

I,000 Times a Day

Some people think their strongest muscle is in their arms, while others think that it's in their legs. However, the strongest muscle is the heart. The heart works like a pump to move five quarts of blood every minute. The heart moves blood through the body more than 1,000 times a day without overextending itself. In an average lifetime, the heart beats more than two and a half billion times without ever stopping!

The heart is divided into two halves. Each half has two parts. First, the right side of the heart pumps the blood through the arteries to the lungs, where it picks up oxygen. The oxygen makes blood turn bright red. Then, oxygen-rich red blood enters the left side of the heart, where it is pumped to all the cells of the body. Finally, blood returns to the heart through the veins, and then the process is repeated.

Blood moves around the body through arteries, capillaries, and veins. Arteries are tubes that carry blood away from the heart. The largest ones are the size of a person's thumb, and the smallest are the size of a hair. Very thin capillaries connect arteries to veins.

Day after day, the hard-working heart moves blood around the body in this semicircular path to keep us alive. Maybe that's why someone once wisely said, "My mind tells me to give up, but my heart won't let me."

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Name/Date _____

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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 “1,000 Times a Day.” Read aloud to find out how our hearts work every day to pump oxygen-rich blood to all the cells of our bodies. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:59 or more	2:58–2:12	2:11–1:41	1:40 or less
WPM	79 or fewer	80–109	110–140	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	11 or more	9–10	6–8	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.

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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 Ideas Say: *What are two important, or main, ideas about the heart in this passage?* (Possible responses: *The heart is the strongest muscle in the body. It moves blood around the body to keep us alive.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/Main Ideas	Does not identify main ideas or does not respond	Gives a partially correct response, such as identifies 1 of 2 main ideas; may misinterpret information	Identifies 2 main ideas	Identifies 2 main ideas including details and specific vocabulary from the text

SUMMARIZE Details Say: *What are two details about arteries, capillaries, or veins?* (Possible responses: *Arteries carry blood away from the heart. Capillaries connect the arteries to the veins. The blood travels back to the heart through veins.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify 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 _____

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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 Sequence

- Say: **What happens to the blood after it is pumped into the lungs?** (Possible response: *It picks up oxygen and turns bright red.*)
- Say: **Where does the blood go after it picks up oxygen?** (Possible response: *It goes to the left side of the heart.*)
- Say: **Where is the blood pumped from the left side of the heart?** (Possible response: *It is pumped to all the cells in the body.*)
- Say: **What clue words help you determine the sequence of events?** (Possible responses: *first, then, finally*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify events in sequence or does not respond	Gives a partially correct response, such as identifies 1–2 of the 3 events in sequence	Identifies all 3 events in sequence	Identifies all 3 events in sequence and cites 2 clue words used to signal sequence using specific details from the passage

VOCABULARY Prefixes and Suffixes

- Point to the word *wisely* in the fourth paragraph. Say: **What does wisely mean?** (*to be wise, or to have the quality of wisdom*) **What does the suffix -ly mean?** (Possible response: *having the quality or characteristic of something*)
- Point to the word *overextending* in the first paragraph. Say: **What does overextending mean?** (*to extend too far*) **What does the prefix over- mean?** (Possible responses: *excessive; to a large degree*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes and Suffixes	Does not identify word 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 of each word and the meaning of the suffix and prefix, including specific details

- End the conference.

WORD READING Prefixes *over-*, *re-*, *semi-* Return to the Record of Oral Reading to determine whether the student read these words correctly: *overextending*, *returns*, *semicircular*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes <i>over-</i> , <i>re-</i> , <i>semi-</i>	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