Cell Phones Everywhere!

Not long ago, few people owned cell phones. Having a cell phone was a rare treat. Today there are over 200 million cell phones in the United States. Cell phones are used all over the world. Are cell phones a good thing? People's feelings are varied.

Some believe that having cell phones is positive. Cell phones allow people to keep in touch with family and friends. Cell phones help keep people safe. People can call for help when they are lost, or dial 911 when they are in danger. Cell phones have helped save lives.

Others feel cell phones are not good. Many people are busy calling or sending text messages to friends. As a result, they are ignoring those around them. They are not paying attention to what they are doing. People on cell phones have caused accidents with other people in cars, on bikes, and on foot.

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Cell phones can be useful. But it's important not to use them when you are riding a bike or driving a car.

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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 "Cell Phones Everywhere!" Millions of people use cell phones. Read aloud to find out what people think about cell phones. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:53 or more	2:52–2:18	2:17–1:38	1:37 or less
WPM	59 or fewer	60–74	75–105	106 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	6–7	5	3–4	1–2	0
Percent of Accuracy	94 or less	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.

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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 responses: *People have different feelings about cell phones.)*

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 specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two details you read about cell phones.* (Possible responses: *Some people believe having a cell phone is positive. Others feel cell phones are not good*.)

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 Cause and Effect

- Say: *How can cell phones help keep people safe?* (Possible response: *When people are lost or in trouble, they can call for help.*)

- Say: *What can happen when people are using cell phones and not paying attention to what they are doing?* (Possible response: *They can cause accidents with others.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 cause-and-effect relationships	Identifies 2 cause-and-effect relationships using specific vocabulary from the text

VOCABULARY Context Clues

- Point to the word *rare* in the first paragraph. Say: *This word is* rare. *What does it mean?* (Possible responses: *few, seldom, uncommon*)

- Say: *What words in the passage help you know what* rare *means?* (Possible response: *in the past, few people owned cell phones*)

- Point to the word *ignoring* in the third paragraph. Say: *This word is* ignoring. *What does it mean?* (Possible responses: *not paying attention, not responding*)

- Say: *What words in the passage help you know what* ignoring *means?* (Possible response: *people are not paying attention to what they are doing*)

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 at least 1 context clue for each word

- End the conference.

WORD READING Base Words and Endings with Spelling Changes Return to the Record of Oral Reading to determine whether the student read these words correctly: *having, ignoring, riding, varied.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Base Words, Endings with Spelling Changes	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