

### Grandma's Birthday Card

It was Grandma's birthday. Lisa wanted to make her a beautiful birthday card. Lisa's mom gave her scissors and glue. Lisa told her mom she would not be careless.

Lisa skillfully cut three shapes with the scissors. Then she picked up the glue. She was careful when she used the glue. She glued the pieces together on the birthday card. She slowly wrote "Happy Birthday Grandma" inside the card, and drew a picture of herself with Grandma.

Lisa's little brother Jack saw what she was doing. He wanted to make a card too, so Jack picked up the scissors and some paper and cut the paper quickly.

Lisa looked at Jack's card. "Good work, Jack," she said. "Did you write Grandma a birthday note inside the card?"

"This is a wordless card," explained Jack. "She'll know what it's for."

Later that day, Lisa and Jack presented their cards to Grandma. "My goodness," said Grandma. "You've both made me very happy with this wonderful surprise, and I'm so proud of you."

Grandma put the cards from Lisa and Jack on a table in her kitchen and she showed them to everyone who came to visit her.

104

192

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, "Grandma's Birthday Card," Lisa and Jack want to surprise their grandmother for her birthday. Read aloud to learn how they make their cards. 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.

192 (Total Words Read) ÷ \_\_\_\_\_ total seconds = \_\_\_\_\_ × 60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:32 or more	3:31–2:35	2:34–1:50	1:49 or less
WPM	54 or fewer	55–74	75–105	106 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	13 or more	11–12	9–10	7–8	5–6	3–4	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 are the characters in the beginning of this story?* (Possible response: *at their home*) *Who are the characters in this story?* (*Lisa, Jack, Grandma, Lisa and Jack's mom*) *Tell me what you know about these characters.* (Possible responses: *Lisa is careful as she makes her card for Grandma. Jack is Lisa's little brother. Jack makes his card quickly. Grandma is proud of both Jack and Lisa.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Setting and Character	Does not identify the characters or the setting, 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 each character	Identifies the setting; names and provides details about each character using specific vocabulary from the story

**RETELL Important Events/Plot** Say: *Start at the beginning and tell me what happens in this story.* (Possible response: *Beginning: Lisa wants to make a birthday card for her Grandma. Middle: Lisa carefully makes a card. Her brother Jack quickly makes a card. End: Lisa and Jack give their cards to Grandma. Grandma is happy and is proud of both children.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Important Events/Plot	Does not identify 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 from the story

Name/Date \_\_\_\_\_

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**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 Lisa's and Jack's cards alike?** (Possible responses: *Both are birthday cards for Grandma. Both Lisa and Jack used scissors to make their cards.*)
- Say: **How are Lisa's and Jack's cards different?** (Possible response: *Lisa's card has words, and Jack's does not.*)

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 Suffixes**

- Point to the word *careful* in the second paragraph. Say: **This word is careful. What does careful mean?** (Possible responses: *full of care; being slow and neat*)
- Point to the word *wordless* in the fifth paragraph. Say: **This word is wordless. What does wordless mean?** (Possible response: *without words*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes	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 with details for each word

- End the conference.

**WORD READING Suffixes** Return to the Record of Oral Reading to determine whether the student read these words correctly: *beautiful, careless, goodness, quickly, careful, wordless*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes	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