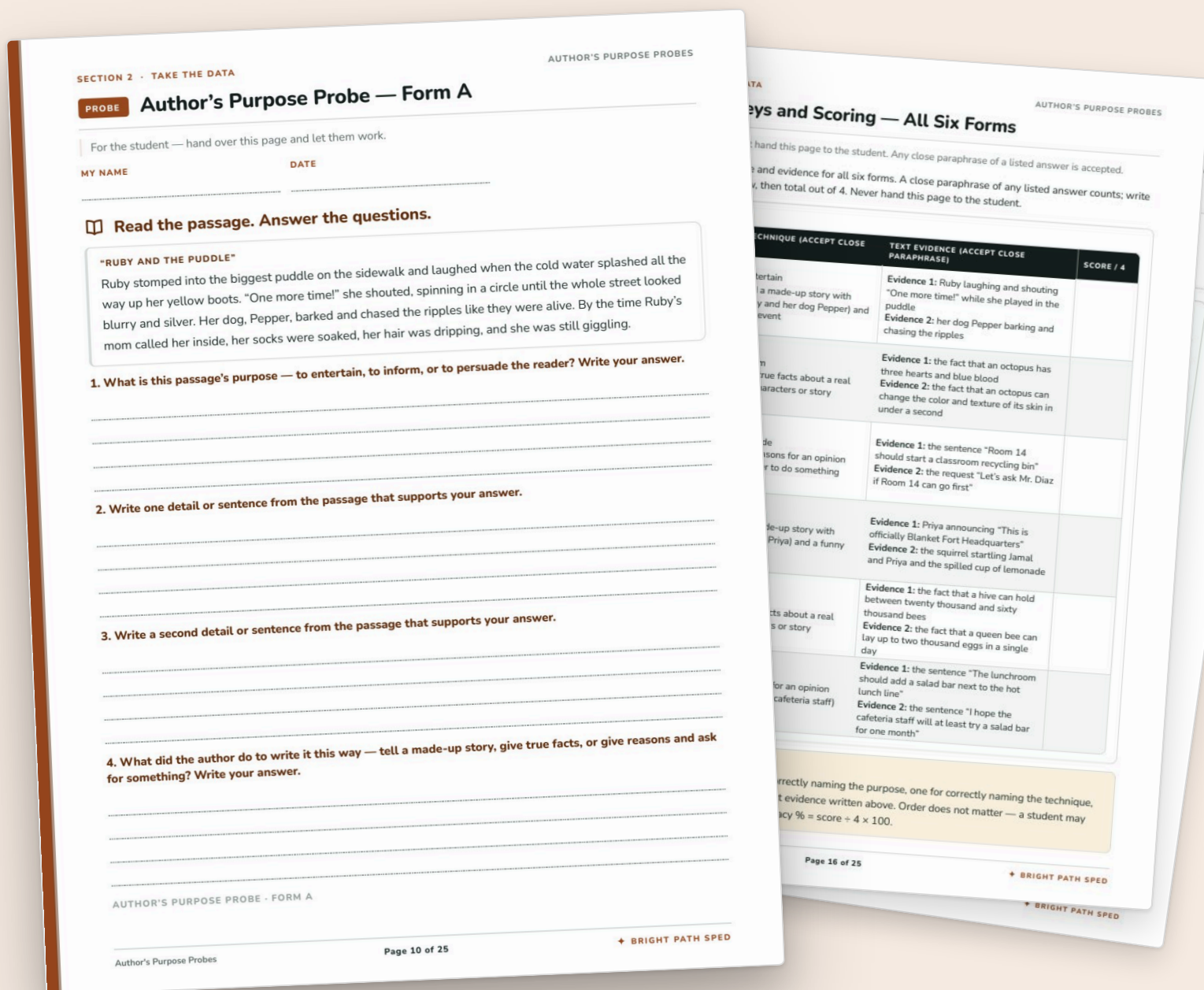




What Is Inside, and Where

25 pages, three sections, a worked example and a back page.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Prepare to Give the Probes

PAGES 6–8



**Binder Cover and
Section Map**
SETUP

6



**How This Pack
Works**
REFERENCE

7



**Author's Purpose
Goal, Rubric and
Directions**
GOAL

8

02 Take the Data

PAGES 10–16



**Author's Purpose
Probe — Form A**
PROBE

10



**Author's Purpose
Probe — Form B**
PROBE

11



**Author's Purpose
Probe — Form C**
PROBE

12



**Author's Purpose
Probe — Form D**
PROBE

13



**Author's Purpose
Probe — Form E**
PROBE

14



**Author's Purpose
Probe — Form F**
PROBE

15



**Answer Keys and
Scoring — All Six
Forms**
KEY

16

03 Track, Report and Share

PAGES 18–24



**Author's Purpose
Accuracy Data Log**
TRACKER

18



**Author's Purpose
Accuracy Trend
Graph**
TRACKER

19



**Caseload
Summary —
Author's Purpose**
ROSTER

20



**Family Update —
Reading at Home**
NOTES

21



**Classroom
Comprehension
Check-In**
NOTES

22



**Progress Note
Phrase Bank**
REFERENCE

23



**A Filled-In Probe
Set and Log
(Invented
Student)**
EXAMPLE

24



START HERE

Start Here — Three Steps

Ninety seconds of reading; a single probe takes about five minutes to give and score.



1

Set up once

Read “How This Pack Works” (page 7) and set the scoring rubric on the goal page (page 8) — correct and incorrect, defined once for your team.

Print the binder cover and section map (page 6) if this file lives in a binder rather than on a device.



2

Give a probe every session

Hand the student one form (pages 10–15). They read the passage silently and write their answers — nothing on that page is scored in front of them.

Score it afterward from the answer keys (page 16); rotate Forms A through F so no form repeats two sessions running.



3

Track, decide and share

Copy the score onto the data log (page 18) the same day, and plot the graph (page 19) once a week.

The family update (page 21), the classroom check-in (page 22) and the phrase bank (page 23) are ready to use as soon as a probe is scored — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal, key, log, graph and caseload pages are type-in; the six student pages print cleanly and hold nothing but the passage and the questions.

WHAT THIS FILE IS NOT

Not a norm-referenced or standardized reading test, and not a Lexile or grade-level placement tool. It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a percent for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what counts as a passing score or whether a pattern of scores means anything beyond the data itself. Every one of those is a blank you fill in from your own practice and your team. The sheets only make sure the number gets written down.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

A student needs more room to write. The lines on each form are the field; print extra copies of the notes area if a student needs more space.

Anything else — the Ask a Question tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in probe or log is a student record: initials only on anything that leaves your hands, first name only on the family update. Print the goal page and the answer keys once and keep them at the front; the log, graph and caseload page stay on top of each student's probes so the trend is the first thing anyone finds.

PROBE

Author's Purpose Probe — Form A

For the student — hand over this page and let them work.

MY NAME

DATE

.....

 **Read the passage. Answer the questions.**

“RUBY AND THE PUDDLE”

Ruby stomped into the biggest puddle on the sidewalk and laughed when the cold water splashed all the way up her yellow boots. “One more time!” she shouted, spinning in a circle until the whole street looked blurry and silver. Her dog, Pepper, barked and chased the ripples like they were alive. By the time Ruby’s mom called her inside, her socks were soaked, her hair was dripping, and she was still giggling.

1. What is this passage’s purpose — to entertain, to inform, or to persuade the reader? Write your answer.

.....

.....

.....

2. Write one detail or sentence from the passage that supports your answer.

.....

.....

.....

3. Write a second detail or sentence from the passage that supports your answer.

.....

.....

.....

4. What did the author do to write it this way — tell a made-up story, give true facts, or give reasons and ask for something? Write your answer.

.....

.....

.....

KEY

Answer Keys and Scoring — All Six Forms

For the adult only — do not hand this page to the student. Any close paraphrase of a listed answer is accepted.

Accepted purpose, technique and evidence for all six forms. A close paraphrase of any listed answer counts; write the score for each item below, then total out of 4. Never hand this page to the student.

ANSWER KEYS, FORMS A–F

FORM	PURPOSE & TECHNIQUE (ACCEPT CLOSE PARAPHRASE)	TEXT EVIDENCE (ACCEPT CLOSE PARAPHRASE)	SCORE / 4
Form A "Ruby and the Puddle"	Purpose: to entertain Technique: told a made-up story with characters (Ruby and her dog Pepper) and a funny, playful event	Evidence 1: Ruby laughing and shouting "One more time!" while she played in the puddle Evidence 2: her dog Pepper barking and chasing the ripples	
Form B "Octopuses"	Purpose: to inform Technique: gave true facts about a real animal, with no characters or story	Evidence 1: the fact that an octopus has three hearts and blue blood Evidence 2: the fact that an octopus can change the color and texture of its skin in under a second	
Form C "Room 14"	Purpose: to persuade Technique: gave reasons for an opinion and asked the reader to do something	Evidence 1: the sentence "Room 14 should start a classroom recycling bin" Evidence 2: the request "Let's ask Mr. Diaz if Room 14 can go first"	
Form D "The Tree House"	Purpose: to entertain Technique: told a made-up story with characters (Jamal and Priya) and a funny event	Evidence 1: Priya announcing "This is officially Blanket Fort Headquarters" Evidence 2: the squirrel startling Jamal and Priya and the spilled cup of lemonade	
Form E "Honeybees"	Purpose: to inform Technique: gave true facts about a real insect, with no characters or story	Evidence 1: the fact that a hive can hold between twenty thousand and sixty thousand bees Evidence 2: the fact that a queen bee can lay up to two thousand eggs in a single day	
Form F "The Lunchroom"	Purpose: to persuade Technique: gave reasons for an opinion and asked the reader (the cafeteria staff) to try something	Evidence 1: the sentence "The lunchroom should add a salad bar next to the hot lunch line" Evidence 2: the sentence "I hope the cafeteria staff will at least try a salad bar for one month"	

SCORING NOTES

Each row is worth four points: one for correctly naming the purpose, one for correctly naming the technique, and one for each of the two pieces of text evidence written above. Order does not matter — a student may write either piece of evidence first. Accuracy % = score ÷ 4 × 100.

TRACKER

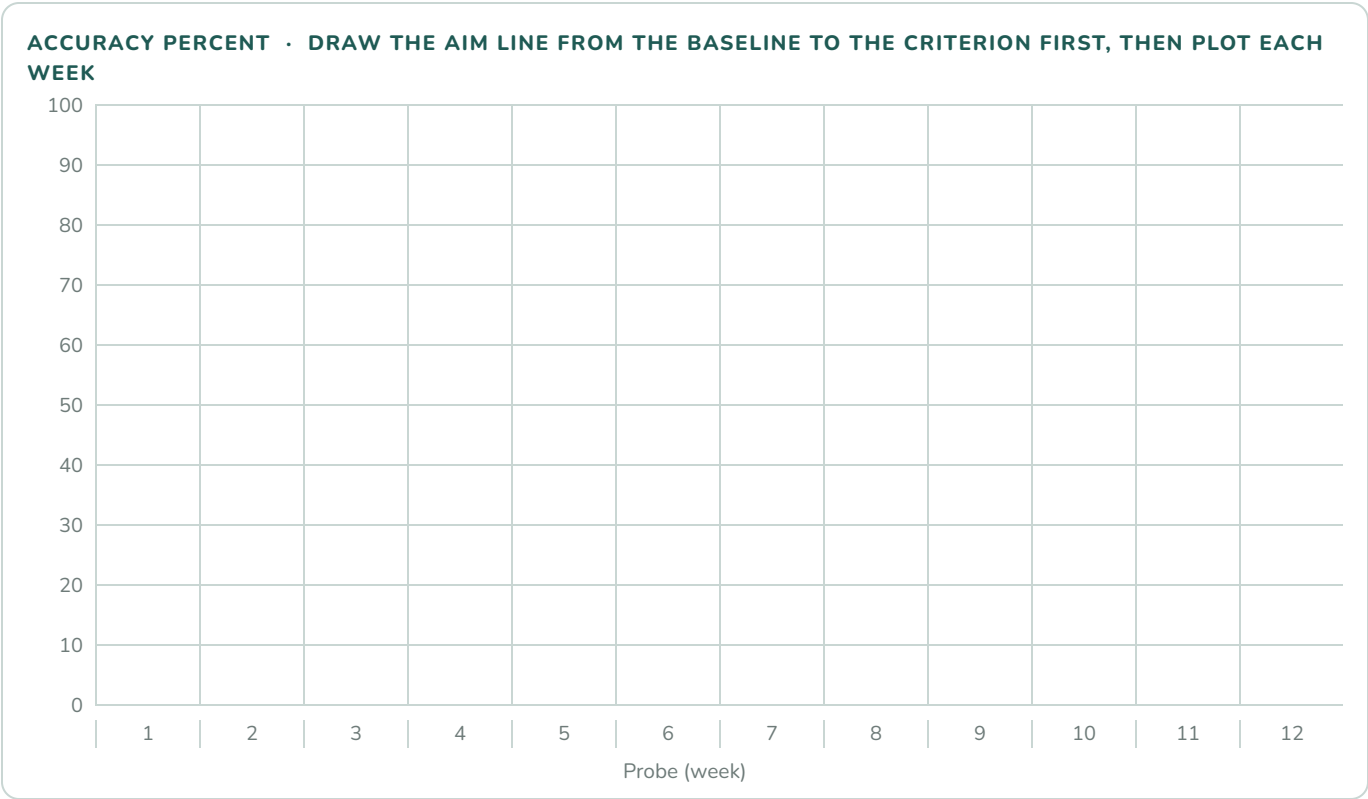
Author's Purpose Accuracy Trend Graph

Plot the accuracy percent from the log. The aim line is the criterion from the goal; three dots under it in a row is a conversation, not a wait.

STUDENT

CRITERION / AIM (%)

GOAL DATE



#	DATE	FORM	SCORE /4	ACCURACY %	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

 **NOTES**

Family Update — Reading at Home

Goes home after a probe or a regular reading night, ready to send as printed or typed. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM

THIS WEEK WE READ

In plain words — a story, an article, a class book.

HOW IDENTIFYING THE AUTHOR'S PURPOSE WENT, IN PLAIN WORDS

Not the raw score — what it means: about the same, a little better, a lot better.

ONE THING TO PRACTICE AT HOME (FIVE MINUTES, READ TOGETHER)

Try asking “why do you think the author wrote this — to entertain you, to inform you, or to persuade you?” after a page or a chapter.

SOMETHING WE NOTICED, OR A QUESTION FOR HOME

Anything the family noticed that we would not see at school.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Filled-In Probe Set and Log (Invented Student)

SAMPLE · INVENTED STUDENT

Devon is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

DEVON R., FIFTH GRADE (INVENTED) — WEEKLY AUTHOR'S PURPOSE PROBES

Goal: identify the author's purpose, support it with text evidence, and score at least 3 of 4 points on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** Ms. Whitfield, invented

AUTHOR'S PURPOSE ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	PURPOSE & TECHNIQUE CORRECT (OF 2)	EVIDENCE CORRECT (OF 2)	SCORE /4	ACCURACY %	NOTES
1	Nov 3	A	1	1	2	50	Named the purpose (to entertain) correctly but left the technique question blank; wrote only the dog detail as evidence.
2	Nov 10	C	2	1	3	75	Named the purpose and the technique correctly; wrote the recycling-bin sentence but not the request to Mr. Diaz.
3	Nov 17	E	2	2	4	100	Named the purpose and technique correctly and wrote both the hive-size fact and the queen's egg-laying fact.
4	Nov 24	F	2	2	4	100	Named the purpose and technique correctly and wrote both persuasive sentences; second 100% in a row.

ANSWER KEY EXCERPT USED TO SCORE NOV 17 AND NOV 24 (PAGE 16)

#	FORM	PURPOSE & TECHNIQUE (KEY)	TEXT EVIDENCE (KEY)
1	E	Purpose: to inform · Technique: gave true facts about a real insect, with no characters or story	Evidence 1: the fact that a hive can hold between twenty thousand and sixty thousand bees · Evidence 2: the fact that a queen bee can lay up to two thousand eggs in a single day
2	F	Purpose: to persuade · Technique: gave reasons for an opinion and asked the reader to try something	Evidence 1: "The lunchroom should add a salad bar" · Evidence 2: "I hope the cafeteria staff will at least try a salad bar"

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 purpose, 1 technique, 1 for each of 2 evidence items. Nov 3: $2 \div 4 = 50\%$. Nov 10: $3 \div 4 = 75\%$. Nov 17: $4 \div 4 = 100\%$. Nov 24: $4 \div 4 = 100\%$, matching the key excerpts above word for word (Form E's honeybee facts and Form F's two persuasive sentences). Trend: $50\% \rightarrow 75\% \rightarrow 100\% \rightarrow 100\%$.

WHAT THE CASE MANAGER DID WITH THIS TREND

Nov 10, 17 and 24 each met the invented 3-of-4 criterion from the sample goal (page 8). Caseload summary (page 20) marks this row "met," with a decision to write a new, higher-criterion goal rather than keep probing the same target.