

The Pilgrims in America

Many years ago, the Pilgrims wanted to come to America. They dreamed of a new home. They sailed across the blue ocean. Their ships were small. The waves were high. The trip was long and hard. Some thought they would never see land. Then they saw land. The ships landed. The Pilgrims were ready for a new life in America.

A small group got off one ship. They went to see what the land was like. They looked for a good place to build homes. Then everyone got off the ship. Winter was coming and life would be hard. They had to build a place to stay. The winter was very cold. They had little to eat. In the spring, they met new friends. These people had lived in America for a very long time. They helped the Pilgrims grow food. They taught the Pilgrims many things.



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 “The Pilgrims in America.” The Pilgrims came to America many years ago. Read aloud to find out what their trip was like and what happened during their first year in America. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	4:16 or more	4:15–2:59	2:58–1:50	1:49 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	10 or more	9	6–8	5	4	3	1–2	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 responses: *The Pilgrims left their home and sailed to America to have a better life.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important /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 information	Identifies the main idea	Identifies the main idea including details and specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two ways the first year in America was hard for the Pilgrims.* (Possible responses: *The winter was cold. The Pilgrims had little food to eat.*)

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 of 2 details; 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 Draw Conclusions

- Say: *Why did the Pilgrims want to come to America?* (Possible responses: *They wanted a new or better life. They dreamed of a new home.*)
- Say: *Why did the Pilgrims build a place to stay?* (Possible response: *Winter was coming and they needed a place to live and keep warm.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a conclusion or does not respond	Gives a partially correct response, such as draws 1 conclusion; may misinterpret information	Draws a reasonable conclusion using information from the text for each question	Draws one or more perceptive conclusions using information and specific vocabulary from the text for each question

VOCABULARY Multiple-Meaning Words

- Point to the word *hard* in the first paragraph. Say: *This word is hard. In this passage, what does the word hard mean?* (*difficult; not easy*) *What is another meaning for the word hard?* (Possible response: *firm; the opposite of soft*)
- Point to the word *waves* in the first paragraph. Say: *This word is waves. In this passage, what does the word waves mean?* (*water in an ocean or lake that rises and moves forward*) *What is another meaning for the word waves?* (Possible response: *moving your hand in the air to say hello or goodbye to someone*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	Gives vague or inaccurate 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 and 1 other meaning for each word

- End the conference.

WORD READING Long Vowel Digraphs *ow, igh, ew, ue* Return to the Record of Oral Reading to determine whether the student read these words correctly: *grow, high, new, blue*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Long Vowel Digraphs <i>ow, igh, ew, ue</i>	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