

Two Pets

Pam and Bill are pets.

Pam is a little blue fish.

Bill is a big yellow duck.

The two pets like to play.

They play in the pond.

They swim all day.

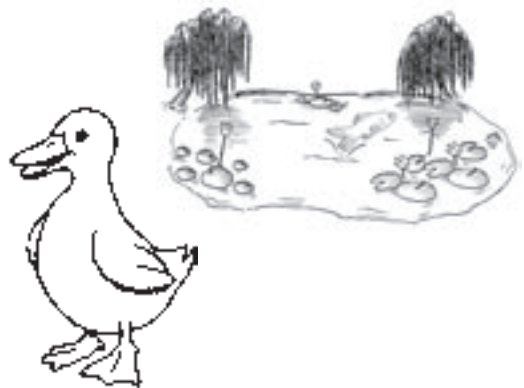
Pam is fast. Bill is slow.

Do they have fun? Yes. They do.

The two pets sleep at night.

Pam sleeps in the pond.

Bill sleeps by the pond.



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.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *In this story, “Two Pets,” a fish and a duck like being together. Read aloud to find out what they do all day and where they sleep at night. You may begin now.*

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 EMERGING	2 DEVELOPING		3 INDEPENDENT		4 ADVANCED	
Number of Miscues	6 or more	5	4	3	2	1	0
Percent of Accuracy	90 or less	92	93	95	97	98	100

If the student’s percent of accuracy is below the Developing range, reassess with a lower-level passage to determine the Developing reading level.

Check one: _____ Expression and phrasing are appropriate.
 _____ Expression and phrasing need attention.

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 Characters Say: *The people and animals in a story are called characters. Who are the characters in this story? (Pam, Bill) Tell me what you know about these characters.* (Possible responses: *Pam is a blue fish. She is little. Bill is a yellow duck. He is big. Pam is fast. Bill is slow.*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Retell: Characters	Does not identify the characters or does not respond	Gives a partially correct response, such as identifies 1 character; may misinterpret information	Provides the names of and a detail about each character	Provides the names of and details about each character using specific vocabulary from the story

Name/Date _____ Teacher/Grade _____

RETELL Plot Say: *What do the pets do during the day?* (Possible response: *Pam and Bill swim in the pond.*) *What do the pets do at night?* (Possible responses: *Pam sleeps in the pond. Bill sleeps by the pond.*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Does not retell events from the story or does not respond	Gives a partially correct response, such as retells 1–2 events; may misinterpret events	Retells 2 events from the story	Retells 2 events from the story using specific vocabulary

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills.

VOCABULARY Classify/Categorize

- Say: *What two words in this story are color words?* (*yellow, blue*)
- Say: *What two words in the story tell about the size of something?* (*litte, big*)

Vocabulary	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Classify/Categorize	Does not identify words for either category or does not respond	Gives a partially correct response, such as identifies 2 words that fit 1 of the categories	Identifies 2 words in the story that fit each category	Identifies 2 words in the story that fit each category without hesitation

- End the conference.

WORD READING Short Vowels; Consonant Blends; Final -ck, -ll Return to the Record of Oral Reading to determine whether the student read these words correctly: *Pam, pets, Bill, Duck, swim, fast.*

Word Reading	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Short Vowels; Consonant Blends; Final -ck, -ll	Does not read any words accurately or omits them	Reads 1–5 of 6 words accurately	Reads all 6 words accurately	Reads all 6 words accurately and automatically