

A Big Gift

Trees are one of Earth's big gifts because we get many things from them. We get fruits and nuts from trees. We make paper from trees. We also make lumber from trees. Lumber is wood cut into shapes. It is used to build houses.

Many trees have leaves. The leaves fall to the ground. They help make new soil. Then other plants can grow in the new soil.

Many animals like trees. Birds nest in trees. Some bears nap in trees. A squirrel collects nuts and stores them in trees. Bees drink sap from trees. Mice dig under trees to make homes.

People like trees. They plant new trees in yards and parks.

We're lucky. We've had trees on Earth for a long time. They grow all over the world. We'll always need trees. They are one of Earth's big gifts.

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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 “A Big Gift.” Read aloud to find out why trees are important to people and animals. 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 responses: *Trees are one of Earth’s big gifts to us.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/Main Idea	Identifies vague, inaccurate ideas 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 using specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two ways that animals use trees.* (Possible responses: *Birds make nests in trees. Bees drink sap from trees.*)

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 Cause and Effect

- Say: *What helps to make new soil?* (Possible response: *leaves falling to the ground*)
- Say: *What happens when new soil is made?* (Possible response: *Plants can grow in the new soil.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 cause-and-effect relationships	Identifies 2 cause-and-effect relationships using specific vocabulary from the text

Name/Date _____ Teacher/Grade _____

VOCABULARY Synonyms

- Point to the word *gifts* in the first paragraph. Say: ***This word is gifts. What is another word that means the same thing as gifts?*** (Possible response: *presents*)
- Point to the word *soil* in the second paragraph. Say: ***This word is soil. What is another word means the same thing as soil?*** (Possible response: *dirt*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Synonyms	Gives inaccurate or vague synonyms, 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 Contractions Return to the Record of Oral Reading to determine whether the student read these words correctly: *we're, we've, we'll*.

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