

A Night in the Woods

Jana's scout troop was spending the night in cabins in the woods. Ms. Grant, the leader, handed out photocopies of a map of the area. "The campgrounds are enormous," she said. "I'm giving you these maps so nobody gets lost."

"I'm not sure I want to spend a night in the woods," Jana whispered to her friend Kelly. "I'm used to living in a small apartment in a tall building in the city. Our cell phones don't even work here."

The troop huddled around a campfire where they cooked food. "I've only had food cooked on a stove, not on a fire," said Kelly as she licked her lips. "This is great!"

The next day the troop went hiking. Kelly and Jana were hiking partners. Ms. Grant pointed out different kinds of flowers. Kelly stepped off the trail to take Jana's photograph in front of a large rock.

When the girls came back to the trail, there wasn't anyone in sight. "Oh, no!" cried Jana. "Everyone must have kept hiking to the picnic area. What should we do?"

Kelly rummaged through her backpack. With some effort, she pulled out the map of the campgrounds Ms. Grant had given them.

"According to the map," said Kelly, "the picnic area should be over that hill by the telephone pole."

"Thank goodness for the map," said Jana. "I think I can hear their voices already."

106

232

Name/Date _____

Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor fluency and accuracy, 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: *This passage is titled "A Night in the Woods." Read aloud to find what happens when Jana's scout troop spends the night at a campground. 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.

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

| Rate | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 3:07 or more | 3:06–2:14 | 2:13–1:40 | 1:39 or less |
| WPM | 74 or fewer | 75–104 | 105–140 | 141 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 | 6–8 | 4–5 |
| Percent of Accuracy | 95 or less | 96 | 97 | 98 |

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 for this story?* (Possible responses: *in the woods; at a campground*) *Who are the characters in this story?* (Possible response: *Jana, Kelly, Ms. Grant*) *What do you know about the characters in this story?* (Possible responses: *Ms. Grant is the troop leader; Jana and Kelly are friends; Jana lives in a small apartment in the city; Kelly has only had food cooked on a stove; Kelly has the map in her backpack.*)

| 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 1 character and the setting; may misinterpret information | Identifies the setting and provides a detail about each main character | Identifies the setting and provides details about each main character using specific vocabulary from the story |

RETELL Plot Say: *What happens at the beginning, in the middle, and at the end of the story?* (Possible responses: *Beginning: Ms. Grant hands out maps to the scouts. Jana worries about spending the night in the woods. Middle: The troop goes hiking. Jana and Kelly get lost. End: Jana and Kelly use their map to find the others.*)

| 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 plot event; may misinterpret information | 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 _____

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 Compare and Contrast

- Say: **How are Jana and Kelly similar in the story?** (Possible response: *Both girls are unfamiliar with camping; they both belong to a scout troop.*)
- Say: **How do Jana and Kelly act differently in the woods?** (Possible response: *Jana is nervous; Kelly is calm.*)

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

VOCABULARY Roots

- Point to the word *photocopies* in the first paragraph. Say: **What does photocopies mean?** (*copies made with a machine*) **What is a root for the word photocopies?** (Possible response: *photo*, meaning “light”)
- Point to the word *telephone* in the seventh paragraph. Say: **What does telephone mean?** (*a device for talking to someone far away*) **What is a root for the word telephone?** (Possible response: *tele*, meaning “far”; *phon*, *phono* meaning “sound”)

| Vocabulary | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|------------|---|--|---|---|
| Roots | Does not identify word 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 1 root | Gives the intended meaning for each word and identifies a root for each |

- End the conference.

WORD READING Greek Roots *tele*, *phon*, *photo* Return to the Record of Oral Reading to determine whether the student read these words correctly: *photocopies*, *phones*, *photograph*, *telephone*.

| Word Reading | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|--|--|----------------------------|------------------------------|--|
| Greek Roots <i>tele</i> , <i>phon</i> , <i>photo</i> | Does not read any words accurately or omits them | Reads 1–3 words accurately | Reads 4 all words accurately | Reads all 4 words accurately and automatically |