are in the nest . . .</i></p>

<p>PAGE 19</p>	<p>12</p>	<p>Read: . . . and the life cycle begins again.  <b>ITEM 12</b>                  Ask: Do you notice anything strange on this page?  <u><b>If student does not answer:</b></u>                  Follow-up: This diagram is supposed to show how salmon grow.                  Ask: Do you notice anything strange about this diagram?</p>
<p>PAGE 20</p>	<p>13</p>	<p>Say: There is a blank on this page. Listen closely.                   Read: Scientists who know a lot about fish are called ichthyologists. They spend a lot of time <b>BLANKING</b> these animals to learn about them.  <b>ITEM 13</b>                  Ask: What word should fill in the blank?  <u><b>If student does not answer:</b></u>                  Follow-up: Listen closely while I reread this page. Read the text for this page.                  Ask: What word should fill in the blank?</p>
<p>PAGE 21</p>	<p>14</p>	<p>Say: There is a blank on this page. Listen closely.                   Read: Ichthyologists know a lot about salmon. Salmon are cold-blooded animals. Their inside body <b>BLANK</b> is the same as the water temperature.  <b>ITEM 14</b>                  Ask: What word should fill in the blank?  <u><b>If student does not answer:</b></u>                  Follow-up: Listen closely while I reread this page. Read the text for this page.                  Ask: What word should fill in the blank?</p>
<p>PAGE 22</p>	<p>15</p>	<p>Say: There is a blank on this page. Listen closely.                   As you read point to the corresponding words on page 22 of the book.                   Read: gills, scales, tail, anal fin                  Read: Ichthyologists study what salmon look like. Salmon have many body <b>BLANKS</b>.  <b>ITEM 15</b>                  Ask: What word should fill in the blank?  <u><b>If student does not answer:</b></u>                  Follow-up: Listen closely while I reread this page. Read the text for this page.                  Ask: What word should fill in the blank?</p>
<p>PAGE 23</p>	<p>16</p>	<p>Read: This book tells about sockeye salmon. Ichthyologists study different types of salmon. They come in different sizes, shapes and colors. It is fun to learn about them.  <b>ITEM 16</b>                  Ask: Have you ever read any book that reminds you of this one?  <u><b>If student does not answer or says "no":</b></u>                  Follow-up: Is there anything that reminds you of this book from your life?</p>

<p>PAGE 24</p>	<p>17</p>	<p>As you read point to the word.  <b>Read:</b> Glossary  <b>ITEM 17</b>  <i>Ask: This page is called a glossary.                  What do you use a glossary for?</i>  <u><b>If student does not answer:</b></u>  <b>Follow-up</b>                  Point to carnivores  <b>Read:</b> <i>carnivores:</i> animals that only eat other animals                  Point to minnow  <b>Read:</b> <i>Minnow:</i> a type of small fish                  Ask: What do you use a glossary for?</p> <p style="text-align: center;"><u><b>CONTINUE ON PAGE 24</b></u></p>
<p>PAGE 24</p>	<p>18</p>	<p><b>Read:</b> <i>Alevin</i>  <b>ITEM 18</b>  <i>Say: This word is alevin.                  Ask: What words should be written next to alevin.</i>  <u><b>If student does not answer:</b></u>  <b>Follow up:</b> <i>How could we use the book to find out what words should be written next to alevin?</i></p>
<p>PAGE 25</p>	<p>19</p>	<p>As you read point to the word.  <b>Read:</b> Index  <b>ITEM 19</b>  <i>Say: This page is called an index.                  Ask: What do you use an index for?</i>  <u><b>If student does not answer:</b></u>  <b>Follow-up:</b> <i>See how each word has numbers after it. The word, <b>enemies</b>, does not have a number after it.</i>                  Ask: <i>How could we use the book to find out what number should go there?</i></p>