

What Should We Be?

Our class talked about what we would like to be when we grow up.

Ann wants to be a vet. She takes care of our pet turtle. She gives it food to eat and water to drink.

Pete wants to be a cook. He helps his dad make breakfast. He helps cook the eggs.

Tim likes to play music. He hopes to be in a band. Tim makes up songs all the time. We jump to his music. We all like the beat.

Sue wants to write books. She makes up stories. Sue likes to tell about animals. Her stories are very funny.

Kathy likes to paint pictures. She wants to paint pictures to go with stories people write.

I want to fly planes. My big plan is to fly a plane around the world. My friends can watch when I land. They will cheer. I will be very happy.

103

150

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: *In this story, “What Should We Be?” boys and girls are talking about what they would like to be when they grow up. Read aloud to find out about the jobs they would like to do one day. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:23 or more	3:22–2:20	2:19–1:35	1:34 or less
WPM	44 or fewer	45–64	65–95	96 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	7–8	6	4–5	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.

RETELL Character and Setting Say: *Where do you think this story takes place?* (Possible response: *in a school or classroom*) *Who are two of the characters in this story?* (*Ann, Pete, Tim, Sue, Kathy*) **Tell me one thing you know about these characters.** (Possible responses: *Ann wants to be a vet. Pete wants to cook. Tim wants to be in a band.*)

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

RETELL Important Events/Plot Say: *Tell me what happens at the beginning, the middle, and the end of this story.* (Possible responses: *Beginning: The class talks about what they want to be when they grow up. Middle: Each child says what he or she wants to be and gives a reason for it. Sue wants to write books about animals. Kathy likes to paint pictures and wants to paint pictures that go with people's stories. End: The narrator wants to fly a plane around the world.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Important Events/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	Identifies plot events from the beginning, middle, and end of the story	Identifies plot events from the beginning, middle, and end of the story, including details and specific vocabulary

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 the jobs Sue and Kathy want to do are alike.** (Possible response: *They both want to make things that are in books.*)
- Say: **How is what they want to do different?** (Possible responses: *Sue wants to write stories and Kathy wants to paint pictures to go with people's stories.*)

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 story

VOCABULARY Multiple-Meaning Words

- Point to the word *play* in the fourth paragraph. Say: **This word is play. In this passage, what does the word play mean?** (Possible response: *to make music by playing an instrument or CD*) **What is another meaning for the word play?** (Possible response: *a performance*)
- Point to the word *watch* in the last paragraph. Say: **This word is watch. In this passage, what does the word watch mean?** (Possible responses: *to look at; see; observe*) **What is another meaning for the word watch?** (Possible responses: *a time piece; an instrument for keeping time, often worn on the wrist*)

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 and Short Vowels, Consonant Blends, Digraphs Return to the Record of Oral Reading to determine whether the student read these words correctly: *Tim, time, plan, plane, class, beat.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Long and Short Vowels, Consonant Blends, Digraphs	Does not read any words accurately or does not respond	Reads 1–5 of 6 words accurately	Reads all 6 words accurately	Reads all 6 words accurately and automatically