

The Locket

When Oliver was born in July, Beth was happy. “We have a new baby!” she told anyone who would listen. “He’s my brother,” she would say proudly. “He looks like me, right?” she would ask people.

That summer Beth was with him every day. Playing with Oliver was her favorite thing to do. She loved being a big sister, and she loved Oliver. The night before Beth had to go back to school, she was sad. She wanted to stay home with Oliver. Then Beth’s mother had an idea.

The next morning Beth sat down at the kitchen table and did not say a single word. It was the first day of school. Her mother handed her a box. “I know today is hard for you,” her mother said. “So I got you a little present.”

Inside the box was a locket, and inside the locket was a photo. It was a photo of Oliver. “Thank you!” Beth said.

Beth was all smiles when she got to school. She sat down next to a new boy in class. “Want to see my brother?” she asked, grinning.

100

186

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 Locket,” Beth loves playing with her new brother, Oliver. Read aloud to find out how a locket helps Beth go back to school. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:46 or more	3:45–2:41	2:40–1:52	1:51 or less
WPM	49 or fewer	50–69	70–100	101 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	11–12	9–10	7–8	5–6	3–4	1–2	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: *What time of year is it in this story?* (Possible responses: *in the summer; in July*) *Who are the characters in the story?* (Possible responses: *Beth, Beth’s brother Oliver, Beth’s mom*) *Tell me what you know about these characters?* (Possible responses: *Beth loves being a big sister. Oliver is Beth’s baby brother. Beth’s mother gives her a locket.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Setting and Character	Does not identify the characters or the setting, 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: *Start at the beginning and tell me what happens in this story.* (Possible responses: *Beginning: Beth has a new baby brother. Beth plays with Oliver. Middle: She is sad that she has to go back to school. Beth wants to stay home with Oliver. End: Beth’s mom gives her a locket with Oliver’s picture to wear at school. Beth is happy when she gets to school.*)

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 using specific vocabulary from the story

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 Sequence

- Say: **What two things happened when it was time for Beth to go back to school?** (Possible responses: *Beth is sad. Her mother gave her a little present.*)
- Say: **What sequence words help you figure out when each event happened?** (Possible responses: *the night before, the next morning*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify the events in sequence or does not respond	Gives a partially correct response, such as identifies 1 event in sequence	Identifies events in sequence	Identifies events in sequence and sequence words using specific vocabulary from the story

VOCABULARY Multiple-Meaning Words

- Point to the word *hard* in the third paragraph. Say: **This word is hard. In this story, what does the word hard mean?** (Possible response: *difficult*) **What is another meaning for the word hard?** (Possible responses: *firm; not soft*)
- Point to the word *looks* in the first paragraph. Say: **This word is looks. In this story, what does the word looks mean?** (Possible response: *have the appearance*) **What is another meaning for the word looks?** (Possible responses: *sees; searches for*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	Gives vague or inaccurate 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 1 other meaning for each word

- End the conference.

WORD READING Syllable Patterns V/CV and VC/V Return to the Record of Oral Reading to determine whether the student read these words correctly: *July, baby, present, photo.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Syllable Patterns V/CV and VC/V	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