

Reading Progress Toolkit

Tutor & Teacher Edition | Grades 3-8 | Version 1.0 | October 2026

Clearer learning. Measurable progress.

FREE SAMPLE

Original fiction and nonfiction. Thoughtful questions. Practical next steps.

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BrightPath Learning Tools

Sample contents: two complete passage units from suggested grades 3 and 6, scoring guidance, a progress log, and a family update.

Suggested grades describe intended instructional use. Texts have not been formally readability-calibrated. Select materials using learner needs and professional judgment. These are informal practice activities, not diagnostic or standardized assessments.

Support: Coachteacherdad@gmail.com

Score the thinking you can see

Six questions per unit | Each question 0-2 points | Total 0-12

2 / Accurate and supported

The response answers all parts of the prompt and gives relevant text detail, reasoning, or the requested calculation. Accept equivalent wording and defensible interpretations.

1 / Developing

The response shows partial understanding: a generally correct idea with missing support, an incomplete comparison, only one requested detail, or one correct part of a calculation.

0 / Not yet demonstrated

The response is blank, unrelated, contradicted by the text, or gives no accurate part of the requested understanding. Record access or language barriers separately; do not infer a disability from a score.

For written responses (questions 5-6)

A 2-point answer makes a defensible claim, supplies the evidence requested, and connects the evidence to the claim. A 1-point answer has a reasonable claim but limited evidence or explanation. A 0-point answer does not demonstrate the requested understanding. Do not deduct for spelling or handwriting unless those are separately identified goals.

Turn results into instruction

Review the missed skill before interpreting the total. Missing evidence? Model finding a detail and explaining its connection. Missing the central idea? Sort details that support or distract from a candidate idea. Missing vocabulary? Revisit surrounding clues and substitute a possible meaning. Plan a fresh check with comparable support.

No proficiency cut scores are claimed. A total of 10/12 is an observation on one task, not proof of grade-level mastery.

The Sign by the Gate

Unit 01 | Suggested grade 3 | Fiction | 189 words

Learner code: _____ Date: _____

[1] Maya carried a cardboard sign to the school garden. It said, "Please close the gate." She tied it to the fence with a piece of string. Then she helped Mr. Reed plant beans.

[2] On Tuesday, the sign lay in a puddle. Rain had softened the cardboard. Maya made another sign, but the wind pulled it loose that afternoon. She wanted to give up. "Nobody will read it anyway," she said.

[3] Her friend Eli pointed to tracks in the soil. A dog had come through the open gate. Two rows of tiny plants were bent. Maya picked up the wet sign. The words still mattered, even if the cardboard had failed.

[4] Eli found a sturdy scrap of wood in the shed. Mr. Reed checked it for sharp edges. Maya painted her message on the wood. This time, they used two strong ties to hang it. They placed it beside the latch where people would see it as they left.

[5] On Friday, Maya watched a visitor stop, read the sign, and close the gate. She smiled. Her first plan had not worked. That did not mean the problem had no answer.

Read, think, support

The Sign by the Gate | Questions 1-4

Learner code: _____ Date: _____

1. What damaged the first sign? What happened to the second?

2. What lesson does Maya learn? Give one event that supports it.

3. Why does Maya decide the message still matters? Use a detail.

4. What does sturdy mean here? Which nearby detail helps?

Explain your thinking

The Sign by the Gate | Questions 5-6

Learner code: _____ Date: _____

5. How does working with Eli help Maya solve the problem? Use two details.

Use passage details and explain how they support your answer.

6. Why does the author describe the failed signs before the wooden sign? Explain.

Use passage details and explain how they support your answer.

Self-check: I answered every part. I used relevant evidence. I explained my thinking.

Educator answer key

The Sign by the Gate | Apply the common 0-2 rubric

1 / Detail

Rain softened the first cardboard sign; wind pulled the second loose.

2 / Theme

A failed plan can be improved. She changes to wood and stronger ties after cardboard fails.

3 / Inference

The open gate allows a dog to damage plants, shown by tracks and bent rows.

4 / Vocabulary

Strong or firm. Wood replaces cardboard that softened and blew loose.

5 / Written response

Eli notices tracks that show why the gate matters and finds wood for a stronger sign.

6 / Sequence

The failures show the problem with the materials and make the improved plan understandable.

Accept equivalent meanings. Where prompts ask for an interpretation, credit other defensible answers supported by the passage. Award 1 for partial understanding and 0 for no accurate understanding; use the common rubric for full criteria.

Skill scores: Q1 __/2 Q2 __/2 Q3 __/2 Q4 __/2 Q5 __/2 Q6 __/2

Total: __/12 Reading support: _____ Response mode: _____

Shade Is More Than a Color

Unit 08 | Suggested grade 6 | Nonfiction | 335 words

Learner code: _____ Date: _____

[1] On a sunny afternoon, a shaded bench may feel more comfortable than one in direct sunlight. It is tempting to explain the difference with one word: shade. Designing a useful schoolyard, however, requires asking what shade changes and what else may affect comfort.

[2] An object blocking sunlight reduces the solar energy reaching some surfaces below it. A shaded seat may therefore be cooler than a similar seat in direct sun. Yet the result depends on the material, the time of day, recent weather, and how long the seat has been shaded. A metal seat and a wooden seat may not behave in the same way.

[3] Trees can shade the ground. They also release water vapor through their leaves in a process called transpiration, which can contribute to cooling under suitable conditions. A fabric canopy blocks sunlight but does not transpire. Both may provide useful shade, although their effects and maintenance needs differ.

[4] Students comparing two schoolyard areas need a fair method. Measuring the shaded area in the morning and the sunny area at noon would mix the effect of shade with the effect of time. Using different instruments could introduce another difference. Researchers call factors that can change variables. A careful comparison keeps important variables as similar as possible and records those it cannot control.

[5] A practical observation plan might compare similar surfaces at the same time, use the same type of thermometer, and repeat measurements on several days. Students should follow adult guidance and avoid touching surfaces that may be hot. Surface temperature is also different from air temperature, so the measurement must match the question.

[6] Even repeated measurements do not decide every design issue. A young tree may take years to provide broad cover. Roots need space, canopies need inspection, and accessible routes must remain clear.

[7] Good decisions combine measurements with those practical needs. The goal is not simply to choose the spot that looks darkest in one photograph. It is to understand when, where, and for whom a design provides useful shelter.

Read, think, support

Shade Is More Than a Color | Questions 1-4

Learner code: _____ Date: _____

1. How does a canopy differ from a tree in the passage? State a shared function too.

2. State the central idea and support it with one detail.

3. Why would measuring sunny metal and shaded wood make a comparison harder to interpret?

4. What are variables? Identify two mentioned in the proposed comparison.

Explain your thinking

Shade Is More Than a Color | Questions 5-6

Learner code: _____ Date: _____

5. Design a stronger comparison than one morning and one noon reading. Use two details from the text.

Use passage details and explain how they support your answer.

6. Why does the author discuss roots, inspections, and accessible routes after measurements?

Use passage details and explain how they support your answer.

Self-check: I answered every part. I used relevant evidence. I explained my thinking.

Educator answer key

Shade Is More Than a Color | Apply the common 0-2 rubric

1 / Detail

Both block sunlight; trees transpire while a fabric canopy does not.

2 / Main idea

Useful shade design needs fair measurements and practical context; time, surfaces, and maintenance affect decisions.

3 / Inference

Material and shade both differ, so the effect of shade alone cannot be separated.

4 / Vocabulary

Factors that can change; time, surface material, instrument, weather, or shade duration.

5 / Written response

Use similar surfaces and matching times/instruments, repeat across days, and specify air versus surface temperature.

6 / Author purpose

To show that temperature evidence informs a decision but does not address every practical design need.

Accept equivalent meanings. Where prompts ask for an interpretation, credit other defensible answers supported by the passage. Award 1 for partial understanding and 0 for no accurate understanding; use the common rubric for full criteria.

Skill scores: Q1 __/2 Q2 __/2 Q3 __/2 Q4 __/2 Q5 __/2 Q6 __/2

Total: __/12 Reading support: _____ Response mode: _____

Reading observation log

Progress monitoring | Suggested grades 3-8 | Reusable educator form

Learner code: _____ Review window: _____

Target skill and observable goal: _____

For each entry record the text, genre, support, and response mode. Score each question 0-2. Compare like tasks cautiously; these passages are not equivalent or normed.

Session 1 / Date: _____

Unit/title: _____ Suggested grade: ____ Genre: _____

Read: independent / shared / read-aloud Response: written / oral / scribed

Support or prompts: _____

Q1 __/2 Q2 __/2 Q3 __/2 Q4 __/2 Q5 __/2 Q6 __/2 Total __/12

Observed evidence and next instructional move:

Session 2 / Date: _____

Unit/title: _____ Suggested grade: ____ Genre: _____

Read: independent / shared / read-aloud Response: written / oral / scribed

Support or prompts: _____

Q1 __/2 Q2 __/2 Q3 __/2 Q4 __/2 Q5 __/2 Q6 __/2 Total __/12

Observed evidence and next instructional move:

Session 3 / Date: _____

Unit/title: _____ Suggested grade: ____ Genre: _____

Read: independent / shared / read-aloud Response: written / oral / scribed

Support or prompts: _____

Q1 __/2 Q2 __/2 Q3 __/2 Q4 __/2 Q5 __/2 Q6 __/2 Total __/12

Observed evidence and next instructional move:

Review: What repeated? What differed in task or support? What should happen next?

A useful update for home

Parent communication | One strength, one focus, one next step

Complete locally and send through your approved channel. Use a learner code in stored drafts. Do not send student work or identifying records to BrightPath.

Date and reporting period

A reading strength I noticed, with a concrete example

The skill we are practicing next

Support used during this observation

A five-minute home activity

What we will look for next time

Home prompt: Ask, "Which words in the text helped you think that?" Allow thinking time, then reread one relevant part together.

Send a clear, respectful message

Parent communication | Copy-ready structure and fictional example

Reusable message

Hello [caregiver],
During [activity], I noticed [specific strength]. We are now working on [one observable skill]. The learner completed this task with [support and response mode]. For a short home practice, try [simple activity with available reading]. At our next session, I will look for [observable next step]. Please let me know what reading topics interest your learner.

Fictional example / not a customer result

During our passage discussion, the learner located the sentence that described the problem. We are working on explaining how a detail supports an inference. This was a shared reading with oral responses. At home, read one short paragraph together and ask, "What can you figure out, and what words helped?" Next time, I will look for one inference joined to a relevant detail.

If a caregiver raises a concern

Acknowledge the concern, share only your observed task evidence, and explain the next instructional step. Do not make a diagnosis or promise a certain score increase. Follow school procedures for assessment or referral questions.

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