What Do Plants Need?

Plants are living things. They need things to grow.

Plants need light. In the daytime, the bright sun gives light. The light helps plants grow.

Plants need water too. Plants get water from rain and when people water them. Water helps plants grow.

Most plants grow in the ground. They get things they need from the ground, so the ground helps plants grow.

Do you like to watch plants grow? Put some seeds in your yard and watch them grow. Try it!

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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: **The title of this passage is "What Do Plants Need?" Read aloud to find out the things that plants need in order to grow. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:45 or more	2:44–2:04	2:03–1:10	1:09 or less
WPM	29 or fewer	30–39	40–70	71 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	6 or more	5	4	3	2	1	0
Percent of Accuracy	93 or less	94	95	96	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 Idea Say: ***What a passage is mostly about is called the main, or most important, idea of the passage. What do you think is the main, or most important, idea of this passage?*** (Possible responses: *Plants are living things and they need certain things in order to grow.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Main Idea	Identifies vague, inaccurate idea or does not respond	Gives a partially correct response, such as identifies a less important idea; may misinterpret information	Identifies the main idea	Identifies the main idea including details and using specific vocabulary from the text

SUMMARIZE Details Say: ***What are two ways that plants get water?*** (Possible responses: *Plants can get water from rain. People water plants.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate details 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

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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 Draw Conclusions

- Say: **What would happen if a plant had no water?** (Possible response: *It would wilt or die because plants need water to live and grow.*)
- Say: **What would happen if you pulled a plant out of the ground?** (Possible response: *It would die because plants get things they need from the ground.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a reasonable 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 Multiple-Meaning Words

- Point to the word *bright* in the second paragraph. Say: **This word is bright. In this passage, what does the word bright mean?** (*giving much light*) **If I said someone was bright, what does the word bright mean in that sentence?** (Possible responses: *smart; intelligent*)
- Point to the word *yard* in the last paragraph. Say: **This word is yard. In this passage, what does the word yard mean?** (*a piece of land around a house*) **If I said someone bought a yard of material, what does the word yard mean in that sentence?** (Possible response: *a unit of length measuring three feet*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	Gives vague or inaccurate 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 1 other meaning for each word

- End the conference.

WORD READING Long Vowel Digraph *ai, ay, ee* Return to the Record of Oral Reading to
determine whether the student read these words correctly: *seeds, daytime, rain.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Long Vowel Digraphs: *ai, ay, ee*	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