

## Mouse in the Country

Mouse visited his friend Pig in the country. “The soil looks rich around here,” said Mouse. “Can we plant something?”

Pig asked Mouse what he wanted to plant. “How about some cheese?” said Mouse. “I love to eat cheese!”

“Cheese doesn’t grow in soil,” said Pig, laughing. “It comes from milk and milk comes from cows or goats or sheep. Have you ever seen a cow give milk?” asked Pig.

“No. I’d like to see that,” said Mouse.

Pig took Mouse into the barn to learn how cheese is made. First, they watched the farmer milk the cows. Then, they saw him heat the milk to kill the germs in it. Last, the farmer poured the milk into special molds to shape the cheese.

“I am hungry. Can we eat the cheese now?” asked Mouse.

“No, it has to sit for days or months or years,” explained Pig.

“Oh, I’m only here for a week!” Mouse cried. “Will you please send me some cheese when it’s ready to eat?”

100

169

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, "Mouse in the Country," Mouse visits his friend Pig in the country. Read aloud to find out what Mouse learns about cheese. 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.

169 (Total Words Read) ÷ \_\_\_\_\_ total seconds = \_\_\_\_\_ × 60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:46 or more	3:45–2:37	2:36–1:47	1:46 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	10	8–9	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 does this story take place?* (Possible response: *on a farm in the country*) *Who are the two most important characters in the story?* (*Mouse and Pig*) **Tell me what you know about these characters.** (Possible responses: *Pig lives in the country. Mouse visits Pig. Mouse loves cheese.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Setting and Character	Does not identify characters or setting, 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: Mouse visits Pig in the country. Mouse thinks cheese is grown in the soil. Middle: Pig and Mouse watch the farmer make cheese. End: Mouse wants to eat the cheese, but Pig tells him it won't be ready for a long time. Mouse asks Pig to send him cheese when it's ready to eat.*)

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 Sequence**

- Say: **Mouse and Pig watch the farmer make cheese in this story. What two things did they see the farmer do after he milked the cows?** (Possible responses: *He heated the milk to kill the germs. He poured the milk into special molds.*) **What sequence words help you understand the order of those two events?** (Possible response: *then, last*) **What do they see the farmer do last?** (*pour milk into molds to shape the cheese*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify the events in sequence or does not respond	Gives a partially correct response, such as identifies 1 event in sequence	Identifies the events in sequence	Identifies the events in sequence and the sequence words using specific vocabulary from the story

**VOCABULARY Context Clues**

- Point to the word *molds* in the fifth paragraph. Say: **This word is molds. What does it mean?** (Possible response: *something that forms or shapes things*) **What words in the story help you know what the word molds means?** (*The farmer uses special molds to shape the cheese.*)
- Point to the word *hungry* in the sixth paragraph. Say: **This word is hungry. What does it mean?** (Possible response: *feeling a need to eat*) **What words in the story help you know what hungry means?** (Possible response: *Mouse says he is hungry and then asks, "Can we eat the cheese now?"*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Gives inaccurate or vague 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 and identifies a clue word for each word

- End the conference.

**WORD READING Vowel Diphthongs** Return to the Record of Oral Reading to determine whether the student read these words correctly: *about, soil, cows, now, around*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Vowel Diphthongs	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