

## Computer Pals

Josh and Carl befriended one another at summer camp. They promised to e-mail each other, and they did. When he didn't hear from Carl for a while, Josh got worried. Soon he found out why Carl hadn't e-mailed.

Hi, Josh,

Did you hear about the hurricane that struck here last week? We were warned, so we had time to board up the windows, but it blew part of our roof off. We already had water and candles, and we sure needed them. Our power was out for two days, but the electricity is back on now. There's a lot of water damage. We have a lot of cleanup work to do, and the roofer can't come for days.

Write soon,

Carl

Dear Carl,

I'm sorry to hear about that hurricane, but did you hear about the earthquake we had? There was no warning. The house began to sway back and forth, so we ran and stood in a doorway. Standing in the doorway kept us safe. Mom's expensive teapots fell everywhere. The light in the dining room swung back and forth, although luckily, it did not fall. Wind was not a problem, but many walls in our house were cracked. The cracks looked like rivers on a map. I picked up all of the broken teapots. What a job that was! We found out later that part of the overpass near our home fell on the highway below it. Now it looks like a gigantic pancake!

Here's some good news. I got the lead in our class play. Isn't that super?!

Your pal,

Josh

102

264

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 “Computer Pals.” Read aloud to find what happens to two friends after they leave camp. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:08 or more	3:07–2:19	2:18–1:46	1:45 or less
WPM	84 or fewer	85–114	115–150	151 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	7–9	4–6	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.

**RETELL Character/Setting** Say: ***What is the setting of this story?*** (Possible responses: *at Josh’s house and Carl’s house*) ***Who are the characters in this story?*** (Possible responses: *Josh and Carl*) ***What do you know about these characters?*** (Possible responses: *Josh and Carl are two friends who met at summer camp. A hurricane blew part of Carl’s roof off. Carl has a lot of clean up work to do. There was an earthquake near Josh’s house. Josh got the lead in the class play.*)

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 1 character and the setting; may misinterpret information	Identifies the setting and provides a detail about each main character	Identifies the setting and provides details about each main character using specific vocabulary from the story

**RETELL Plot** Say: ***What happens at the beginning, in the middle, and at the end of the story?*** (Possible responses: *Beginning: Josh and Carl went to summer camp together. Middle: A hurricane hit where Carl lives. An earthquake occurred where Josh lives. They each cleaned up their homes. End: They e-mailed each other to keep in touch.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Does not identify plot or does not respond	Gives a partially correct response, such as identifies 1 plot event; 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 Compare and Contrast**

Say: **Compare Josh’s and Carl’s experiences after camp.** (Possible response: *They both lived through natural disasters.*) **Contrast how Josh and Carl’s experiences were different after camp.** (Possible responses: *The hurricane caused Josh’s house to lose power and have water damage while the earthquake caused Carl’s teapots to break and walls to crack.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify similarities or differences, or does not respond	Gives a partially correct response, such as identifies 1 similarity or 1 difference	Identifies a similarity and a difference	Identifies both a similarity and a difference using details and specific vocabulary from the story

**VOCABULARY Context Clues**

- Point to the word *warned* in the second paragraph. Say: **What does warned mean?** (Possible response: *told of danger ahead of time*) **What words in the passage help you know what warned means?** (Possible response: *Carl writes that his family had time to board up the windows.*)
- Point to the word *damage* in the second paragraph. Say: **What does damage mean?** (Possible response: *harm done to something*) **What words in the passage help you know what damage means?** (Possible response: *Carl writes that his family has a lot of cleanup work to do.*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Does not identify word meanings or does not respond	Gives a partially correct response, such as the meaning of 1 word or a context clue	Gives the meaning of each word and identifies a context clue for one word	Gives the meaning of each word and identifies a context clue for each using specific vocabulary and details from the story

- End the conference.

**WORD READING Multisyllabic Words** Return to the Record of Oral Reading to determine whether the student read these words correctly: *befriended, hurricane, expensive, gigantic.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic Words	Does not read any words accurately or omits them	Reads 1–3 of 4 words accurately	Reads all 4 words accurately	Reads all 4 words accurately and automatically