

## The Biggest Surprise

Pam is happy! Today is her birthday. She sees her presents.

There are three tiny boxes. What is in the small boxes? Pam opens the first one. Inside is a book about animals. Next, Pam opens a tinier box, and inside is a brush. Then, Pam opens the tiniest box of all. A tiny key is in it. She does not know what the key is for.

Pam sees one more present. She tries to pick it up. It is very heavy. It is the heaviest one of all! Pam pulls off the paper. She is so surprised! In a cage is a little kitten. The cage has a small lock. Now Pam knows what the tiny key is for. Pam loves the kitten—her best surprise!

108

127



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 and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

**INTRODUCE THE PASSAGE**

Say: *In this story, “The Biggest Surprise,” it’s Pam’s birthday. Read aloud to find out what her presents are like and what her biggest surprise is. 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.

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

| Rate            | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED   |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 3:13 or more   | 3:12–2:19       | 2:18–1:30     | 1:29 or less |
| WPM             | 39 or fewer    | 40–54           | 55–85         | 86 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   | 9 or more      | 7–8             | 6             | 5  | 4  | 2–3 | 1          | 0   |
| Percent of Accuracy | 93 or less     | 94              | 95            | 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 and Setting** Say: *Where do you think this story takes place?* (Possible response: *in Pam’s home*) *Who are the characters in this story?* (Possible response: *Pam, the kitten*) **Tell me what you know about these characters.** (*Pam is a girl. It is her birthday. The kitten is little.*)

| Comprehension                 | 1 INTERVENTION   | 2 INSTRUCTIONAL  | 3 INDEPENDENT  | 4 ADVANCED   |
|-------------------------------|--|--|--|--|
| Retell: Setting and Character | Does not identify the setting or characters, or does not respond | Gives a partially correct response, such as identifies the setting and 1 character; may misinterpret information | Identifies the setting; names and provides a detail about each character | Identifies the setting; names and provides details about each character using specific vocabulary from the story |

**RETELL Important Events/Plot** Say: *Tell me what happens in the beginning, middle, and end of this story.* (Possible responses: *Beginning: It is Pam’s birthday. She sees her presents. Middle: She opens three small boxes. In the smallest box is a key. End: She sees another present. Inside is a cage with a lock. Inside the cage is a kitten. The kitten is her best surprise.*)

| Comprehension                 | 1 INTERVENTION                                    | 2 INSTRUCTIONAL  | 3 INDEPENDENT   | 4 ADVANCED   |
|-------------------------------|---|--|---|--|
| Retell: Important Events/Plot | Does not identify plot events or does not respond | Gives a partially correct response, such as identifies middle and end 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 \_\_\_\_\_

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**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 the boxes in the story alike?** (Possible response: *They are all wrapped in paper.*)
- Say: **How are the boxes different?** (Possible responses: *Each box is a different size. They have different things inside each one.*)

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

**VOCABULARY Context Clues**

- Point to the word *heavy* in the third paragraph. Say: **This word is heavy. What does heavy mean?** (*something that weighs a lot*) **What clue words in this story help you know what heavy means?** (Possible response: *she tries to pick it up ... it is the heaviest one of all!*)
- Point to the word *tiny* in the second paragraph. Say: **This word is tiny. What does tiny mean?** (*small*) **What clue words in this story help you know what tiny means?** (Possible responses: *What is in the small boxes?*)

| Vocabulary    | 1 INTERVENTION  | 2 INSTRUCTIONAL  | 3 INDEPENDENT                           | 4 ADVANCED   |
|---------------|---|--|---|--|
| Context Clues | Gives inaccurate or vague 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 identifies a context clue for each word |

- End the conference.

**WORD READING Comparative Word Endings -er and -est** Return to the Record of Oral Reading to determine whether the student read these words correctly: *tinier, tiniest, heaviest*.

| Word Reading   | 1 INTERVENTION                                   | 2 INSTRUCTIONAL                 | 3 INDEPENDENT                | 4 ADVANCED                                     |
|--|--|---------------------------------|------------------------------|--|
| Comparative Word Endings<br><i>-er</i> and <i>-est</i> | 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 |