Katie or Katharine?

Katie stood at the water's edge, unable to tear herself away from the sparkling sea.

"Katharine, time to go," called her mom. "I need to make a phone call."

Katie loved coming to Cape Cod. Her room was so close to the sea that she fell asleep every night listening to the waves.

"Why do you call me Katharine instead of Katie, like my friends in school do?" asked Katie.

"I like it. You were named after Katharine Lee Bates, who wrote the words to 'America the Beautiful,'" said Mom. "You know, she used to live here when she was little. Maybe that's where she got the idea for the words *from sea to shining sea*."

108

Katie asked, "Well, where did she get the words *purple mountain majesties*? There aren't any mountains around here."

Mom laughed and said, "Katharine Bates went out West and had a rough trip up Pikes Peak. When she reached the top, she was amazed by how beautiful it was. She began the lyrics to the song right there."

"I guess you can call me Katharine," said Katie. "Maybe one day I'll write a famous poem and I'll sign it with my whole name."

198

Time _____ Minutes:Seconds

Level 34, Passage 1   ***Katie or Katharine?***   Teacher Observation Guide

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, "Katie or Katharine?" Katie's mom calls her Katharine but her friends call her Katie. Read aloud to find out which name she wants her mom to call her and why. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:05 or more	3:04–2:21	2:20–1:43	1:42 or less
WPM	64 or fewer	65–84	85–115	116 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	11 or more	9–10	7–8	5–6	3–4	1–2	0
Percent of Accuracy	94 or less	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/Setting Say: ***What is the setting of the story?*** (Possible response: *at the beach on Cape Cod*) ***Tell me who the characters are in the story.*** (Possible response: *Katie, Mom*) ***Tell me what you know about these characters.*** (Possible responses: *Katie loves coming to Cape Cod. Katie's mom calls her Katharine.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Character/ Setting	Does not identify characters or 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 Plot Say: ***Tell me what happens at the beginning, in the middle, and at the end of the story.*** (Possible responses: *Beginning: Katie is at the beach. She asks her mom why she calls her Katharine instead of Katie. Middle: Her mom answers that Katie is named after Katharine Lee Bates, who wrote "America the Beautiful." End: Katie decides she doesn't mind being called Katharine.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: 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 Cause and Effect

- Say: *Why does Katie fall asleep listening to the waves?* (Possible response: *because her bedroom is close to the sea*)
- Say: *What happened when Katharine Lee Bates got to the top of Pikes Peak?* (Possible responses: *She was amazed at the beautiful scene. She started to write 'America, the Beautiful.'*)

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 using information from the text	Identifies 2 cause-and-effect relationships using information and specific vocabulary from the text

VOCABULARY Multiple-Meaning Words

- Point to the word *trip* in the seventh paragraph and say: **This word is trip. What does trip mean in this sentence?** (Possible response: *to travel from place to another place*) **What is another meaning of the word trip?** (Possible response: *to stumble over something*)
- Point to the word *sign* in the last paragraph and say: **This word is sign. What does sign mean in this sentence?** (Possible response: *to write your name*) **What is another meaning of the word sign?** (Possible response: *a display used to advertise or tell about something*)

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 another meaning for each word

- End the conference.

WORD READING Consonant Digraphs *ph, gh, ch* /k/, *-dge* /j/ Return to the Record of Oral Reading to determine whether the student read these words correctly: *phone, laughed, rough, school, edge.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Consonant Digraphs: *ph, gh, ch* /k/, *-dge* /j/	Does not read any words accurately or omits them	Reads 1–4 of 5 words accurately	Reads all 5 words accurately	Reads all 5 words accurately and automatically