

## On Safari

The Fielding family was on safari in Chobe National Park in Botswana. Everyone carried a camera and a thermos. Jules and his sister Beth had researched the park's big animals in their library's archive. They were prepared for some action with Jack, the ranger who would guide them throughout their adventure. They were ready to get going. Immediately, Jack drew their attention to the right.

"There's a small herd of antelope called kudu," he said. "Notice their gray color and curved horns. Lions and cheetahs will frequently hunt kudu."

"Where are those big cats?" asked Beth.

"We see them occasionally," explained Jack. "We'll keep searching." Then he said, "Straight ahead." Jack pointed to several tan and white antelope. "Those are impala. When you compare them with kudu, impala are smaller, but they also have curved horns. They are amazing jumpers like the kudu, but run faster. Lions and cheetahs prey on them as well." In the distance, they heard a symphony of sound.

"Those are elephants trumpeting," Jack explained. "We'll observe them tomorrow." Suddenly, he announced, "Get your cameras ready!" Jack directed them to a huge tree where a lioness and her cubs were dozing peacefully in the grasses. "They're the same golden color as the grasses," said Jack. "They're so well camouflaged it's hard to photograph them."

"Cheetahs are just as difficult to locate because of their spots," Jack added. "They blend in with variations in the grass. They're also much faster than lions, so all you may see is a blur." Then Jack said, "Let's head to the lodge. It's a pleasure to be your guide."

"I hope we'll see cheetahs tomorrow!" said Beth.

107

276

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 "On Safari." Read aloud to find out what the Fielding family sees on their safari in Chobe National Park in Botswana. 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.

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

| Rate            | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED   |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 3:06 or more   | 3:05–2:14       | 2:13–1:44     | 1:43 or less |
| WPM             | 89 or fewer    | 90–124          | 125–160       | 161 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   | 13 or more     | 10–12           | 7–9           | 5–6 | 1–4        | 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 \_\_\_\_\_

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**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 response: *Chobe National Park in Botswana*) *What do you know about the characters in this story?* (Possible response: *Jack is the guide in the park. Beth and Jules are brother and sister. Beth and Jules researched the park’s animals in preparation for their trip. Beth wants to see big cats. Jack points out many animals in the park.*)

| 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; provides a detail about each main character | Identifies the setting; 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 this story?* (Possible responses: *Beginning: The Fieldings go on a safari with a ranger named Jack. They see kudu, a type of antelope. Middle: Jack shows them impala, and they hear elephants trumpeting. End: They see a lioness and her cubs. Then they head for the lodge.*)

| 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 1 or 2 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 Compare and Contrast**

- Say: **How are lions and cheetahs alike?** (Possible response: *They both have camouflage that helps them blend in with the grass.*)
- Say: **Contrast the impala and kudu in the story.** (Possible response: *Impala are smaller and run faster.*)

| 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 a similarity and a difference with details and using specific vocabulary from the story |

**VOCABULARY Roots**

- Point to the word *thermos* in the first paragraph. Say: **What does thermos mean?** (*a container that keeps things either hot or cold*) **What is a root for the word thermos?** (Possible response: *therm, meaning "heat"*)
- Point to the word *symphony* in the third paragraph. Say: **What does symphony mean?** (*harmony of sounds*) **What is a root for the word symphony?** (Possible responses: *sym, meaning "with"; phon, meaning "sound"*)

| Vocabulary | 1 INTERVENTION                                      | 2 INSTRUCTIONAL  | 3 INDEPENDENT   | 4 ADVANCED   |
|------------|---|--|---|--|
| Roots      | 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 and identifies 1 root and its meaning | Gives the intended meaning of each word, identifies each root, and gives a meaning for each root |

- End the conference.

**WORD READING Common Syllables** Return to the Record of Oral Reading to determine whether the student read these words correctly: *adventure, attention, pleasure.*

| Word Reading     | 1 INTERVENTION                                   | 2 INSTRUCTIONAL                 | 3 INDEPENDENT                | 4 ADVANCED                                     |
|------------------|--|---------------------------------|------------------------------|--|
| Common Syllables | 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 |