

River Find

Nick and his dad sat by the river. Nick watched the water go by. He heard birds singing. Nick started to dig in the hot sand. He felt something hard. He didn't know what it was. He kept digging. It was a big bone. He washed it in the river.

"Can we ask someone about the bone?" said Nick.

"Let's ask someone who knows about animals," said Nick's dad. His dad's friend, Jon, knew everything about animals. They went to see him.

"I have not seen this kind of bone anywhere!" Jon said. "This animal lived long ago." Jon asked if he could keep the bone for a few days. Then he could tell them more about it.

"I wonder what Jon will tell us!" said Nick with a smile.



106

130

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, "River Find," Nick finds an object buried in the sand. Read aloud to find out what he found and what he does with it. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:18 or more	3:17–2:24	2:23–1:32	1:31 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	8	6–7	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 are the characters in the beginning of this story?* (Possible responses: *by a river*) *Who are the characters in this story?* (Nick, Nick's dad, Jon) **Tell me what you know about these characters.** (Nick is a boy who finds a bone. Nick's dad has a friend named Jon. Jon knows a lot about animals.)

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 Plot Say: *Tell me what happens in the beginning, the middle, and the end of this story.* (Possible responses: *Beginning: Nick and his dad are sitting by a river. Nick starts to dig in the sand and finds a big bone. Middle: Nick and his dad go to see Jon, Nick's dad's friend, who knows a lot about animals. End: Jon says the animal lived long ago. Jon wants to keep the bone for a few days to study it. Nick wonders what Jon will tell them.*)

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 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 Draw Conclusions

- Say: **Could the bone Nick finds have come from an animal such as a dog or cat? How can you tell?** (Possible responses: *The bone could not have come from a dog or a cat because it was a big bone. Jon said he never saw a bone like it anywhere.*)
- Say: **What do you think Jon will tell Nick and his dad?** (Possible response: *The bone might be from a dinosaur because Jon said the animal lived long ago.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a reasonable conclusion or does not respond	Gives a partially correct response, such as draws 1 conclusion; may misinterpret information	Draws a reasonable conclusion using information from the text for each question	Draws one or more perceptive conclusions using information and specific vocabulary from the text for each question

VOCABULARY Compound Words

- Point to the word *someone* in the second paragraph. Say: **This is the word someone. What two words make up this word?** (*some, one*) **What does the word mean?** (*one person; one unknown person*)
- Point to the word *everything* in the third paragraph. Say: **This is the word everything. What two words make up this word?** (*every, thing*) **What does the word mean?** (*all things in total*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	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 and identifies the 2 words in each compound word	Gives the intended meaning of each word including details and identifies the 2 words in each compound word

- End the conference.

WORD READING Compound Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *something, someone, everything, anywhere.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound 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