

Travel

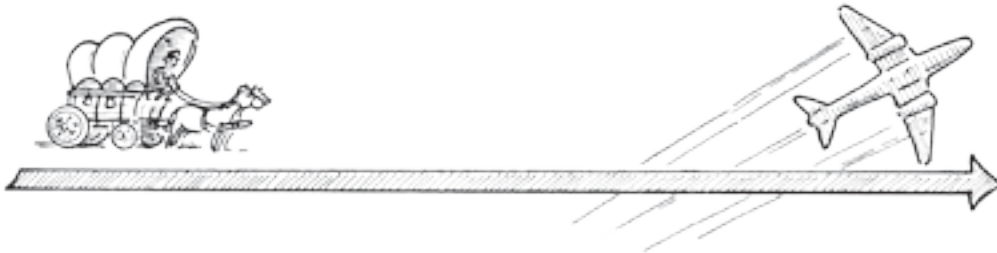
Long ago, travel was slow. People did not ride in cars. They did not fly in planes. They walked to get from place to place. Some people rode on horses.

Then, people near water made boats. The boats traveled on water. Others traveled in wagons pulled by horses. With wagons, people could go over flat or hilly land.

Today, travel is very fast. People travel on land, on water, and in the air. They travel near and far in many ways. Many people travel on land in cars and buses. They ride in trains. Some people travel on water in ships. Others fly in fast jets. How do you get from place to place?

106

114



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 and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *This passage is titled “Travel.” People have always traveled. Read aloud to find out how the ways people travel have changed over time. You may begin now.*

RATE Use the student’s oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student’s exact WPM.

115 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:54 or more	3:53–2:54	2:53–1:38	1:37 or less
WPM	29 or fewer	30–39	40–70	71 or more

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

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT				4 ADVANCED	
Number of Miscues	8 or more	7	6	5	3–4	2	1	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student’s percent of accuracy or rate is below the instructional 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.

Name/Date _____ Teacher/Grade _____

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 is the main, or most important, idea in this passage?* (Possible responses: *The ways people travel have changed over time. People use many different ways to travel.*)

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

SUMMARIZE Details Say: *What are two facts, or details, that you read about how people travel today?* (Possible responses: *People travel on land, water, and in the air. Some people ride in trains.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	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 passage

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Sequence

- Say: *What are three ways that travel has changed from long ago to today?* (Possible responses: *Long ago, people walked to get from place to place. Then people traveled in boats and wagons. Today, people travel fast in jets, cars, and buses.*)
- Say: *What words helped you understand the order of these changes over time?* (Possible responses: *long ago, then, today*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify events in sequence or does not respond	Gives a partially correct response, such as identifying 1 event in sequence	Identifies the events in sequence	Identifies the events in sequence and cites all 3 clue words correctly using vocabulary from the text

Name/Date _____

Teacher/Grade _____

VOCABULARY Antonyms

- Point to the word *slow* in the first paragraph and say: ***This word is slow. What is a word that means the opposite of slow?*** (Possible responses: *fast; quick*)
- Point to the word *near* in the second paragraph and say: ***This word is near. What is a word that means the opposite of near?*** (Possible response: *far*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Antonyms	Gives inaccurate or vague antonyms, or does not respond	Gives a partially correct response, such as an antonym for 1 word	Gives an antonym for each word	Gives an antonym for each word with details

- End the conference.

WORD READING Vowel Sounds of y Return to the Record of Oral Reading to determine whether the student read these words correctly: *fly, sky, hilly, very*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Vowel Sounds of y	Does not read any words accurately or omits them	Reads 1–3 of 4 words accurately	Reads all 4 words accurately	Reads all 4 words accurately and automatically