Tracks

Mark and his mother were in the yard. It was March and it was warm. Mark looked down and saw some tracks. He said, "Look at these tracks!"

"I think it was a bird," his mother said. Mark did not think so. These were not small bird tracks.

Mark and his mother followed the tracks. They went to the pond. Mark saw something on a rock. It was green and round.

"What do you see?" his mother asked.

"It's a frog!" Mark said. "It is sitting in the sun."

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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: **_In this story, "Tracks," a boy and his mother saw some tracks in their yard. Read aloud to learn what they found when they followed the tracks. 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	7 or more	6	5	4	3	2	1	0
Percent of Accuracy	92 or less	93	94	96	97	98	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.

RETELL Characters and Setting Say: **_The people and animals in a story are called characters. Who are the characters in this story?_** (_Mark, his mother, a frog_) **_Tell me what you know about the characters in this story._** (Possible responses: _Mark saw some tracks. His mother thinks the tracks are bird tracks. The frog is green._) **_Where do you think the characters are?_** (Possible responses: _outside in their yard; by a pond_)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Retell: Characters and Setting	Does not identify the setting or characters, or does not respond	Gives a partially correct response, such as identifies 1 character; may misinterpret information	Identifies the setting; provides the names of and a detail about each character	Identifies the setting; provides the names of and details about each character using specific vocabulary from the story

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RETELL Plot Say: ***What happens at the beginning of the story?*** (Possible response: *Mark sees animal tracks in his yard. Mark's mother thinks the tracks were made by a bird. Mark doesn't think that.*) ***What happens in the middle of the story?*** (Possible response: *Mark follows the tracks to the pond.*) ***How does the story end?*** (Possible response: *Mark sees a frog sitting in the sun.*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Does not identify plot events or does not respond	Gives a partially correct response, such as identifies middle and end plot events; 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 story including details and using specific vocabulary

3. IN-DEPTH PROGRESS MONITORING

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

VOCABULARY Antonyms

- Point to the word *down* in the first paragraph. Say: ***This word is* down*. What is a word that means the opposite of* down*?** (Possible responses: *up, above*)
- Point to the word *small* in the second paragraph. Say: ***This word is* small*. What is a word that means the opposite of* small*?** (Possible responses: *big, huge*)

Vocabulary	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Antonyms	Gives inaccurate or vague antonyms, or does not respond	Gives a partially correct response, such as an antonym for one word	Gives an antonym for each word	Gives an antonym for each word including details

- End the conference.

WORD READING *r*-Controlled Vowels Return to the Record of Oral Reading to determine whether the student read these words correctly: *Mark, yard, March, bird*.

Word Reading	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
r-Controlled Vowels	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