Time for Fun!

Machines help us do work. They help us have fun too. Do you know that there are machines at the park?

Stop at the slide. Go up the steps and then slide down. The steps and the slide are both machines. They are inclined planes. They help you go up and down.

Do you like to play on the seesaw? It is a machine. It is called a lever. It lifts you up. It puts you down.

A girl in the park rides in a toy car. Its wheels are machines. Wheels help things move.

A boy is blowing bubbles. The lid on the bubble jar is a machine. It is called a screw.

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What machine do you use to dig in the sandbox? If you said shovel, then you are right.

Machines are here and there, so keep looking!

140

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: ***The title of this passage is "Time for Fun!" Different kinds of machines help you do things. Read aloud to learn how machines called an inclined plane, a lever, and a shovel help you have fun. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:33 or more	3:32–2:22	2:21–1:33	1:32 or less
WPM	39 or fewer	40–59	60–90	91 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	8–9	7	5–6	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 response: *There are machines at the park.*)

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: ***What are two kinds of machines on the playground?*** (Possible responses: *The steps on a slide help you go up, and the slide takes you down. The seesaw is a lever that lifts you up and puts you down.*)

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

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: ***How are a slide and a seesaw alike?*** (Possible response: *You go up and you go down on both a slide and a seesaw.*)

- Say: ***How are a slide and a seesaw different?*** (Possible response: *You go up the steps on a slide and then slide down it. A seesaw lifts you up and down. A slide is an inclined plane, and a seesaw is a lever.*)

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

Name/Date _____ Teacher/Grade _____

VOCABULARY Context Clues

- Point to the word *inclined* in the second paragraph. Say: **This word is** inclined**. What does it mean?** (Possible responses: *tilted or leaning up or down*) **What clue words in the passage help you know what** inclined **means?** (Possible response: *They help you go up and down.*)

- Point to the word *shovel* in the sixth paragraph. Say: **This word is** shovel**. What does it mean?** (Possible responses: *a machine used to dig a hole or scoop something up*) **What clue words in the passage help you know what** shovel **means?** (Possible response: *What machine do you use to dig in the sandbox?*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Gives inaccurate or vague 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 for each word and identifies a context clue for each word

- End the conference.

WORD READING *r*-Controlled Vowels
Return to the Record of Oral Reading to determine whether the student read these words correctly: *girl, park, car, jar.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
r-Controlled Vowels	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