

## A Dream Come True

Joe Johnson is Sam's hero. Joe plays basketball on a professional team called the Hawks. Sam thinks Joe is a great player! He enjoys reading biographies about Joe. Sam is happiest when he can watch Joe play.

Sam wrote a report about Joe. He clipped photographs of the star from the newspaper. Sam even showed his class how to play basketball. He pretended to be Joe by dribbling down the court and sinking a shot. His classmates loved it!

Sam's dream has always been to see Joe play in person. His parents agreed to take him to a game. But he had to help pay for his ticket. When he saved enough money, Sam's parents bought the tickets.

On the day of the game, Sam was excited. His family was sitting behind the players' bench! Sam couldn't sit still during the game. With one second to go, Joe shot the ball. It hit the rim and kept spinning around. Sam held his breath as the ball rolled around. Finally, it went through the hoop. *Whew!* Once again, Joe made a game-winning shot! As Joe left the court, Sam reached out his hand. At that moment, Joe looked up. He gave Sam a high five. The day turned out to be a dream come true!

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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 “A Dream Come True.” Read aloud to find what happens when Sam sees his favorite basketball player play a game. 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.

212 (Total Words Read) ÷ \_\_\_\_\_ total seconds = \_\_\_\_\_ × 60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:51 or more	2:50–2:02	2:01–1:31	1:30 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	10 or more	8–9	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.

**RETELL Character/Setting** Say: *What is the setting of the story?* (Possible responses: *on a school playground; at a basketball game*) *What do you know about the characters in this story?* (Possible responses: *Sam is a student who enjoys reading about his favorite basketball player, Joe Johnson. Sam saves money to buy a ticket to watch Joe play. Joe is a professional basketball player. Joe gives Sam a high five.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Character/Setting	Does not identify characters or the 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: Sam dreams of seeing Joe Johnson play basketball at a live game. Middle: His parents agree to take him to a game. End: Joe Johnson wins the game for his team and gives Sam a high five.*)

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 information	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 \_\_\_\_\_

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**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 Cause and Effect**

- Say: **Why do Sam’s parents agree to take him to one of Joe Johnson’s basketball games?** (Possible response: *Sam saves money to help pay for his ticket.*)
- Say: **What is an effect of Sam going to the basketball game?** (Possible responses: *Sam sits behind the players’ bench to watch the game. He gets a high five from Joe. His dream comes true.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 reasonable cause-and-effect relationships using information from the text	Identifies 2 reasonable cause-and-effect relationships using information and specific vocabulary from the text

**VOCABULARY Roots**

- Point to the word *photographs* in the second paragraph. Say: **What does photograph mean in this story?** (*pictures recorded with a camera*) **What is a root in the word photograph?** (Possible responses: *photo meaning “light,” or graph meaning “draw” or “write”*)
- Point to the word *biographies* in the first paragraph. Say: **What does biographies mean?** (Possible response: *Biographies are written accounts of people’s lives.*) **What is a root in the word biographies?** (Possible responses: *bio meaning “life” or graph meaning “draw” or “write”*)

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 word

- End the conference.

**WORD READING Two-Syllable Base Words with Endings** Return to the Record of Oral Reading to determine whether the student read these words correctly: *happiest, dribbling, excited, finally.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Two-Syllable Base Words	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