

The Forest Walk

Sarah and Bill were walking in the forest. When they started walking, Sarah kept her eyes on the ground. She was afraid she would trip on the rocks and fall down.

Then Bill stopped walking. Sarah ran right into him. "Please watch where you are going," said Bill. "If you keep your eyes on the ground, you won't be able to see when I stop. Also, you might miss all the animals and trees here in the forest," he said with a smile.

After that, Sarah tried to look ahead, but her feet seemed so clumsy on the uneven path. She knew she might miss the leaves on the trees, but Sarah noticed many things on the forest floor. She saw lots of flowers. She saw insects and rocks. She even saw a toad hopping beside the path.

Then something special caught her eye. It was a rock with a pattern in it. "Look at this," Sarah called to Bill. She ran her hand over the pattern. It looked like a leaf.

"Wow, you found a fossil," said Bill. "I guess there is a reason to keep your eyes on the ground after all."

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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 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, "The Forest Walk," Sarah and Bill are walking in a forest. Read aloud to find out what Sarah discovers. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:34 or more	3:33–2:37	2:36–1:51	1:50 or less
WPM	54 or fewer	55–74	75–105	106 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	13 or more	11–12	9–10	7–8	5–6	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.

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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: *in the forest*) *Who are the characters in this story?* (Possible responses: *Bill and Sarah*) *Tell me what you know about these characters.* (Possible responses: *Bill tells Sarah to watch out where she is going. Sarah is afraid she might trip and fall down.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Setting and Character	Does not identify the characters or the 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: Sarah and Bill walk in the forest. Sarah is afraid she’ll fall down. Middle: Bill wants Sarah to look up so she won’t miss the animals and trees, but Sarah’s feet seem clumsy so she keeps her head down. End: She notices many things on the ground and finds a fossil.*)

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 story including details and specific vocabulary from the story

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: **What two things happened after Bill told Sarah to watch where she was going?** (Possible responses: *Sarah tried to look ahead, but her feet felt clumsy. Sarah saw something that caught her eye.*)
- Say: **What sequence words help you figure out the order of these events?** (Possible responses: *after, then*)

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 events in sequence	Identifies the events in sequence and the sequence words using specific vocabulary from the story

VOCABULARY Multiple-Meaning Words

- Point to the word *leaves* in the third paragraph. Say: **This word is leaves. In this story, what does the word leaves mean?** (*parts of a plant*) **What is another meaning for the word leaves?** (Possible response: *goes away*)
- Point to the word *trip* in the first paragraph. Say: **This word is trip. In this story, what does the word trip mean?** (*to fall or stumble*) **What is another meaning for the word trip?** (Possible response: *travel from one place to another place*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	Gives vague or 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 and 1 other meaning for each word

- End the conference.

WORD READING Irregular High-Frequency Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *afraid, ahead, watch, special, noticed.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Irregular High-Frequency Words	Does not read any words accurately or does not respond	Reads 1–4 of 5 words accurately	Reads all 5 words accurately	Reads all 5 words accurately and automatically