

Twin Sisters

Kate and Kim were identical twin sisters. They looked exactly the same. Yet in every other way, the two girls were entirely different. For example, Kate liked to dress in bright, colorful outfits, but Kim preferred dark colors. In their free time, while Kate enjoyed chattering noisily with friends, Kim often could be found in the library silently reading a book.

One morning Kate said, “Hey, Kim, let’s do a fun experiment by pretending to be each other today. You dress in my clothes and I’ll dress in yours. We’ll see how many teachers and friends we can fool in school!”

Kim liked the idea, so the two sisters went to school dressed as each other. In class, their teacher said, “I need a volunteer to read a book tonight and give a report on it tomorrow.”

Kim raised her hand instantly. “I’ll do it!” she said excitedly.

“Thank you, Kate,” the teacher replied.

“No, I won’t!” the real Kate cried.

The teacher and students looked confused. Suddenly, the twin sisters burst out laughing. They explained everything to the class.

The teacher smiled and said, “Well, I guess you could switch your clothes, but your personalities stayed the same!”

101

199

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, "Twin Sisters," Kate and Kim are identical twins. Read aloud to find out what happens when they try to play a joke on their classmates. 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.

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

| Rate | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 2:52 or more | 2:51–2:14 | 2:13–1:36 | 1:35 or less |
| WPM | 69 or fewer | 70–89 | 90–125 | 126 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.

RETELL Character and Setting Say: *What is the setting of this story?* (Possible response: *at home and at school*) *Who are the characters in this story?* (Possible responses: *Kate, Kim, the teacher*) **Tell me about the characters.** (Possible responses: *Kate likes talking to her friends. Kim likes to read. The teacher asked for someone to give a book report.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-------------------------------|--|--|--|--|
| Retell: Character and Setting | Does not identify the setting or 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: *Tell me what happens at the beginning, in the middle, and at the end of the story.* (Possible responses: *Beginning: Kate and Kim look alike, but they like different things and wear different clothes. They decide to do an experiment at school. Middle: Kate and Kim dress in each other’s clothes for school one day. The teacher asks for a volunteer to read and give a book report. End: The girls explain to the class what they did after the real Kate said she said she didn’t want to give a book report.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---------------|---|--|---|---|
| Retell: Plot | Does not identify any 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 Compare and Contrast

- Say: **How are the two sisters alike?** (Possible response: *They are in the same class. They both like the idea of switching clothes.*)
- Say: **How is Kim different from Kate?** (Possible responses: *Kim likes dark clothes, but Kate likes bright colors. Kim likes to read, but Kate likes to chatter.*)

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

VOCABULARY Antonyms

- Point to the word *identical* in the first paragraph. Say: **This word is identical. What is a word that means the opposite of identical?** (*different*)
- Point to the word *bright* in the first paragraph. Say: **This word is bright. What is a word that means the opposite of bright?** (*dark*)

| Vocabulary | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|------------|---|---|--------------------------------|---|
| Antonyms | Gives inaccurate or vague antonyms, 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 Multisyllabic Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *personalities, experiment, chattering, suddenly, library, noisily.*

| Word Reading | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---------------------|--|---------------------------------|------------------------------|--|
| Multisyllabic Words | Does not read any words accurately or omits them | Reads 1–5 of 6 words accurately | Reads all 6 words accurately | Reads all 6 words accurately and automatically |