Immigrant Waves

The United States is a nation of immigrants. Almost everyone's ancestors came here from somewhere else. In 1820, a huge wave of immigration began when millions of people flocked to the United States from many countries in Europe.

At first, most people came from Germany, England, and France. Then, in 1845, when the Irish potato crop failed, hundreds of thousands of Irish left their homeland searching for a better life. Later, they were joined by others from Sweden and Norway.

In the years that followed, more people came to the United States to escape difficult times in the lands where they were born. Many remained in New York City, but others settled in different parts of the country. Some people were welcomed in the United States because workers were needed to build the expanding country. The U.S. government made an irresistible offer of free land to people in exchange for an agreement to farm the land.

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As the years passed, immigrants started to arrive from other countries in Europe. They came from Italy, Greece, Poland, and Hungary. Life was hard for them because they had to learn a new language and get used to new jobs, schools, and customs.

Despite this, people continued to arrive because they hoped to find a better place for their families. They believed they would find peace and the freedom to think, worship, and live as they chose. Through their hard work, they helped make this country the better place they dreamed of finding.

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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 "Immigrant Waves." Read aloud to find out why immigrants came to the United States with their families. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:08 or more	3:07–2:17	2:16–1:47	1:46 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	12 or more	9–11	7–8	4–6	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 immigration in this passage?*** (Possible responses: *In the early 1800s, many immigrants came to the United States from many different countries. Life was difficult for the immigrants, but they helped to make this country a better place.*)

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 using specific vocabulary from the text

SUMMARIZE Details Say: ***What are two details about immigration that you read about in this passage?*** (Possible responses: *In 1820, many immigrants began to come from Europe to the United States. Many immigrants came to the United States to escape difficult times. Immigrants were offered free land from the U.S. government in exchange for farming the land. People came from Germany, England, France, Italy, Greece, Poland, and Hungary.*)

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

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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: **What effect did the failing of the potato crop have on the Irish people?** (Possible response: *It caused many Irish people to immigrate to the United States in search of a better life.*)
- Say: **What caused many immigrants to be welcomed into this country?** (Possible responses: *People were needed to help build the expanding country, so they were welcomed into the country.*)

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 reasonable cause-and-effect relationships using information from the text	Identifies 2 reasonable cause-and-effect relationships using information and specific vocabulary from the text

VOCABULARY Context Clues

- Point to the word *immigrants* in the first paragraph. Say: **What does the word** immigrants **mean?** (Possible response: a person who moves to another country to live) **What words in the passage help you understand what the word** immigrants **means?** (Possible responses: *almost everyone's ancestors came here from somewhere else; many people flocked to the United States*)
- Point to the word *expanding* in the third paragraph. Say: **What does the word** expanding **mean?** (Possible response: making larger) **What words in the passage help you understand what the word** expanding **means?** (Possible response: *workers were needed to build*)

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 intended meaning of each word and identifies a context clue for one word	Gives the intended meaning and identifies a context clue for each word using specific vocabulary and details from the text

- End the conference.

WORD READING Prefixes *ex-, de-, ir-* Return to the Record of Oral Reading to determine whether the student read these words correctly: *expanding, irresistible, exchange, despite.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes *ex-, ir-, de-*	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