

### Something New

Thomas Jefferson got ready to greet his nephews, Peter and Samuel. They were going to spend time with their uncle at his home. As they ran inside, Peter shouted, "What's new, Uncle Thomas?"

When they visited last weekend, their uncle had shown them his inventions. One transcribed words into secret letters. A chair moved so he did not have to stand up to get books. But what things would he show them this time? Uncle Thomas took them into the dining room.

Samuel looked around the room in confusion. "I don't see anything new here."

"Look at the table," said their uncle, with pleasure. A large dish with apples and pears sat on a wooden circle. Their uncle pushed the circle and it turned by itself. "No matter where you sit," he said, "you can serve yourself food."

"Now watch this," Uncle Thomas said. He opened a closet. Inside was a structure that held a platform with a rope. He guided the platform down by the rope. It came up with a pitcher of water. Uncle Thomas called it a dumbwaiter.

Uncle Thomas turned to Samuel and asked, "Why do you think it's called a dumbwaiter?"

After a moment, Samuel said, "Because it serves you food like a waiter, and 'dumb' means it can't speak."

Uncle Thomas smiled and said, "Exactly!"

108

221

Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

### 1. MONITOR ORAL READING FLUENCY

To monitor fluency and accuracy, 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 "Something New." Read aloud to find what new inventions Thomas Jefferson shows his nephews. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:58 or more	2:57–2:07	2:06–1:35	1:34 or less
WPM	74 or fewer	75–104	105–140	141 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	4–5	1–3	0
Percent of Accuracy	95 or less	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/Setting** Say: *What is the setting for this story?* (Possible response: *at Thomas Jefferson's home; in his dining room*) *Who are the characters in this story?* (Possible responses: *Thomas and his nephews, Peter and Samuel*) *What do you know about the characters?* (Possible responses: *Thomas Jefferson shows his nephews his invention; Peter and Samuel are his nephews; their uncle, Thomas Jefferson, shows them his dumbwaiter.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Character/Setting	Does not identify characters or setting, or does not respond	Gives a partially correct response, such as identifies 1 character and the setting; may misinterpret information	Identifies the setting and provides a detail about each main character	Identifies the setting and provides details about each main 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: Peter and Samuel arrive at their uncle's home. Middle: Uncle Thomas shows them two of his latest inventions, including a dumbwaiter. End: Samuel figures out why one of the inventions is called a dumbwaiter.*)

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 1 plot event; may misinterpret information	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 Draw Conclusions**

- Say: **Based on the information in the passage, what do you think Thomas Jefferson likes to do?** (Possible response: *He likes to invent things and show people his inventions.*)
- Say: **How can you tell that Peter and Samuel enjoy visiting their uncle?** (Possible responses: *they ran inside; they visited last weekend; they searched for his new inventions*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a conclusion or does not respond	Gives a partially correct response, such as draws a conclusion but does not provide an explanation	Draws 2 reasonable conclusions using information from the text	Draws 2 reasonable conclusions using information and specific vocabulary from the text

**VOCABULARY Context Clues**

- Point to the word *transcribed* in the second paragraph. Say: **What does transcribed mean?** (*put into writing; make a copy*)
- Say: **What words in the passage help you understand what transcribed means?** (Possible response: *“words into secret letters”*)
- Point to the word *platform* in the fifth paragraph. Say: **What does platform mean?** (Possible response: *a surface on which something can be put; a raised table or part of a floor*)
- Say: **What words in the passage help you understand what platform means?** (Possible response: *“inside the closet the rope held a platform; it came back with a pitcher of water on it”*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Does not identify word meanings or does not respond	Gives a partially correct response, such as the meaning of 1 word or a context clue	Gives the meaning of each word and identifies a context clue for 1 word	Gives the meaning of and identifies a context clue for each word using specific vocabulary and details from the passage

- End the conference.

**WORD READING Common Syllables** Return to the Record of Oral Reading to determine whether the student read these words correctly: *invention, confusion, pleasure, structure.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Common Syllables	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