

Spend and Save

It's Mother's Day. I have some money. I'm going to spend it to buy a gift. I'm going to buy my mother a big card. She will love it! I'll sign the card, "Love, Ben."

I won't spend all of my money. I'm going to save the rest. I will put the money in my bank. Then I can buy a card for dad. I'll buy it for Father's Day. He will love it too!

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Name/Date _____ Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor student progress, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student's oral reading behaviors.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *This passage is called "Spend and Save." Read aloud to find out what Ben plans to do with his money. You may begin now.*

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 EMERGING	2 DEVELOPING	3 INDEPENDENT			4 ADVANCED	
Number of Miscues	6 or more	5	4	3	2	1	0
Percent of Accuracy	92 or less	93	95	96	97	99	100

If the student's percent of accuracy is below the Developing range, reassess with a lower-level passage to determine an instructional reading level.

Check one: _____ Expression and phrasing are appropriate.
 _____ Expression and phrasing need attention.

2. MONITOR COMPREHENSION

Circle the descriptors that best reflect the student's responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other appropriate responses. The student may use the passage when responding.

SUMMARIZE Important/Main Idea Say: *What a passage is mostly about is called the main, or most important, idea of the passage. What do you think is the main, or most important, idea of this passage?* (Possible response: *Ben is going to spend some of his money and save the rest.*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Summarize: Main Idea	Identifies vague, inaccurate idea or does not respond	Gives a partially correct response, such as identifies a less important idea; may misinterpret information	Identifies the main idea	Identifies the main idea including details and using specific vocabulary from the text

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SUMMARIZE Details Say: *Tell me two things Ben is going to do with the money he doesn't spend.* (Possible responses: *Ben is going to put some money in his bank. He is going to buy a card for his dad.*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate, details or does not respond	Gives a partially correct response, such as identifies 1 detail; may misinterpret information	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills.

VOCABULARY Context Clues

- Point to the word *spend* in the first paragraph. Say: *This word is spend. What does spend mean? (to pay or give money to buy something) What words help you know what spend means?* (Possible responses: *I have some money. I'm going to buy...*)
- Point to the word *save* in the second paragraph. Say: *This word is save. What does save mean? (to keep something you want to use later) What words help you know what save means?* (Possible responses: *I won't spend all my money. I will put the money in my bank.*)

Vocabulary	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Context Clues	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word	Gives the intended meaning of each word and identifies a context clue for each word

- End the conference.

WORD READING Contractions Return to the Record of Oral Reading to determine whether the student read these words correctly: *I'm, won't, it's.*

Word Reading	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Contractions	Does not read any words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically