

Lewis and Clark

It was in the early 1800s. Meriwether Lewis and William Clark were chosen by Thomas Jefferson to explore the northwest part of the United States. The reason for their trip was to find a water route to the Pacific Ocean. They also wanted to see the plants and animals of the West.

It was Clark's job to make a map, so later, other people would be able to follow the route the explorers had taken. Lewis had the job of collector. He looked for new animals and plants. He sent some back home to be studied. He was also an artist, so he drew pictures of many of the new things he saw.

On May 14, 1804, Lewis and Clark set out with a group of soldiers for the West. They sailed on the Missouri River. By the end of July, they had gone more than six hundred miles. When winter came, they built a fort because they needed a place to wait for the chilly weather to end. When spring came, they started the trip again. It took them another year to make it to the west coast. After spending another winter away, it was time for them to return. They began the trip home on March 23, 1806. They finally made it back to St. Louis on September 23.

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220

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 “Lewis and Clark.” Read aloud to find out about Lewis and Clark’s trip to the Pacific Ocean in the early 1800s. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:10 or more	3:09–2:13	2:12–1:38	1:37 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: *What are two important, or main, ideas about Lewis and Clark in this passage?* (Possible response: *Lewis and Clark explored the Pacific Northwest. They learned about the land, plants, and animals of the west.*)

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 and details using specific vocabulary from the text

SUMMARIZE Details Say: *What are two details about Lewis and Clark's trip west?* (Possible responses: *They sailed on the Mississippi River; they went 600 miles by the end of July; they built a fort when winter came; it took another year to make it to the west coast.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify details from the passage 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 Sequence

- Say: **What are three events that took place after winter came while Lewis and Clark were on the trip west?** (They built a fort; in the spring they started the trip again; it took another year to make it to the west coast; they made it back to St. Louis on September 23.)
- Say: **What are two clue words that help you identify the sequence of events in this passage?** (On May 14, 1804; by the end of July; when winter came)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify events in sequence or does not respond	Gives a partially correct response, such as identifies 1–2 events in sequence	Identifies 3 events in sequence	Identifies 3 events in sequence and cites 2 clue words using specific details from the passage

VOCABULARY Multiple-Meaning Words

- Point to the word *trip* in the first paragraph. Say: **In this passage, what does the word trip mean?** (to travel on a journey) **What is another meaning for the word trip?** (Possible responses: to stumble or slip)
- Point to the word *spring* in the third paragraph. Say: **In this passage, what does the word spring mean?** (a time of year) **What is another meaning for the word spring?** (Possible responses: a metal coil; to leap or jump)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	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 and another meaning for each word

- End the conference.

WORD READING Suffixes -en, -y, -or, -ist Return to the Record of Oral Reading to determine whether the student read these words correctly: *chosen, chilly, collector, artist*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes: -en, -y, -or, -ist	Does not read any word accurately or omits them	Reads 1–3 words accurately	Reads 4 words accurately	Reads 4 words accurately and automatically