

The Statue of Liberty

In 1876, a group of people in the United States and France wanted to celebrate the 100th birthday of the Declaration of Independence. They decided to make a statue. It would later be known as the Statue of Liberty.

France would build the statue and the United States would build a platform for it. They chose to place the statue on a small island in New York Harbor. Today this island is known as Liberty Island.

In France, Frederic Bartholdi came up with an idea for what the statue would look like. It would be a woman holding a torch. She would represent freedom. Her torch would light the way for ships coming into the harbor.

After the statue was finished, it was divided into 350 pieces and put into 214 crates. Next, the crates were shipped to the United States. Then, the statue was put together on the platform on the island in New York Harbor.

In 1886, after ten long years, everything was finished. The statue celebrates the Declaration of Independence. It also celebrates the friendship between France and the United States.

101

184

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: *This passage is called "The Statue of Liberty." The Statue of Liberty was designed by a man from France named Frederic Bartholdi. Read aloud to find out how two countries worked together to build this symbol of freedom. 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.

184 (Total Words Read) \div _____ total seconds = _____ \times 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:52 or more	2:51–2:11	2:10–1:32	1:31 or less
WPM	64 or fewer	65–84	85–120	121 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.

SUMMARIZE Important/Main Idea Say: *What is the main, or most important, idea of this passage?* (Possible responses: *The statue was made to celebrate the Declaration of Independence.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: 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: *Tell me two details you read about the Statue of Liberty.* (Possible responses: *The statue is a woman holding a torch. The statue is on a small island in New York Harbor.*)

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 Sequence

- *What two events happened after the statue was divided into pieces and put into crates?* (Possible response: *The crates were shipped to the United States. The statue was put together on the platform on the island in New York Harbor.*) *What sequence words help you understand the order of these events?* (Possible response: *next; then*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify the events in sequence or the sequence words, or does not respond	Gives a partially correct response, such as identifies 1 event in sequence	Identifies all the events in sequence	Identifies the events in sequence and the sequence words using specific vocabulary from the text

Name/Date _____

Teacher/Grade _____

VOCABULARY Synonyms

- Point to the word *independence* in the first paragraph. Say: **This word is independence. What is a word with a similar meaning?** (Possible responses: *freedom; liberty*)
- Point to the word *build* in the second paragraph. Say: **This word is build. What is a word with a similar meaning?** (Possible response: *make*)

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 Multisyllabic Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *declaration, independence, celebrate, represent, liberty, together*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic Words	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