

The Soccer Team

Aiden really wanted to join the soccer team, but he knew that he couldn't. His foot had been injured in an accident when he was a baby. Most times, his foot didn't bother him. He could participate in some sports and he could run, but kicking a soccer ball was something he couldn't do.

In spite of everything, Aiden reported to the Soccer Stars' team meeting in the auditorium at recess. All the players were getting excited about their next game. The coach looked stunned when Aiden walked into the room. "Hi, Aiden," he said. "I'm surprised to see you here."

"Hi, Coach," Aiden replied. "I'd really like to be part of the team."

"Why don't you sit in on the meeting, and we'll see if we can work something out?" the coach responded.

Aiden listened as the coach shared a plan for the next game. He heard about how Tuesday was going to be a big day for the team. They were going to play a school in a nearby town. The Soccer Stars would need to transport their own balls and uniforms. The coach asked, "Who can make sure that everything we need arrives with the team? Who can keep track of the microphone and the equipment?" The players looked at one another.

Then Aiden got an idea. He knew a way that he could be on the team!

101

231

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 "The Soccer Team." Read aloud as Aiden figures out how he can join the soccer team. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:07 or more	3:06–2:13	2:12–1:39	1:38 or less
WPM	74 or fewer	75–104	105–140	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.

RETELL Character/Setting Say: *What is the setting of this story?* (Possible response: *in the auditorium at Aiden's school*) *Who are the characters in the story?* (Possible response: *Aiden, the soccer coach, and the players*) *What do you know about the characters in the story?* (Possible responses: *Aiden is a boy that wanted to join the soccer team; Aiden couldn't play because he had injured his foot; the coach asked Aiden to sit in on the meeting.*)

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

RETELL Plot Say: *Tell me what happens at the beginning, in the middle, and at the end of the story.* (Possible responses: *Beginning: Aiden wants to join the soccer team, but he can't kick a ball because his foot was injured in an accident. Middle: Aiden goes to the soccer meeting at recess because he still wants to be on the team. End: Aiden listens to the coach's plan and gets an idea about how he can be on the team.*)

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 1 plot event 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 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 Draw Conclusions

- Say: **Why is the coach surprised to see Aiden at the meeting?** (Possible response: *The coach knows that Aiden's injury prevents him from playing soccer.*)
- Say: **How do you think Aiden will become a part of the team?** (Possible response: *He will volunteer to be the person who takes care of the soccer equipment.*)

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 Roots

- Point to the word *auditorium* in the second paragraph. Say: **What does the word auditorium mean?** (Possible response: *room built so an audience is able to hear and see a performance*) **What is a root for the word auditorium?** (Possible response: *aud, audi;* meaning “to hear”)
- Point to the word *microphone* in the fifth paragraph. Say: **What does the word microphone mean?** (Possible response: *a small device that makes your voice sound louder*) **What is a root for the word microphone?** (Possible response: *micro,* meaning “small;” *phon, phono* meaning “sound”)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Roots	Does not identify word 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 and identifies 1 root	Gives the intended meaning of each word and identifies a root for each

- End the conference.

WORD READING Latin Roots *audi, port, uni* Return to the Record of Oral Reading to determine whether the student read these words correctly: *auditorium, reported, transport, uniforms.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
<i>Latin Roots audi, port, uni</i>	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