

Be a Voter!

Everyone should vote. You might not have to wait until you are an adult to vote. You might be able to vote in your school. Your class could vote for a class leader. First, your teacher would explain what jobs this person would do. Then, you think about who would be the best choice. It is possible that more than one person could do a good job. You might struggle to pick the right person.

Some schools have a student council. It is a group of students who decide some things for the whole school. They might help plan school events and projects. Each class usually votes for one or two people to be on the student council.

When you vote, you need to think about all the choices. You want to vote for the person who will do a good job. Ask people questions. Listen to their answers. Then you can vote for the person who will do the best job.

100

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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: *The title of this passage is “Be a Voter!” You may get to vote for someone in your class to be a student council member. Read aloud to find out what you need to think about before you vote. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:17 or more	3:16–2:20	2:19–1:37	1:36 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	11 or more	9–10	8	6–7	5	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.

SUMMARIZE Important/Main Idea Say: *What is the main, or most important, idea of this passage?*

(Possible response: *When you vote, you want to choose the person who will do the best job.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/Main Idea	Identifies vague, inaccurate ideas or does not respond	Gives a partially correct response, such as identifies a less important idea; may misinterpret information	Identifies the main idea	Identifies the main idea including details and specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two things a person would think about when voting.* (Possible responses: *Think about all the choices. Ask the people questions and listen to their answers.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate details or does not respond	Gives a partially correct response, such as identifies 1 of 2 details; may misinterpret information	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

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, in order, do you need to do when you vote for a class leader?* (Possible responses: *Listen as your teacher explains the jobs the leader will do. Think about who would be the best choice.*)
- Say: *What sequence words helped you understand the order of these two things?* (Possible responses: *first, then*)

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

Name/Date _____ Teacher/Grade _____

VOCABULARY Synonyms

- Point to the word *adult* in the first paragraph. Say: ***This word is adult. What is another word that means the same thing as adult?*** (Possible response: *grown-up*)
- Point to the word *explain* in the first paragraph. Say: ***This word is explain. What is another word that means the same thing as explain?*** (Possible response: *tell*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Synonyms	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as 1 synonym	Gives a synonym for each word	Gives a synonym with details for each word

- End the conference.

WORD READING Consonant + /e Return to the Record of Oral Reading to determine whether the student read these words correctly: *possible, struggle, able, people*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Consonant + /e	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