

Mouse in the Country

Mouse visited his friend Pig in the country. “The soil looks rich around here,” said Mouse. “Can we plant something?”

Pig asked Mouse what he wanted to plant. “How about some cheese?” said Mouse. “I love to eat cheese!”

“Cheese doesn’t grow in soil,” said Pig, laughing. “It comes from milk and milk comes from cows or goats or sheep. Have you ever seen a cow give milk?” asked Pig.

“No. I’d like to see that,” said Mouse.

Pig took Mouse into the barn to learn how cheese is made. First, they watched the farmer milk the cows. Then, they saw him heat the milk to kill the germs in it. Last, the farmer poured the milk into special molds to shape the cheese.

“I am hungry. Can we eat the cheese now?” asked Mouse.

“No, it has to sit for days or months or years,” explained Pig.

“Oh, I’m only here for a week!” Mouse cried. “Will you please send me some cheese when it’s ready to eat?”

100

169

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 and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *In this story, "Mouse in the Country," Mouse visits his friend Pig in the country. Read aloud to find out what Mouse learns about cheese. 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.

169 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

| Rate | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 3:46 or more | 3:45–2:37 | 2:36–1:47 | 1:46 or less |
| WPM | 44 or fewer | 45–64 | 65–95 | 96 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 | 10 | 8–9 | 6–7 | 5 | 3–4 | 1–2 | 0 |
| Percent of Accuracy | 93 or less | 94 | 95 | 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 and Setting Say: *Where does this story take place?* (Possible response: *on a farm in the country*) *Who are the two most important characters in the story?* (*Mouse and Pig*) **Tell me what you know about these characters.** (Possible responses: *Pig lives in the country. Mouse visits Pig. Mouse loves cheese.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-------------------------------|--|--|--|--|
| Retell: Setting and Character | 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; names and provides a detail about each character | Identifies the setting; names and provides details about each character using specific vocabulary from the story |

RETELL Plot Say: *Start at the beginning and tell me what happens in this story.* (Possible responses: *Beginning: Mouse visits Pig in the country. Mouse thinks cheese is grown in the soil. Middle: Pig and Mouse watch the farmer make cheese. End: Mouse wants to eat the cheese, but Pig tells him it won't be ready for a long time. Mouse asks Pig to send him cheese when it's ready to eat.*)

| 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 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 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 Sequence

- Say: **Mouse and Pig watch the farmer make cheese in this story. What two things did they see the farmer do after he milked the cows?** (Possible responses: *He heated the milk to kill the germs. He poured the milk into special molds.*) **What sequence words help you understand the order of those two events?** (Possible response: *then, last*) **What do they see the farmer do last?** (*pour milk into molds to shape the cheese*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---------------|--|--|-----------------------------------|---|
| Sequence | Does not identify the events in sequence or does not respond | Gives a partially correct response, such as identifies 1 event in sequence | Identifies the events in sequence | Identifies the events in sequence and the sequence words using specific vocabulary from the story |

VOCABULARY Context Clues

- Point to the word *molds* in the fifth paragraph. Say: **This word is molds. What does it mean?** (Possible response: *something that forms or shapes things*) **What words in the story help you know what the word molds means?** (*The farmer uses special molds to shape the cheese.*)
- Point to the word *hungry* in the sixth paragraph. Say: **This word is hungry. What does it mean?** (Possible response: *feeling a need to eat*) **What words in the story help you know what hungry means?** (Possible response: *Mouse says he is hungry and then asks, "Can we eat the cheese now?"*)

| Vocabulary | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---------------|---|--|---|---|
| Context Clues | 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 and identifies a clue word for each word |

- End the conference.

WORD READING Vowel Diphthongs Return to the Record of Oral Reading to determine whether the student read these words correctly: *about, soil, cows, now, around*.

| Word Reading | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|------------------|--|---------------------------------|------------------------------|--|
| Vowel Diphthongs | Does not read any words accurately or omits them | Reads 1–4 of 5 words accurately | Reads all 5 words accurately | Reads all 5 words accurately and automatically |