

Which Team Wins?

The Owls and the Hawks were the two top Little League teams. Each team had won eight games and lost none. Both teams were eager to play in the championship, but only one team would take home the autographed trophy.

Mike, the Owls' pitcher, could throw a pitch so fast that it often flew right past the batter. The Hawks' pitcher, Frank, threw a curveball that curved drastically just before it reached the plate. This pitch often fooled the batter and ended up dropping over the plate.

The bleachers were full of cheering friends and families. Prior to the game, a photographer took team pictures. The players posed in a geometric pattern. Then the umpire shouted, "Play ball!"

The Owls were up first. They did not score. The Hawks took their turn at bat, but nobody scored. The pitchers were excellent and there were a couple of hits, but no runs.

At the top of the ninth inning, Mike threw one of his unique fastballs. The Hawks' batter made contact. He slammed the ball over the fence and everyone cheered. The score was 1–0. At the bottom of the inning, Frank's curveball missed the mark and an Owl hit a home run, tying the game at 1–1. It was time for an extra inning, but then something unexpected happened.

Thunder roared, lightning streaked, and rain came pouring down. People in the bleachers scrambled for cover. The players ran to their dugouts. It was the first time in history that both playoff teams went home for the night as champions!

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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 "Which Team Wins?" Read aloud to find out what happens during the Little League championship game.*

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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:04 or more	3:03–2:16	2:15–1:44	1:43 or less
WPM	84 or fewer	85–114	115–150	151 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	7–9	4–6	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 _____

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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 this story?* (Possible response: *at the ball park*)
What do you know about the characters in this story? (Possible responses: *Mike is the Owls' pitcher and he throws a fastball. Frank is the Hawks' pitcher and he throws a curveball. The Owls and Hawks are playing a championship game against each other.*)

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: The Owls and the Hawks are playing in the Little League final game. At the start, both pitchers are excellent. Middle: The Hawks hit one of Mike's fastballs and score. Then the Owls hit one of Frank's curveballs and score. End: A thunderstorm starts. The game ends in a tie.*)

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 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 specific vocabulary

Name/Date _____

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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 the Owls and the Hawks similar and how are they different?** (Possible responses: *They both won eight games and didn't lose any. Their pitchers are both great but throw different kinds of pitches.*)

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 both a similarity and a difference	Identifies both a similarity and a difference including details and using specific vocabulary from the story

VOCABULARY Roots

- Point to the word *autographed* in the first paragraph. Say: **What does autographed mean?** (*signed one's name*) **What is a root for the word autographed?** (Possible responses: *auto, meaning "self"; graph, meaning "written"*)
- Point to the word *geometric* in the third paragraph. Say: **What does geometric mean?** (*a design with regular lines and shapes*) **What is a root for the word geometric?** (Possible responses: *geo, meaning "earth"; meter, meaning "measure"*)

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	Gives the intended meaning of each word and identifies a root for each word

- End the conference.

WORD READING Greek Roots *graph, geo, auto* Return to the Record of Oral Reading to determine whether the student read these words correctly: *autographed, photographer, geometric.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Greek Roots	Does not read any words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically