

Small Towns and Big Cities

Living in a big city can be exciting. There are probably over a million people living there. Many people live in tall apartment buildings and their neighbors live in the same building. Since big city streets are very busy, many people do not drive a car. They walk, take a city bus, or ride a subway to go to school or work. On warm evenings, kids may play games on the sidewalk or basketball in the park.

Living in a small town can be fun too. Small towns can have less than ten thousand people in them. Most of the people live in houses and their neighbors live beside them or across the street. They drive cars to work and other places. The kids often walk or ride a bike to school. On warm evenings, they may play games, like kickball, at a park or a nearby field.

Yes, there are some differences between small towns and big cities, but kids soon discover they are the same in both places. Kids everywhere go to school, like to have fun, and want to have friends.

105

184

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: *This passage is titled “Small Towns and Big Cities.” Read aloud to find out how living in a small town is different from living in a big city. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:06 or more	3:05–2:29	2:28–1:45	1:44 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	11 or more	9–10	7–8	5–6	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.

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 in this passage?*

(Possible responses: *Some things are the same and some things are different between small towns and big cities.*)

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 using details and specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two details about small towns.* (Possible responses: *In a small town, most people live in houses. People usually drive cars to work and other places.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague or 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

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 Compare and Contrast

- Say: **How is living in a big city like living in a small town?** (Possible response: *In a big city and a small town, kids like to play.*)
- Say: **How is living in a big city different from living in a small town?** (Possible response: *Many people do not drive cars in a big city. They walk, ride a city bus, or take a subway. In a small town, many people drive cars to go to work or other places.*)

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 both a similarity and a difference	Identifies a similarity and a difference using specific vocabulary from the text

VOCABULARY Synonyms

- Point to the word *streets* in the first paragraph. Say: **This word is streets. What is a synonym, or another word, for streets?** (*roads; avenues*)
- Point to the word *discover* in the last paragraph. Say: **This word is discover. What is a synonym, or another word, for discover?** (*find*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Synonyms	Gives inaccurate or vague synonyms, or does not respond	Gives a partially correct response, such as 1 synonym	Gives a synonym for each word	Gives a synonym with details for each word

- End the conference.

WORD READING Multisyllabic Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *discover, probably, differences.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic Words	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