

Story Elements Probes

SECTION 2 · TAKE THE DATA

STORY ELEMENTS PROBES

PROBE

Story Elements Probe — Form A

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

MY NAME

DATE

Read the passage. Answer the questions.

"THE LIBRARY BOOK"

Every Friday afternoon, the school library stayed open an extra hour after the last bell. Noah searched his backpack three times but could not find the book he needed to return. The problem was that the book was overdue, and the librarian, Mr. Alvarez, needed it back on the shelf before another class arrived. Noah told Mr. Alvarez what had happened, and the two of them checked every shelf together. Behind the returns cart, Mr. Alvarez finally spotted the book wedged against the wall. Noah carried it straight to the checkout desk and returned it before the library closed for the day.

1. Where and when does this story happen? (the setting)

2. Who are the characters in this story?

3. What is the problem in this story? (the plot)

4. How is the problem solved? (the resolution)

STORY ELEMENTS PROBE · FORM A

Story Elements Reading Comprehension Probes (Setting, Characters, Plot, Resolution)

Page 10 of 25

BRIGHT PATH SPED

STORY ELEMENTS PROBES

Keys and Scoring — All Six Forms

hand this page to the student. Any close paraphrase of a listed answer is accepted.

forms. A close paraphrase of any listed answer counts. Write the score for each item

ver hand this page to the student.

Y ASE)	CHARACTERS (ACCEPT CLOSE PARAPHRASE)	PROBLEM AND RESOLUTION (ACCEPT CLOSE PARAPHRASE)	SCORE / 4
on (an	Noah and the librarian, Mr. Alvarez	Noah could not find the library book he needed to return, and it was overdue — Mr. Alvarez found the book wedged behind the returns cart, and Noah returned it before the library closed	
the twins, Ana and Lucas, and their teacher, Ms. Reyes	Ana and Lucas thought their rows of seeds had gotten mixed up and worried they had planted the wrong seeds — Ms. Reyes checked the garden map and the row labels and showed the twins the rows had been planted correctly all along		
Grace and the bus driver, Mr. Kim	Grace realized she had left her signed permission slip at home and worried she would not be allowed off the bus at the museum — Mr. Kim radioed the school office, which found that Grace's mother had already sent in a copy that morning, so Grace was allowed to stay on the trip		
Malik and his project partner, Sofia	a gust of wind knocked their poster off the table and tore it, right before the judges arrived — Sofia taped the tear back into place with tape from a nearby table, and they were ready to explain their project when the judges arrived		
Jordan and Coach Diaz	Jordan left his sneakers at home, and the gym rules did not allow practicing in regular street shoes — Coach Diaz lent Jordan a spare pair of sneakers from the equipment closet so he could join practice		
and her ismate, Sam	Sam accidentally knocked over a jar of blue paint onto the bottom half of Ivy's painting — Ivy blended the spilled paint into a cloudy sky above the hills, turning the mistake into part of the finished painting		

characters, the problem, and the resolution, each a close paraphrase of
score ÷ 4 × 100.

Characters, Plot, Resolution)

Page 16 of 25

BRIGHT PATH SPED

BRIGHT PATH SPED

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



**Story Elements
Goal, Rubric and
Directions**
GOAL

8

02 Take the Data

PAGES 10–16



**Story Elements
Probe — Form A**
PROBE

10



**Story Elements
Probe — Form B**
PROBE

11



**Story Elements
Probe — Form C**
PROBE

12



**Story Elements
Probe — Form D**
PROBE

13



**Story Elements
Probe — Form E**
PROBE

14



**Story Elements
Probe — Form F**
PROBE

15



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

16

03 Track, Report and Share

PAGES 18–24



**Story Elements
Accuracy Data Log**
TRACKER

18



**Story Elements
Accuracy Trend
Graph**
TRACKER

19



**Caseload
Summary — Story
Elements**
ROSTER

20



**Family Update —
Reading at Home**
NOTES

21



**Classroom Story
Elements 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

Story Elements Probe — Form A

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

MY NAME

DATE

.....

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

“THE LIBRARY BOOK”

Every Friday afternoon, the school library stayed open an extra hour after the last bell. Noah searched his backpack three times but could not find the book he needed to return. The problem was that the book was overdue, and the librarian, Mr. Alvarez, needed it back on the shelf before another class arrived. Noah told Mr. Alvarez what had happened, and the two of them checked every shelf together. Behind the returns cart, Mr. Alvarez finally spotted the book wedged against the wall. Noah carried it straight to the checkout desk and returned it before the library closed for the day.

1. Where and when does this story happen? (the setting)

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2. Who are the characters in this story?

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3. What is the problem in this story? (the plot)

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4. How is the problem solved? (the resolution)

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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 answers 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	SETTING (ACCEPT CLOSE PARAPHRASE)	CHARACTERS (ACCEPT CLOSE PARAPHRASE)	PROBLEM AND RESOLUTION (ACCEPT CLOSE PARAPHRASE)	SCORE / 4
Form A “The Library Book”	the school library, on a Friday afternoon (an hour after the last bell)	Noah and the librarian, Mr. Alvarez	Noah could not find the library book he needed to return, and it was overdue — Mr. Alvarez found the book wedged behind the returns cart, and Noah returned it before the library closed	
Form B “The Garden Rows”	the school garden, during Monday morning gardening class	the twins, Ana and Lucas, and their teacher, Ms. Reyes	Ana and Lucas thought their rows of seeds had gotten mixed up and worried they had planted the wrong seeds — Ms. Reyes checked the garden map and the row labels and showed the twins the rows had been planted correctly all along	
Form C “The Bus to the Museum”	on the school bus, on a Wednesday morning, on the way to the science museum	Grace and the bus driver, Mr. Kim	Grace realized she had left her signed permission slip at home and worried she would not be allowed off the bus at the museum — Mr. Kim radioed the school office, which found that Grace’s mother had already sent in a copy that morning, so Grace was allowed to stay on the trip	
Form D “The Science Fair Poster”	the school gym, on a Thursday evening, during the science fair	Malik and his project partner, Sofia	a gust of wind knocked their poster off the table and tore it, right before the judges arrived — Sofia taped the tear back into place with tape from a nearby table, and they were ready to explain their project when the judges arrived	
Form E “Missing Sneakers”	the school gym, after school on a Tuesday, during basketball practice	Jordan and Coach Diaz	Jordan left his sneakers at home, and the gym rules did not allow practicing in regular street shoes — Coach Diaz lent Jordan a spare pair of sneakers from the equipment closet so he could join practice	
Form F “The Paint Spill”	the art room, during afternoon art class	Ivy and her classmate, Sam	Sam accidentally knocked over a jar of blue paint onto the bottom half of Ivy’s painting — Ivy blended the spilled paint into a cloudy sky above the hills, turning the mistake into part of the finished painting	

SCORING NOTES

Four points per row: the setting, the characters, the problem, and the resolution, each a close paraphrase of the passage’s own words. Accuracy % = score ÷ 4 × 100.

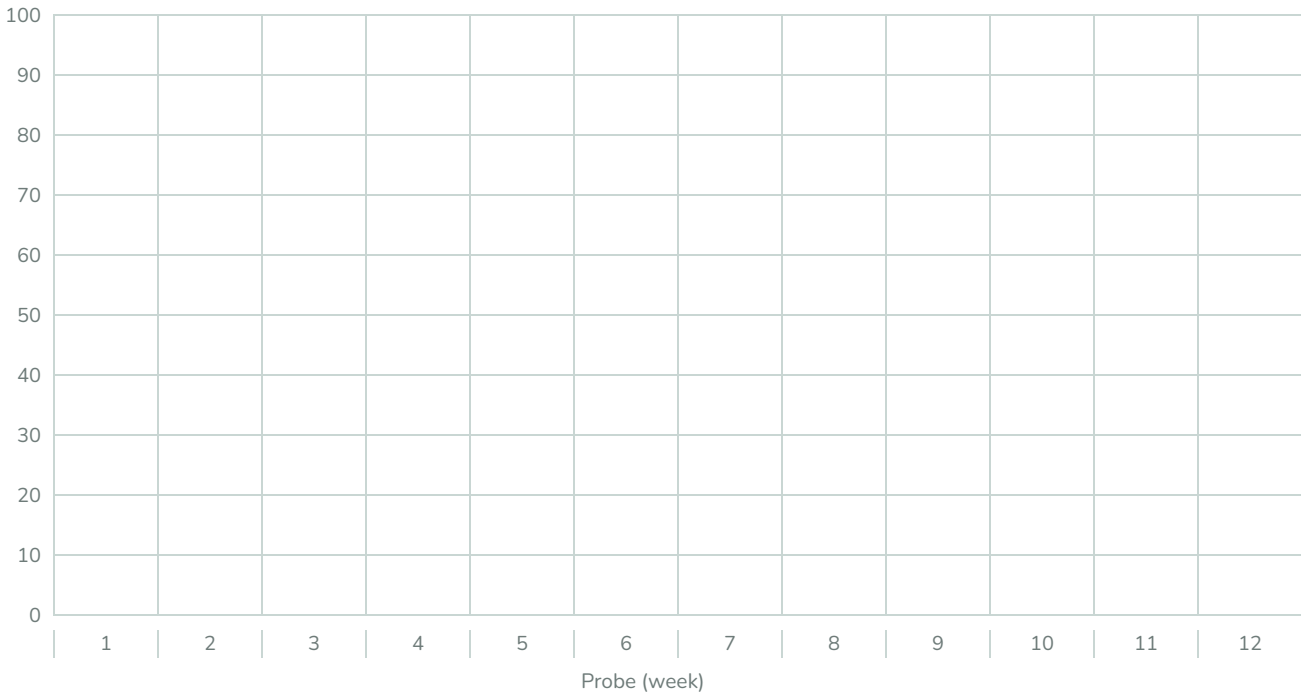
TRACKER

Story Elements 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

ACCURACY PERCENT · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	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 NOTICING THE SETTING, CHARACTERS, PROBLEM AND RESOLUTION 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 “where does the story happen? who is in it? what is the problem, and how does it get solved?” 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

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

MAYA T., THIRD GRADE (INVENTED) — WEEKLY STORY ELEMENTS PROBES

Goal: correctly identify 3 of 4 story elements (setting, characters, problem, resolution) in writing on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days · **Case manager:** Mr. Davies, invented

STORY ELEMENTS ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	SETTING CORRECT?	CHARACTERS/PROBLEM/RESOLUTION CORRECT (OF 3)	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Missed the problem and resolution.
2	Oct 9	B	Y	2	3	75	Missed the resolution.
3	Oct 16	C	Y	3	4	100	Named all four elements.
4	Oct 23	D	Y	3	4	100	Second 100% in a row.

ANSWER KEY EXCERPT USED TO SCORE OCT 16 AND OCT 23 (PAGE 16)

#	FORM	SETTING (KEY)	CHARACTERS	PROBLEM AND RESOLUTION
1	C	on the school bus, on a Wednesday morning, on the way to the science museum	Grace and the bus driver, Mr. Kim	Grace left her signed permission slip at home and worried she would not be allowed off the bus — Mr. Kim radioed the school office, which found that Grace's mother had already sent in a copy that morning
2	D	the school gym, on a Thursday evening, during the science fair	Malik and his project partner, Sofia	A gust of wind knocked their poster off the table and tore it — Sofia taped the tear back into place with tape from a nearby table before the judges arrived

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points, 1 per element. Oct 2: $1 + 1 = 2 \div 4 = 50\%$. Oct 9: $1 + 2 = 3 \div 4 = 75\%$. Oct 16 and Oct 23: $1 + 3 = 4 \div 4 = 100\%$, matching the key excerpts above word for word. The trend rises across four sessions (50% → 75% → 100% → 100%).

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three probes met the invented criterion. The caseload summary (page 20) marks this row “met,” with a decision to write a new, higher-criterion goal.