

Turtle? Tortoise? What's the Difference?

Have you ever seen a turtle or tortoise at a zoo or in a book?

You might think they are the same creatures with different names.

That's because turtles and tortoises are both reptiles. They look alike. They both move pretty slowly. But they are two different animals.

Turtles and tortoises both have shells. The shell of a tortoise is larger and higher than the shell of a turtle. A turtle has webbed feet for swimming. The feet of a tortoise are more like stumps.

Turtles live mostly in water. Some turtles spend time in water and on land. Tortoises spend their lives on land. When it's dinnertime, turtles eat meat or plants. Tortoises do not eat meat. They eat plants, such as grass and wildflowers.

Tortoises and turtles come in many sizes. Even though they may look alike, they are two very different creatures.

107

145

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 "Turtle? Tortoise? What's the Difference?" Turtles and tortoises are alike in some ways. Read aloud to find out that these two animals are very different creatures. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:16 or more	3:15–2:15	2:14–1:32	1:31 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	10 or more	8–9	7	6	4-5	3	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.

SUMMARIZE Important/Main Idea Say: *What is the main, or most important, idea of this passage?* (Possible response: *Turtles and tortoises look alike, but they are different animals.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/Main Idea	Identifies vague, inaccurate ideas 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 specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two facts about the food that tortoises eat and do not eat.* (Possible responses: *They eat plants, such as wildflowers and grass. They do not eat meat.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate details or does not respond	Gives partial response, such as identifying 1 detail	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

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 turtles and tortoises alike?* (Possible response: *They both have shells.*)
- Say: *How are turtles and tortoises different?* (Possible responses: *Turtles have webbed feet, but tortoises have feet more like stumps.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify a similarity or difference, or does not respond	Gives a partially correct response, such as identifies 1 similarity	Identifies 1 similarity and 1 difference	Identifies 1 similarity and 1 difference using specific vocabulary from the text

Name/Date _____

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VOCABULARY Compound Words

- Point to the word *wildflowers* in the fifth paragraph. Say: ***This word is wildflowers. Which two words make up this word?*** (*wild, flowers*) ***What does the word mean?*** (Possible response: *flowers that grow wild*)
- Point to the word *dinnertime* in the fifth paragraph. Say: ***This word is dinnertime. Which two words make up this word?*** (*dinner, time*) ***What does the word mean?*** (Possible response: *the time you eat dinner*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as identifies the meaning of one compound word	Gives the intended meaning of each compound word and identifies the 2 words in each compound word	Gives the intended meaning of each word including details and identifies the 2 words in each compound word

- End the conference.

WORD READING Consonant Blends Return to the Record of Oral Reading to determine whether the student read these words correctly: *stumps, spend, plants, grass*.

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