

Text Structure Reading Probes

SECTION 2 · TAKE THE DATA

TEXT STRUCTURE PROBES

PROBE

Text Structure Probe — Form B

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

MY NAME

DATE

Read the passage. Answer the questions.

SETTING UP THE AQUARIUM

Setting up the classroom aquarium took the whole afternoon. First, the students rinsed the gravel in a bucket until the water ran clear. Next, they spread the clean gravel evenly across the bottom of the tank. Then they filled the tank halfway with water and let it sit for an hour. After that, they added the plants and arranged the small castle decoration near the back corner. Finally, they finished filling the tank, turned on the filter, and waited a full day before adding any fish.

1. What text structure is this passage organized in — description, sequence, cause and effect, compare and contrast, or problem and solution?

2. What does this text structure do for a reader?

3. Give one word or phrase from the passage that shows this structure.

4. Give another word or phrase from the passage that shows this structure. It should be different from your answer to question 3.

TEXT STRUCTURE PROBE · FORM B

Page 11 of 25

Text Structure Reading Comprehension Probes

BRIGHT PATH SPED

KEYS AND SCORING — All Six Forms

TEXT STRUCTURE PROBES

hand this page to the student. Any word or phrase quoted on this page counts as a clue; each counts only if they match one of the listed options.

forms. The text structure and "what it does" answers each count only if they match a clue counts only if it is one of the listed options for that box, and the two clues are in either order. Write the score for each item below, then total out of 4. Never hand

WHAT IT DOES FOR A READER	TWO CLUE WORDS/PHRASES FROM THE TEXT, QUOTED (EITHER BOX)	SCORE / 4
paints a picture of something using details a reader can see, hear, smell, taste, or touch	"soft" — "The beanbag chairs are soft and slightly lumpy" "colorful" — "books with bright, colorful spines"	
tells what happened first, next, and last, in time order	"First" — "First, the students rinsed the gravel" "Finally" — "Finally, they finished filling the tank"	
explains why something happened and what happened because of it	"Because" — "Because no one had watered it since Monday" "As a result" — "As a result, two of the lower leaves turned yellow"	
shows how two things are alike and how they are different	"however" — "Indoor recess, however, keeps everyone inside" "Unlike" — "Unlike outdoor recess, indoor recess does not depend on the weather"	
shows a problem and how someone solved it	"The problem was" — "The problem was that nothing marked which books needed gentle handling" "To solve this" — "To solve this, the teacher sorted the books into two bins"	
explains why something happened and what happened because of it	"Because" — "Because he had ridden over a patch of gravel the day before" "As a result" — "As a result, Tomas had to walk his bike"	

picture, what it does for a reader, and each of two clue words or phrases in any order. Accuracy % = score ÷ 4 × 100.

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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



Text Structure
Goal, Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Text Structure
Probe — Form A
PROBE

10



Text Structure
Probe — Form B
PROBE

11



Text Structure
Probe — Form C
PROBE

12



Text Structure
Probe — Form D
PROBE

13



Text Structure
Probe — Form E
PROBE

14



Text Structure
Probe — Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Text Structure
Accuracy Data Log
TRACKER

18



Text Structure
Accuracy Trend
Graph
TRACKER

19



Caseload
Summary — Text
Structure
ROSTER

20



Family Update —
Reading at Home
NOTES

21



Classroom Text
Structure 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

Text Structure Probe — Form B

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

MY NAME

DATE

.....

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

“SETTING UP THE AQUARIUM”

Setting up the classroom aquarium took the whole afternoon. First, the students rinsed the gravel in a bucket until the water ran clear. Next, they spread the clean gravel evenly across the bottom of the tank. Then they filled the tank halfway with water and let it sit for an hour. After that, they added the plants and arranged the small castle decoration near the back corner. Finally, they finished filling the tank, turned on the filter, and waited a full day before adding any fish.

1. What text structure is this passage organized in — description, sequence, cause and effect, compare and contrast, or problem and solution?

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2. What does this text structure do for a reader?

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3. Give one word or phrase from the passage that shows this structure.

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4. Give another word or phrase from the passage that shows this structure. It should be different from your answer to question 3.

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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 word or phrase quoted on this page counts as a clue; the structure and job answers each count only if they match one of the listed options.

Accepted answers for all six forms. The text structure and “what it does” answers each count only if they match the listed option for that box; a clue counts only if it is one of the listed options for that box, and the two clue boxes on the form may be filled in either order. 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	TEXT STRUCTURE	WHAT IT DOES FOR A READER	TWO CLUE WORDS/PHRASES FROM THE TEXT, QUOTED (EITHER BOX)	SCORE / 4
Form A “The Reading Nook”	description	paints a picture of something using details a reader can see, hear, smell, taste, or touch	“soft” — “The beanbag chairs are soft and slightly lumpy” · “colorful” — “books with bright, colorful spines”	
Form B “Setting Up the Aquarium”	sequence (chronological order)	tells what happened first, next, and last, in time order	“First” — “First, the students rinsed the gravel” · “Finally” — “Finally, they finished filling the tank”	
Form C “The Drooping Classroom Plant”	cause and effect	explains why something happened and what happened because of it	“Because” — “Because no one had watered it since Monday” · “As a result” — “As a result, two of the lower leaves turned yellow”	
Form D “Indoor Recess and Outdoor Recess”	compare and contrast	shows how two things are alike and how they are different	“however” — “Indoor recess, however, keeps everyone inside” · “Unlike” — “Unlike outdoor recess, indoor recess does not depend on the weather”	
Form E “A Problem in the Classroom Library”	problem and solution	names a problem and explains how someone solved it	“The problem was” — “The problem was that nothing marked which books needed gentle handling” · “To solve this” — “To solve this, the teacher sorted the books into two bins”	
Form F “The Flat Bike Tire”	cause and effect	explains why something happened and what happened because of it	“Because” — “Because he had ridden over a patch of gravel the day before” · “As a result” — “As a result, Tomas had to walk his bike”	

SCORING NOTES

Four points per row: naming the text structure, what it does for a reader, and each of two clue words or phrases, written in either “clue” box, in any order. Accuracy % = score ÷ 4 × 100.

TRACKER

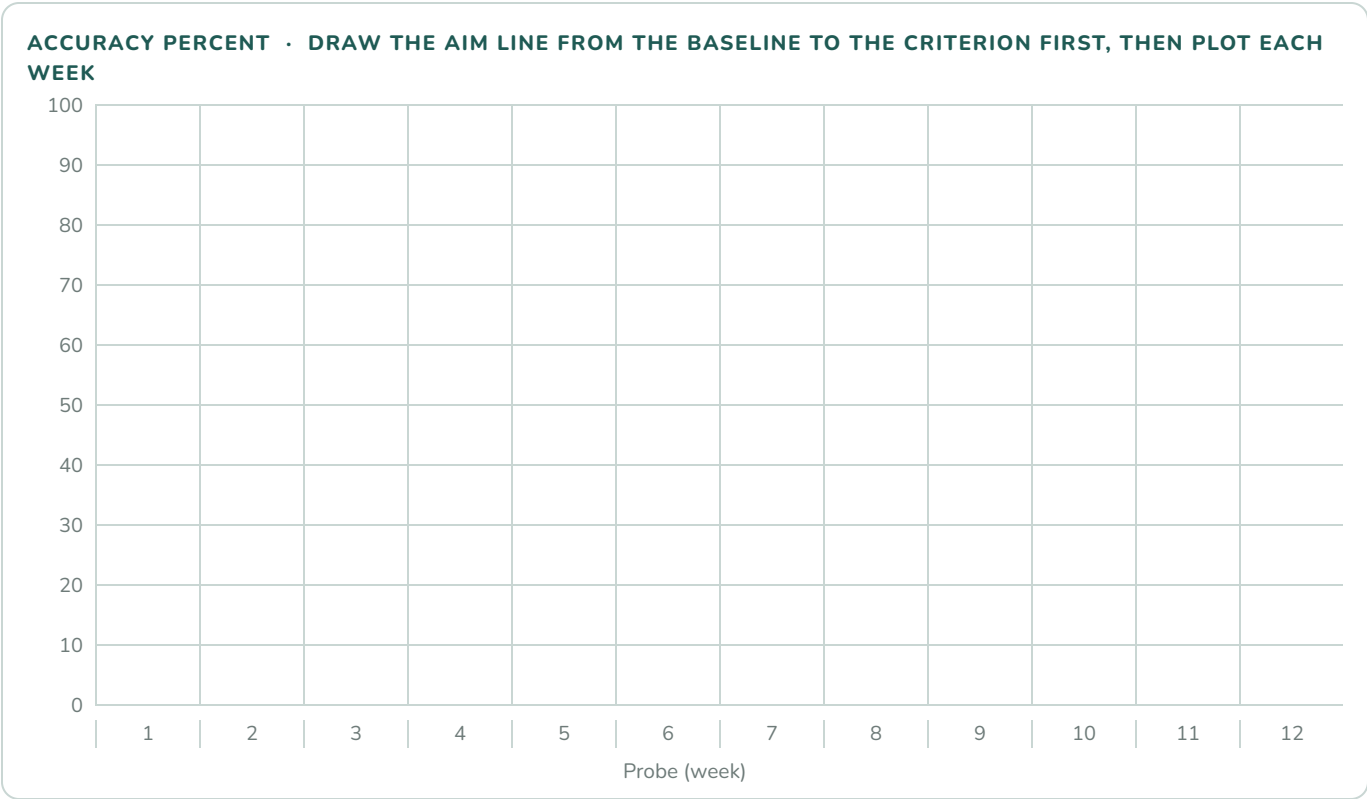
Text Structure Accuracy Trend Graph

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 NOTICING THE TEXT STRUCTURE 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 “how did the author organize this — is it telling what something is like, what happened first and next, why something happened, how two things compare, or a problem and how it was 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

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

REESE M., FOURTH GRADE (INVENTED) — WEEKLY TEXT STRUCTURE PROBES

Goal: identify the text structure a passage is organized in and write 2 of 3 of what it does for a reader and two clue words/phrases correctly on 3 of 4 consecutive probes (invented) · **Baseline:** Forms A, B, C given on three separate days ·

Case manager: J. Ortiz, invented

TEXT STRUCTURE ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	STRUCTURE CORRECT?	JOB/CLUES CORRECT (OF 3)	SCORE /4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Named “description” and one clue word; missed what it does for a reader.
2	Oct 9	B	Y	2	3	75	Gave what it does for a reader and one clue word for Form B; missed the second clue.
3	Oct 16	C	Y	3	4	100	Gave what it does for a reader and both of Form C’s clue words/phrases, no repeats.
4	Oct 23	D	Y	3	4	100	Gave what it does for a reader and both of Form D’s clue words/phrases; second 100% in a row.

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

#	FORM	STRUCTURE (KEY)	WHAT IT DOES FOR A READER	CLUE WORDS/PHRASES
1	C	cause and effect	explains why something happened and what happened because of it	· “Because” — “Because no one had watered it since Monday” · “As a result” — “As a result, two of the lower leaves turned yellow”
2	D	compare and contrast	shows how two things are alike and how they are different	· “however” — “Indoor recess, however, keeps everyone inside” · “Unlike” — “Unlike outdoor recess, indoor recess does not depend on the weather”

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for the text structure, 1 for what it does for a reader, 1 for each of two clue words or phrases. Oct 2: $1 + 1 = 2 \div 4 = 50\%$. Oct 9: $1 + 2 = 3 \div 4 = 75\%$. Oct 16: $1 + 3 = 4 \div 4 = 100\%$. Oct 23: $1 + 3 = 4 \div 4 = 100\%$, matching the answer key excerpts above word for word (Form C’s and Form D’s clue words/phrases, both listed in full). The trend rises across four sessions (50% → 75% → 100% → 100%).

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three probes (Oct 9, Oct 16, Oct 23) each met the invented 3-of-4 criterion from the goal page (page 8). The caseload summary (page 20) marks this row “met,” with a decision to write a new, higher-criterion goal.