

Brother!

As usual, Mike was going to the playground to play soccer with his friends. As usual, before he could depart, his mother hollered, "Take your brother with you!"

"Aw, Mom, do I have to?" Mike groaned with disappointment.

"Yes, take Jakey with you!" replied his mom. She was already in the car on her way to a second shift at work, and she couldn't leave Jakey home alone. Jakey discarded his crayon and dashed after Mike.

Mike hated bringing his little brother to the soccer field because he knew his friends would tease him. Right on schedule at the playground, Lee and Kenny both chanted in unison, "Hey Jakey, did you bring Mikey out to play?" Their taunts echoed like one voice.

"Be quiet and kick the ball!" bellowed Mike. The other boys started kicking a soccer ball back and forth. First Kenny kicked toward the goal, which Mike guarded as the goalie, and then Lee bumped the ball on the rebound and aimed at the goal. They played with fervor, kicking the ball with more energy before attempting to clobber it past Mike. Jakey retreated to the sidelines to watch.

Suddenly, Mike skidded in the dirt as he tried to intercept and stop the ball. His attempt at an interception failed. He banged his nose into Lee's elbow and slammed his right knee on the ground. Blood poured down his face as he struggled to his feet and then fell back on his injured knee. The color drained from Mike's face as he gasped in agony. Jakey scrambled over to help, and Mike leaned heavily on him as they stumbled home. Mike was glad his brother was with him.

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280

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 “Brother!” Read aloud to find out about the relationship between two brothers. 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.

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

| Rate | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 3:08 or more | 3:07–2:15 | 2:14–1:45 | 1:44 or less |
| WPM | 89 or fewer | 90–124 | 125–160 | 161 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 | 13 or more | 10–12 | 8–9 | 5–7 | 1–4 | 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.

RETELL Character/Setting Say: *What is the setting of this story?* (Possible responses: *at the playground; at the soccer field*) *What do you know about the characters in this story?* (Possible responses: *Mike likes to play soccer with his friends. Sometimes his mother makes him take his younger brother, Jakey, with him. Jakey likes going to the playground with Mike. Mike's friends, Lee and Kenny, like to tease Mike when he brings Jakey with him to the playground and soccer field.*)

| 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 or the setting | Identifies the characters and the setting | Identifies the characters and the setting using specific vocabulary that shows deeper understanding |

RETELL Plot Say: *What happens at the beginning, in the middle, and at the end of this story?* (Possible responses: *Beginning: Mike's mother asks him to take his little brother Jakey to the playground. Middle: When they get there, Mike's friends tease him. Mike plays soccer and gets hurt. End: Jakey helps Mike get back home.*)

| 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 _____ 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 does Mike feel about bringing Jakey along to the soccer game at the beginning of the story?** (Possible response: *Mike doesn't want to bring Jakey along, but his mother makes him.*)
- Say: **How does Mike feel about having Jakey with him at the end of the game?** (Possible response: *After Mike is hurt playing soccer, he is glad to have Jakey to help him get home.*)

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

VOCABULARY Context Clues

- Point to the word *unison* in the fourth paragraph. Say: **What does unison mean?** (*all together*)
- **What words help you know what unison means?** (Possible response: *their taunts echoed like one voice*)
- Point to the word *fervor* in the fifth paragraph. Say: **What does fervor mean?** (*with lots of energy*)
- **What words help you know what fervor means?** (Possible response: *kicking the ball with more energy*)

| Vocabulary | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---------------|---|---|---|---|
| Context Clues | Does not identify word meanings or does not respond | Gives a partially correct response, such as gives the meaning of 1 word or a context clue | Gives the intended meaning for each word and identifies a context clue for 1 word | Gives the intended meaning and identifies a context clue for each word using specific vocabulary and details from the story |

- End the conference.

WORD READING Latin Roots *inter, uni* Return to the Record of Oral Reading to determine whether the student read these words correctly: *unison, intercept, interception.*

| Word Reading | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-------------------------------|--|---------------------------------|------------------------------|--|
| Latin Roots <i>inter, uni</i> | 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 |