

The Boston Tea Party

What do the words *tea party* mean to you? Do you think about a fancy tablecloth and people sipping from teacups? Chances are you don't think of war. However, the Boston Tea Party was one event that led to the American Revolution. In fact, the Boston Tea Party occurred between two wars.

George Washington and his small army fought with British soldiers in the French and Indian War (1754–1763). They fought to protect their land from France. The British-American side finally won. But Britain had borrowed lots of money to fight the war. Britain decided the colonists would pay off part of the money.

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The colonists were angry. The British wanted to charge them taxes to pay off the war debt. The colonists had no control over this. The Sugar Act (1764) and the Stamp Act (1765) taxed things the colonists used—sugar and paper. Then Britain started a tax on tea and the colonists' anger boiled over. They could only buy tea only from a British company. The price didn't matter. What was their reaction? *No way!*

The new tea tax led to the Boston Tea Party. Some colonists dressed as Native Americans. They boarded British ships. They dumped 342 chests of British tea into Boston Harbor on December 16, 1773.

In response, King George III closed Boston Harbor. Bad feelings brewed on both sides. It wasn't long before the American Revolution began.

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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 "The Boston Tea Party." Read aloud to find out why American colonists were angry and what they did in Boston. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:59 or more	2:58–2:10	2:09–1:41	1:40 or less
WPM	79 or fewer	80–109	110–140	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	1–3	0
Percent of Accuracy	95 or less	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 Ideas Say: *What are two important, or main, ideas about American history in this passage?* (Possible responses: *Britain decided to tax the colonists to help pay off some of the money they borrowed to fight the war, and this angered the colonists. The Boston Tea Party led to the American Revolution.*)

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

SUMMARIZE Details Say: *What are two details about the Boston Tea Party?* (Possible responses: *The Sons of Liberty dressed as Native Americans and boarded English ships. They dumped boxes of British tea into Boston Harbor.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify details from the passage 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

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: **Tell me three events, in order, that led to the Boston Tea Party.** (Possible response: *The colonists and Britain fought together in the French and Indian War. Britain taxed the colonists on sugar and paper to help pay off the war debt. This made the colonists angry. When Britain enacted the Tea Act, the colonists got even angrier. They staged the Boston Tea Party, dumping British Tea in Boston Harbor.*)
- Say: **What are two clues that help you determine the sequence of events in this passage?** (Possible responses: *French and Indian War (1754-1763); The Sugar Act (1764); The Stamp Act (1765); Then, the new tax led to*)

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 events in sequence	Identifies events in sequence and cites 2 sequence clues using specific vocabulary

VOCABULARY Multiple-Meaning Words

- Point to the word *boarded* in the fourth paragraph. Say: **What does the word boarded mean?** (Possible responses: *got on to; went on*) **What is another meaning for the word boarded?** (Possible response: *covered or sealed a window or door*)
- Point to the word *company* in the third paragraph. Say: **What does company mean in this passage?** (Possible response: *a business*) **What is another meaning for the word company?** (Possible response: *visiting people*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	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	Gives the intended meaning for each word and another meaning for each word

- End the conference.

WORD READING Syllable Patterns VCCV, V/CV, VCCCV, V/V Return to the Record of Oral Reading to determine whether the student read these words correctly: *fancy, decided, control, reaction.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Syllable Patterns VCCV, V/CV, VCCCV, V/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