

## Wanted: Harriet Tubman

If you lived in the South in 1857, when slavery still existed in the United States, you might have seen posters plastered around your town. They described a woman named Harriet Tubman. She was wanted for helping runaway slaves escape to freedom. If you assisted in her capture, you would have received a reward.

Harriet Tubman was a slave who escaped to the North around 1850. Later she decided to return to the South and bring her family north. She returned many times to lead many other enslaved men, women, and children to freedom. Some considered her the most courageous person in the country, but slave owners thought of her as one of the worst among thieves.

Harriet was never caught because she was smart. She often started her journey on Saturday nights because she knew that news about a runaway slave wouldn't spread until Monday. She also could remain cool even when she was close enough to her enemies to see their teeth as they smiled. There are many stories of her bravery. Once, some men were looking at her poster while she sat nearby. The poster said that she was not able to read, so Harriet took out a book and pretended to read it. The men departed.

During the Civil War, Harriet served as a nurse, cook, spy, and scout for the Union Army. She died in 1913 after helping many people become free.

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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 "Wanted: Harriet Tubman." Read aloud to learn about Harriet Tubman's life. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:59 or more	2:58-2:10	2:09-1:42	1:41 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.

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.

**SUMMARIZE Important/Main Ideas** Say: *What are two important, or main, ideas about Harriet Tubman's life in this passage?* (Possible responses: *She was an enslaved person who escaped to freedom. She returned to the South many times to lead other enslaved people to freedom. She served in many different ways during the Civil War for the Union Army.*)

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 that prove Harriet Tubman was smart?* (Possible responses: *She guided slaves to freedom on Saturday nights because information about an escaped slave wouldn't spread until Monday. Because her enemies knew she couldn't read, she pretended to read a book when some of them saw her.*)

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 \_\_\_\_\_ 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: ***Some people thought Harriet Tubman was the most courageous person in the country, but others thought she was the worst of thieves. Based on those opposing viewpoints, what two conclusions can you draw about the public in the 1850s?*** (Possible response: The public was divided on the issue of slavery. Some people thought that slavery was necessary, and others wanted to abolish, or get rid of, it.)

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 Multiple-Meaning Words**

- Point to the word *close* in the third paragraph. Say: ***What does the word close mean in this passage? (a short distance away) What is another meaning for the word close?*** (Possible response: *denoting a family member with whom one is affectionate*)
- Point to the word *cool* in the third paragraph. Say: ***What does the word cool mean in this passage? (calm) What is another meaning for the word cool?*** (Possible responses: *a low temperature; not warm and not hot*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	Gives inaccurate 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 gives an additional meaning for each word

- End the conference.

**WORD READING Multisyllabic Words** Return to the Record of Oral Reading to determine whether the student read these words correctly: *slavery, courageous, enemies, bravery.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic Words	Does not read any words accurately or omits them	Reads 1–3 of 4 words	Reads all 4 words	Reads all 4 words accurately and automatically