

## Pizza!

Kim's family lived in Vietnam many years ago. They were happy and successful. Her mother was a celebrated chef who'd visited France often to learn French cooking. She supervised Kim and taught her how to cook. She thoroughly described each process.

Kim eventually became a French chef too. Then she moved to the United States. When French cooking became popular, Kim opened her own French restaurant.

At first, Kim was fearful that nobody would come to her restaurant. She couldn't predict how successful the restaurant would be, so she worked hard planning the meals she'd prepare for her customers. All of the food would be French. She dictated the name of each dish to her daughter in French. Then, her daughter wrote it on the menu in a beautiful, flowing script.

Kim asked her mother to decorate the restaurant to look like the restaurants she visited in France. The walls and archways were made of brick. Kim bought old wooden tables and decorated the restaurant with plants in clay pots. Kim's other daughter filmed a video that appeared on television before the restaurant's opening day.

Meanwhile, Kim continued to work on the fancy meals she wanted to serve. She used oil from France to bake vegetables in a clay pot. She compressed the vegetables into cubes and arranged them on a plate. The plate looked like a work of art!

Opening day at the restaurant was an enormous success. At the end of the day, Kim decided to celebrate by making her favorite dinner for herself—pizza!

107

257

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 "Pizza!" Read aloud to find out how Kim opens a successful French restaurant. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:03 or more	3:02-2:15	2:14-1:43	1:42 or less
WPM	84 or fewer	85-114	115-150	151 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.

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 of this story?* (Possible responses: *in Vietnam and in the United States; in a new restaurant*) *What do you know about the characters in this story?*

(Possible responses: *Kim used to live in Vietnam. She was happy and successful. Her mother was a French chef. Kim also became a French chef. Her mother taught Kim how to cook. Kim moved to the United States. Kim was afraid, but she opened a new restaurant anyway. Her mother helped decorate the new restaurant.*)

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: *What happens at the beginning, in the middle, and at the end of the story?* (Possible responses: *Beginning: Kim becomes a French chef, like her mother, and then moves to the United States. Middle: Kim decides to open a French restaurant and she works hard. End: The opening is a success, and afterward, Kim makes herself her favorite meal—pizza.*)

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 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 \_\_\_\_\_

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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 Draw Conclusions**

Say: ***Do you think that Kim will continue to work hard to make her restaurant a success? Give two examples from the passage to support your answer.*** (Possible responses: Yes; Kim put a lot of hard work into planning her menu and designing her restaurant. Kim’s daughter filmed a video to air on television to help her business on opening day. Kim worked on the fancy meals that she wanted to serve.)

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 story	Draws 2 reasonable conclusions using information and specific vocabulary from the story

**VOCABULARY Roots**

- Point to the word *dictated* in the third paragraph. Say: ***What does dictated mean?*** (*said words aloud for someone else to write*) ***What is a root for the word dictated?*** (Possible response: *dict*, meaning “to say or speak”)
- Point to the word *described* in the first paragraph. Say: ***What does described mean?*** (*explained or written down*) ***What is a root for the word described?*** (Possible response: *scrib*, meaning “to write”)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Roots	Gives inaccurate or vague word meanings, or does not respond	Gives a partially response, such as the intended meaning for 1 of 2 words	Gives the intended meaning of each word	Gives the intended meaning with details of each word

- End the conference.

**WORD READING Latin Roots *dic, scrib, vis*** Return to the Record of Oral Reading to determine whether the student read these words correctly: *supervised, described, predict, visited*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Latin Roots	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