

America's First Flag

Who made the first flag? No one really knows. This is one story people tell about America's first flag.

George Washington wanted America to have a flag. What would it look like? He made a drawing of it. The flag had 13 stripes. It had 13 stars. Each star had six points.

Who could make this flag? George Washington asked Betsy Ross to make it. Betsy was good at sewing. She was very pleased to be asked. Betsy said she would do it. She made the flag. It had 13 stripes and 13 white stars. But she made one change. Her stars had five points.

Now you know one story about America's first flag.



105

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 "America's First Flag." Read aloud to find out how the flag Betsy Ross made was different from what George Washington wanted. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:19 or more	3:18–2:19	2:18–1:25	1:24 or less
WPM	34 or fewer	35–49	50–80	81 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	4–5	3	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 of this passage?*

(Possible response: *This is just one story that is told about America's first flag.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/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 specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two things about the picture of the flag that George Washington drew.*

(Possible responses: *It had 13 stripes. It had 13 stars. The stars had six points.*)

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 text

Name/Date _____

Teacher/Grade _____

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 Compare and Contrast

- Say: **Tell me one way in which George Washington's drawing of his flag and the flag Betsy Ross made were alike.** (Possible responses: *Both flags had 13 stripes; both flags had 13 stars.*)
- Say: **Tell me one way in which the two flags were different.** (Possible response: *The stars on George Washington's flag had six points, and the stars on Betsy Ross's flag had five points.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify a similarity or difference, or does not respond	Gives a partially correct response, such as identifies 1 similarity	Identifies 1 similarity and 1 difference	Identifies 1 similarity and 1 difference using specific vocabulary from the text

VOCABULARY Synonyms

- Point to the word *drawing* in the second paragraph. Say: **This word is drawing. What is another word that means the same thing as a drawing?** (Possible responses: *a picture, a sketch*)
- Point to the word *pleased* in the third paragraph. Say: **This word is pleased. What is another word that means the same thing as pleased?** (Possible responses: *happy, glad*)

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

- 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: *who, people, would, look, also, good.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	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