

Benched

Marco looked down the row of his team. Then he looked at his massive, swollen ankle. “Why,” he thought, “did I have to sprain my ankle during warm-ups?”

“Use this ice pack,” the coach said, “and you will be okay.”

“But the team needs me!” Marco cried.

The other team was in the lead, but it was close. Marco could feel the electricity, so he cheered his team on. With a few seconds left, Marco’s friend Roger made a basket and the Eagles won!

When Marco got home, he got out his laptop and started his homework. He could choose what to write about, so he decided to write about the game. Marco had a lot to say about it. He wrote about all the great moves his team made. Then he posted it on the class Web site.

The next day at school, Marco limped to his locker. He usually loved the day after a big win. Classmates would say positive things, like “Nice game.” Marco loved to hear it. He knew today would be different because he hadn’t played.

As Marco closed his locker, a boy tapped him on the back. “Hey, Marco,” he said. “I read your post on the class Web site. Nice writing.”

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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, "Benched," Marco has sprained his ankle. Read aloud to find out what he did during and after an important basketball game. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:00 or more	2:59–2:20	2:19–1:40	1:39 or less
WPM	69 or fewer	70–89	90–125	126 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	12 or more	10–11	8–9	6–7	4–5	1–3	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: *in the school gym, at Marco’s house, and in a hallway at school*) **Tell me who the characters are in the story.** (Possible response: *Marco, a boy at school*) **Tell me what you know about these characters.** (Possible responses: *Marco sprained his ankle and can’t play in the game. The boy at school tells Marco “Nice Writing.”*)

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 of the story, in the middle, and at the end of the story.* (Possible responses: *Beginning: Marco has a sprained ankle and is sitting on the bench during a basketball game. Middle: When he gets home, Marco writes about the exciting game and posts it on the class Web site. End: The next day, a boy at school tells him that he likes his writing.*)

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 is Marco's ankle swollen?** (Possible response: *He sprained it during warm-ups.*)
- Say: **Why does Marco decide to write about the game?** (Possible response: *He had a lot to say about the game.*)

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 *lead* in the fourth paragraph. Say: **This word is lead. What does lead mean in this sentence?** (*to be ahead in a game*) **What is another meaning for the word lead?** (Possible response: *to guide or show the way*)
- Point to the word *seconds* in the fourth paragraph. Say: **This word is seconds. What does seconds mean in this sentence?** (*More than one of the 60 periods of time in a minute*) **What is another meaning for the word seconds?** (Possible response: *another portion of food*)

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 1 other meaning for each word

- End the conference.

WORD READING Common Syllables -tive, -sive, -ity Return to the Record of Oral Reading to determine whether the student read these words correctly: *positive, massive, electricity.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Common Syllables -tive, -sive, -ity	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