

The New Pet

After spending the day with his friend and his friend's new gerbil, Mark ran home. "Can I get a pet, Mom?" he asked.

"Pets are a huge responsibility. You have to make sure to feed them and clean up after them. Do you think you would remember to do that?"

Mark promised he would. "Okay," said Mom, "we'll go to the pet shop later this afternoon."

At the pet shop, Mark heard birds squawking in cages. He remembered seeing an eagle when he was at camp last summer. "Do you think an eagle would be a good pet?" asked Mark.

"Eagles are wild and need to be outdoors. They have very wide wing spans and don't make good pets," said Mom.

Mark wandered around, looking for the perfect pet. He thought about a turtle, but he really wanted something bigger and something he could pet.

Then, Mark saw a little lop-eared rabbit. Mark smiled as he felt the rabbit's silky fur, so soft and warm. Mark said, "If I can get this rabbit, Mom, I promise to take care of it."

Mark's mom agreed, so they began to gather all they would need to make a home for Mark's new pet.

100

202

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 New Pet,” Mark wants a pet, even though it is a big responsibility. Read aloud to find out what Mark thought as he wandered around the pet shop. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:08 or more	3:07–2:33	2:32–1:50	1:49 or less
WPM	64 or fewer	65–79	80–110	111 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	12 or more	10–11	8–9	6–7	4–5	1–3	0
Percent of Accuracy	94 or less	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/Setting Say: *What is the setting of the story?* (Possible response: *Mark’s home and at the pet store*) *Who are the characters in this story?* (*Mark and his mom*) **Tell me what you know about these characters.** (Possible response: *Mark wants a pet and chooses a rabbit; Mark’s mom takes him to a pet shop.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Character/ Setting	Does not identify characters or 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: *Tell me what happens at the beginning, in the middle, and at the end of the story.* (Possible responses: *Beginning: Mark asks his mom if he can have a pet. His mother says it’s a big responsibility. He promises to take care of it. Middle: Mark and his mom go to the pet store and look at different pets. End: Mark chooses a rabbit, and then he and his mom gather the things they will need to care for it.*)

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 1 or 2 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 text

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 Draw Conclusions

- Say: **Why does Mark want a pet?** (Possible response: *He had just played with his friend's gerbil and liked the idea of having a pet.*)
- Say: **Do you think Mark will take good care of his pet? Why do you think that?** (Possible responses: *Yes; he really wants a pet. Yes; he promised his mother he would.*)

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

VOCABULARY Antonyms

- Point to the word *remember* in the second paragraph. Say: **This is the word remember. What is a word that means the opposite of remember?** (*forget*)
- Point to the word *wild* in the fifth paragraph. Say: **What is this word? What is a word that means the opposite of wild?** (*tame*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Antonyms	Gives inaccurate or vague antonyms, or does not respond	Gives a partially correct response, such as an antonym for one word	Gives an antonym for each word	Gives an antonym with details for each word

- End the conference.

WORD READING Syllable Patterns VC/CV and C + le Return to the Record of Oral Reading to determine whether the student read these words correctly: *gerbil, perfect, bigger, eagle, turtle, little.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Syllable Patterns: VC/CV, C + le	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