

The House of Middle Ages

Ms. Brown's class was taking a trip to the House of Middle Ages. "The House of Middle Ages sounds boring," said Jake.

Ms. Brown smiled and replied, "Well, let's wait and see, Jake."

When they arrived, a man dressed in strange clothes met them. "Hello, good lords and ladies. I am Sir Charles," he said, as he led the class to a theater with a rounded dirt floor stage. Jake was hesitant as he took a seat. He saw that a rail went from one side of the round floor to the other.

Suddenly, two knights wearing glistening armor and riding huge horses rode toward each other. Each knight held a long pole. They rode back and forth along the rail as they tried to knock the other from his horse. This was hard to do on horseback with the heavy metal armor they wore. "Wow!" Jake said with excitement.

Next Sir Charles asked, "Who would like to try on armor?"

"I WOULD!" shouted Jake. Soon, he and his classmates were wearing armor. Jake thought wearing armor was cool.

"You're residents of the Middle Ages," said Charles. "You're ready to live in the age of knighthood!"

At the end of the day, Jake couldn't believe how much fun he'd had. He thought, *Just because the name of a place sounds boring sure doesn't mean it will be.*

102

227

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 House of Middle Ages." Read aloud to find out what happens when Jake learns about knights and armor. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:03 or more	3:02–2:11	2:10–1:37	1:36 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	8–10	6–7	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.

SUMMARIZE Character/Setting Say: *What is the setting of this story?* (Possible response: *a place called the House of Middle Ages*) *Who are the characters in this story?* (Possible responses: *Jake, Ms. Brown*) *What do you know about the characters in this story?* (Possible responses: *Ms. Brown is a teacher; she is taking her class on a field trip; a student named Jake thinks The House of Middle Ages will be boring; Jake is excited to try on armor; Jake had fun on the field trip.*)

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: Jake’s class is going on a field trip that he thinks will be boring. Middle: At the House of Middle Ages, the class sees knights on horseback and gets to wear armor. End: By the end of the trip, Jake realizes how much fun it has been.*)

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

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 are three events that happen at *The House of Middle Ages*?** (Possible response: *Sir Charles leads the class to a theater; knights try to knock each other from his horse; Jake tried on armor; Jake had fun.*)
- Say: **What clue words helped you identify the sequence of these events?** (Possible response: *next; when they arrive; as he led; at the end of the day*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Identifies events out of sequence or does not respond	Gives a partially correct response, such as identifies 1–2 events in sequence	Identifies events in sequence and a sequence word	Identifies events in sequence and sequence words using specific vocabulary that shows deeper understanding

VOCABULARY Context Clues

- Point to the word *armor* in the fourth paragraph. Say: **What does armor mean?** (*a covering of metal or leather, worn to protect the body in fighting*) **What words help you know what armor means?** (Possible response: *the armor that the knights wore were “heavy metal.”*)
- Point to the word *residents* in the seventh paragraph. Say: **What does residents mean?** (*people who live in a place*) **What words help you know what residents means?** (Possible response: *Charles says the students are “residents of the middle ages” and “ready to live in the age of knighthood.”*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Does not identify word meanings or does not respond	Gives a partially correct response, such as the meanings of 1 word or a context clue	Gives the meaning of each word and identifies a context clue for 1 word	Gives the meaning of each word using specific vocabulary and details from the passage, and identifies a context clue for each

- End the conference.

WORD READING Suffixes -hood, -ment, -ant, -ent Return to the Record of Oral Reading to determine whether the student read these words correctly: *knighthood, excitement, hesitant, residents*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes: <i>-hood, -ment, -ant, -ent</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