

## The Desert Racer

Have you ever visited the desert? There are a lot of sand and rocks in the desert, and there is very little water. Many deserts are also very hot during the day, yet plenty of plants and animals make their homes in the desert. One such animal is a bird called the roadrunner. This bird has found a way to survive in the harsh desert setting.

The roadrunner is mostly black-brown and similar in size to a cat. The roadrunner can fly for short distances, but it mostly runs. This bird can run fast—up to about 17 miles an hour! It is impossible for a human to run that fast.

What does a roadrunner eat? A snake is one animal that the roadrunner preys on. It can seize and swallow a snake that is up to two feet in length! Besides snakes, the roadrunner eats insects, lizards, and the seeds of some desert plants.

If you visit the desert, be prepared. You may hear the roadrunner's cooing sound. Then you might briefly spot this high-speed animal. You must look quickly because if you blink, the roadrunner will have run out of sight. Why do you think a roadrunner runs so fast?

107

204

Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

**1. MONITOR ORAL READING FLUENCY**

To monitor fluency and accuracy, 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 titled “The Desert Racer.” Read aloud to find out about a bird called the roadrunner. 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.

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

| Rate            | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED   |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 2:57 or more   | 2:56–2:04       | 2:03–1:31     | 1:30 or less |
| WPM             | 69 or fewer    | 70–99           | 100–135       | 136 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             | 6–7           | 4–5 | 1–3        | 0   |
| Percent of Accuracy | 95 or less     | 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 Ideas** Say: *Tell me two important, or main, ideas about roadrunners in this passage.* (Possible responses: *Roadrunners can survive in the desert. Roadrunners run very fast.*)

| Comprehension         | 1 INTERVENTION                                   | 2 INSTRUCTIONAL                                                                                        | 3 INDEPENDENT           | 4 ADVANCED                                                                        |
|-----------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------|
| Summarize: Main Ideas | Does not identify main ideas or does not respond | Gives a partially correct response, such as identifies 1 of 2 main ideas; may misinterpret information | Identifies 2 main ideas | Identifies 2 main ideas including details using specific vocabulary from the text |

**SUMMARIZE Details** Say: *What are two details about roadrunners?* (Possible responses: *Roadrunners are mostly black-brown in color. They can fly for short distances. Roadrunners can run about 17 miles per hour. They eat snakes, insects, and lizards.*)

| Comprehension      | 1 INTERVENTION                                | 2 INSTRUCTIONAL                                                                                     | 3 INDEPENDENT        | 4 ADVANCED                                                   |
|--------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------|
| Summarize: Details | Does not identify 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 |

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 Draw Conclusions**

- Say: **Why is the roadrunner safe from most predators?** (Possible responses: *Roadrunners can run faster than most other animals.*)
- Say: **How can a roadrunner survive in the hot desert?** (Possible response: *Roadrunners do not need a lot of water; they use their speed to help them survive; the food they eat lives in the desert.*)

| Comprehension    | 1 INTERVENTION                                 | 2 INSTRUCTIONAL                                                                                    | 3 INDEPENDENT                                                  | 4 ADVANCED                                                                             |
|------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Draw Conclusions | Does not draw a conclusion or does not respond | Gives a partially correct response, such as draws a conclusion but does not provide an explanation | Draws 2 reasonable conclusions using information from the text | Draws 2 reasonable conclusions using information and specific vocabulary from the text |

**VOCABULARY Suffixes**

- Point to the word *mostly* in the second paragraph. Say: **What does mostly mean?** (“*having the characteristics of being the greater part*” or “*for the larger part.*”)
- Point to the word *briefly* in the fourth paragraph. Say: **What does briefly mean?** (Possible response: *a short time*)
- Say: **What does the suffix -ly mean?** (Possible response: *having the quality or characteristics of; the degree or amount of something*)

| Vocabulary            | 1 INTERVENTION                                      | 2 INSTRUCTIONAL                                                            | 3 INDEPENDENT                           | 4 ADVANCED                                                                                          |
|-----------------------|-----------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------|
| Prefixes and Suffixes | Does not identify word 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 of each word including specific details; gives the meaning of the suffix |

- End the conference.

**WORD READING Vowel Patterns *ey, ie, ei*** Return to the Record of Oral Reading to determine whether the student read these words correctly: *mostly, preys, seize, briefly.*

| Word Reading                     | 1 INTERVENTION                                   | 2 INSTRUCTIONAL            | 3 INDEPENDENT                | 4 ADVANCED                                     |
|----------------------------------|--------------------------------------------------|----------------------------|------------------------------|------------------------------------------------|
| Vowel Patterns <i>ey, ie, ei</i> | Does not read any words accurately or omits them | Reads 1–3 words accurately | Reads all 4 words accurately | Reads all 4 words accurately and automatically |