

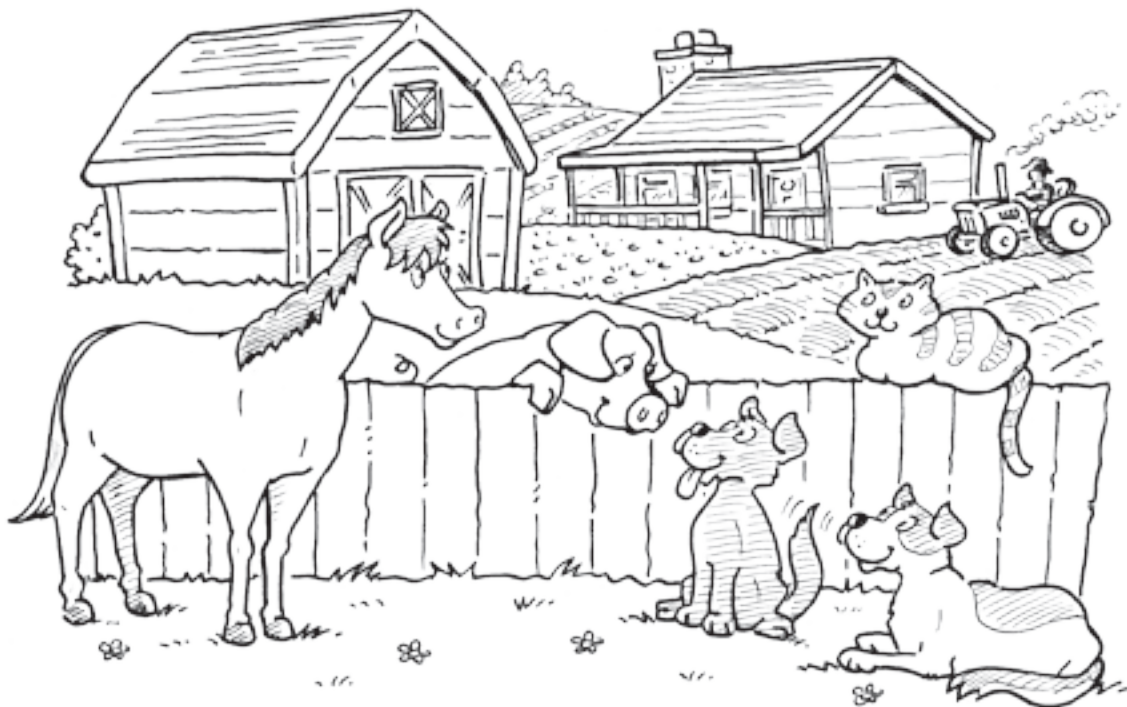
On a Farm

What is on a farm? This and that!

Pigs are on a farm. Horses are on a farm. Hens are on a farm. Cats and dogs are on a farm. Bees are, too. These are living things.

What else is on a farm?

A barn is on a farm. A tractor is on a farm. A shed is on a farm. A house is on a farm. Rocks are, too. These things are not living.



Name/Date _____ Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor student progress, 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.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *This passage is called "On a Farm." Read aloud to find out what things on a farm are living and what things are not living. You may begin now.*

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 EMERGING	2 DEVELOPING	3 INDEPENDENT			4 ADVANCED	
Number of Miscues	6 or more	5	4	3	2	1	0
Percent of Accuracy	92 or less	93	95	96	97	99	100

If the student's percent of accuracy is below the Developing 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.

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 Idea Say: *What a passage is mostly about is called the main, or most important, idea of the passage. What do you think is the most important, or main, idea of this passage?* (Possible responses: *There are things that are living and things that are not living on farms.*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Summarize: Main Idea	Identifies vague, inaccurate idea or does not respond	Gives a partially correct response, such as identifies a less important idea; may misinterpret information	Identifies the main idea	Identifies the main idea including details using specific vocabulary from the text

Name/Date _____ Teacher/Grade _____

SUMMARIZE Details Say: *What are two things on a farm that are not living?* (Possible responses: *barn; tractor; shed; house; rocks*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate 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

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills.

VOCABULARY Classify/Categorize

- Point to the words *living things*. Say: *Living things are things that are alive. In this story, two words that are living things are pigs and cats. What are two other words from the passage that are living things?* (Possible responses: *horses; hens; dogs; pigs; cats; bees*)
- Say: *Tell me two words from the passage that are not living.* (Possible responses: *barn; farm; tractor; shed; house; rocks*)

Vocabulary	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Classify/Categorize	Does not identify words for either category or does not respond	Gives a partially correct response, such as identifies 2 words from the passage that fit 1 of the categories	Identifies 2 words from the passage that fit each category	Identifies 2 words from the passage that fit each category without hesitation

- End the conference.

WORD READING Consonant Digraphs sh, th, wh Return to the Record of Oral Reading to determine whether the student read these words correctly: *what, this, that, shed, these*.

Word Reading	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Consonant Digraphs <i>sh, th, wh</i>	Does not read any words or does not respond	Reads 1–4 of 5 words accurately	Reads all 5 words accurately	Reads all 5 words accurately and automatically