

## In the Yard

It was a nice day. “May we eat in the yard?” Ann asked her dad.

“That will be fun,” said Dr. Green.

“Yes, let’s do it,” Mrs. Green said.

They got food and drinks. They sat and ate in the yard.

Then, Bob came by. “Come, Bob,” Dr. Green said. “Eat with us.”

“Thank you,” said Bob. He sat and ate.

Then, Kim came by. “Come, Kim,” Mrs. Green said. “Eat with us.”

“Thank you,” said Kim. She sat down.

Then, some black ants came. They stopped. Oh, no! They wanted to eat too!



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: *In this story, "In the Yard," Ann, her dad, and her mom like to be outside. Read aloud to find out who else wants to be with them. 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	8 or more	7	6	5	4	3	2	1	0
Percent of Accuracy	91 or less	93	94	95	96	97	98	99	100

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

**RETELL Character and Setting** Say: *Who are the characters in this story?* (Ann, Dr. Green, Mrs. Green, Bob, and Kim) *Tell me what you know about Ann and her dad.* (Possible responses: *Ann wants to eat in their yard. Ann's dad is a doctor. He says it will be fun to eat in the yard.*)  
**Where are the characters in this story?** (Possible response: *outside in Ann's yard*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Retell: Character and Setting	Does not identify the characters or the setting, or does not respond	Gives a partially correct response, such as identifies the setting and 1 character; may misinterpret information	Identifies the setting; provides the names of and a detail about each character	Identifies the setting; provides the names of and details about each character using specific vocabulary from the story

Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

**RETELL Plot** Say: *What happens at the beginning of the story?* (Possible responses: *Ann asks her parents if they can eat in the yard. Her parents say yes. They get food and drinks. They sit and eat in the yard.*) *What happens in the middle of the story?* (Possible response: *Bob comes and joins them. Then, Kim comes by and joins them.*) *How does the story end?* (Possible response: *Some ants come by and want to eat too!*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Does not identify plot events or does not respond	Gives a partially correct response, such as identifies middle and end plot events; may misinterpret events	Retells plot events from the beginning, middle, and end of the story	Retells plot events from the beginning, middle, and end of the story including details and using specific vocabulary

**3. IN-DEPTH PROGRESS MONITORING**

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

**VOCABULARY Abbreviations**

- Point to the word *Dr.* in the third line. Say: *This abbreviation is Dr. What does it mean?* (Possible responses: *a shortened form for a medical person or someone you go to when you are sick*)
- Point to the word *Mrs.* in the fourth line. Say: *This abbreviation is Mrs. What does it mean?* (Possible response: *a shortened form for a married woman*)

Vocabulary	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Abbreviations	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as identifies the intended meaning of one abbreviation	Identifies the intended meaning of each abbreviation	Identifies the intended meaning with details for each abbreviation

- End the conference.

**WORD READING Irregular High-Frequency Words** Return to the Record of Oral Reading to determine whether the student read these words correctly: *was, we, eat, said, you, she.*

Word Reading	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Irregular High-Frequency Words	Does not read any words accurately or omits them	Reads 1–5 of 6 words accurately	Reads all 6 words accurately	Reads all 6 words accurately and automatically