

## Thanksgiving Gift

Joseph snuck silently out of his house. His family didn't even stir while they slumbered. An early morning haze hung over everything: the unpaved road, the small, snug houses, and the field beyond. Joseph slipped through a gate and ran through a section of saw grass to the silent bark houses where his friend Abona awaited him.

"Good morning, brother," said Abona.

"Good morning," replied Joseph as they strolled into the woods. Autumn was here, so the foliage was spectacular in red and gold.

"I have something to share," Abona said with a smile. He ushered Joseph down a steep trail. Since Joseph and his family had come to America one year ago, Joseph and Abona had become good friends. Joseph also learned a lot from his Native American friend, such as how to find berries and wild plants in the woods.

Abona halted before a grove of trees. He scurried up a nearby tree, shaking the branches as he climbed. He jiggled the limbs, causing walnuts to rain onto the ground. As they fell, Joseph ran to pick them up. Then, Abona jumped down and peeled the husk away and handed Joseph a small hard shell.

"Walnut?" Joseph asked. He hadn't seen one since he had left England.

Abona nodded. He took the wrinkled shell and cracked it open between two rocks. Then, each boy ate half of the walnut.

Later, the Pilgrims and the Native Americans had the first Thanksgiving feast. The boys were proud to bring a basket filled with walnuts to assist with the celebration. The guests ate every morsel!

113

264

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 "Thanksgiving Gift." Read aloud to find out what two friends bring to the first Thanksgiving feast. 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.

264 (Total Words Read)  $\div$  \_\_\_\_\_ total seconds = \_\_\_\_\_  $\times$  60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:08 or more	3:07–2:19	2:18–1:46	1:45 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	10–11	7–9	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 response: *in the woods at the first Thanksgiving feast*) *What do you know about the characters in this story?* (Possible responses: *A Pilgrim named Joseph and a Native American named Abona are friends. Joseph and Abona go to the woods together. Abona shares walnuts with Joseph. Both boys are proud to take walnuts to the feast.*)

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 the setting and 1 character; 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: Joseph sneaks out of his house. He meets his friend Abona in the woods. Middle: Abona shows Joseph where to find walnuts. The boys eat some of the walnuts. End: The boys bring a basket of walnuts to share at the first Thanksgiving feast.*)

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 \_\_\_\_\_

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: **What is something that is similar about Joseph and Abona?** (Possible responses: *Both are male. Both are proud to take walnuts to the first Thanksgiving.*)
- Say: **What is different about Joseph's and Abona's knowledge of America?** (Possible responses: *Abona knows where to find berries, wild plants, and walnuts. Joseph did not know this until Abona showed him.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify similarities or differences, or does not respond	Gives a partially correct response, such as identifies 1 similarity or 1 difference	Identifies 1 similarity and 1 difference	Identifies 1 similarity and 1 difference including details and using specific vocabulary from the story

**VOCABULARY Roots**

- Point to the word *section* in the first paragraph. Say: **What does section mean?** (Possible response: *a part of something*) **What is the root in the word section?** (Possible response: *sect, meaning "cut"*)
- Point to the word *spectacular* in the third paragraph. Say: **What does spectacular mean?** (Possible responses: *wonderful; beautiful; eye catching*) **What is the root in the word spectacular?** (Possible response: *spect, meaning "look"*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Roots	Gives inaccurate or vague 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 identifies a root word for each word

- End the conference.

**WORD READING Final Syllables -en, -an, -el** Return to the Record of Oral Reading to determine whether the student read these words correctly: *even, Americans, morsel*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Final Syllables -en, -an, -el,	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