# The Surprise Party

Ben was moving. His friends were sad, but they hoped Ben would be happy. That afternoon they were giving Ben a big surprise party!

The friends were so excited! They had a lot to do to get ready. First, they went to the market to buy food. They got a carton of eggs, butter, milk, and carrots to make a cake.

When they got home, the friends got into groups. Some worked inside to get the food ready. Kit's mom helped them bake a cake. The others worked outside in the yard. They set up tables and games. Then, the sky started to turn cloudy. The friends worried that it might rain.

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Soon it was time for the party. Ben knocked at the front door. When Kit opened it, his friends yelled "Surprise!" Ben was surprised. He smiled during the entire party. Ben and his friends played games for hours. Everyone had a good time. Ben was glad he had such good friends.

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**Time** _____     **Minutes:Seconds**

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: *In this story, "The Surprise Party," Ben's friends are giving him a surprise party. Read aloud to find out what his friends did to get ready and what happened at the party. 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.

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

| Rate | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Minutes:Seconds | 3:40 or more | 3:39–2:32 | 2:31–1:43 | 1:42 or less |
| WPM | 44 or fewer | 45–64 | 65–95 | 96 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 | 8 | 6–7 | 5 | 3–4 | 1–2 | 0 |
| Percent of Accuracy | 93 or less | 94 | 95 | 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 and Setting** Say: ***Where do you think this story takes place?*** (Possible response: *Kit's house*) ***Who are the most important characters in the story?*** (Ben, Kit, Kit's mom, and Ben's friends.) ***Tell me what you know about these characters.*** (Possible responses: *Ben is moving. Ben's friends are giving him a surprise party. Kit is one of Ben's friends.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Retell: Setting and Character | Does not identify the setting or the characters, or does not respond | Gives a partially correct response, such as identifies the setting and 1 character; may misinterpret information | Identifies the setting; names and provides a detail about each character | Identifies the setting; names and provides details about each character using specific vocabulary from the story |

**RETELL Plot** Say: ***Start at the beginning and tell me what happens in this story.*** (Possible responses: *Beginning: Ben is moving away. His friends plan a surprise party. Middle: The friends get ready for the party. Some help Kit's mom bake a cake. Others set up tables and games outside. End: Ben is very surprised and has a lot of fun playing games with his friends. Ben is glad he has such good friends.*)

| 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 middle and end plot events; 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 Draw Conclusions

- Say: ***What kind of cake did the friends bake? How do you know?*** (Possible responses: *Carrot cake. They bought carrots at the market to make a carrot cake.*)
- Say: ***How does Ben feel at the party? How do you know?*** (Possible responses: *Ben was very happy. He smiled during the entire party and everyone had a good time.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Draw Conclusions | Does not draw a 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 one or more perceptive conclusions using information and specific vocabulary from the text for each question |

### VOCABULARY Antonyms

- Point to the word *sad* in the first paragraph. Say: ***This word is*** sad. ***What is a word that means the opposite of*** sad***?*** (Possible response: *happy*)
- Point to the word *inside* in the third paragraph. Say: ***This word is*** inside. ***What is a word that means the opposite of*** inside***?*** (Possible response: *outside*)

| Vocabulary | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Antonyms | Gives inaccurate or vague meanings, or does not respond | Gives a partially correct response, such as an antonym for one word | Gives an antonym for each word | Gives an antonym with details for each word |

- End the conference.

### WORD READING Syllable Pattern VC/CV Return to the Record of Oral Reading to determine whether the student read these words correctly: *market, carton, carrots, butter, entire.*

| Word Reading | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Syllable Pattern VC/CV | Does not read any words accurately or omits them | Reads 1–4 of 5 words accurately | Reads all 5 words accurately | Reads all 5 words accurately and automatically |