

## Buried Treasure

Jon grinned as he sprinted to the entrance of the cave. "I can't wait to search inside. We're like archaeologists, so who knows what we might uncover: skeletons, ancient relics, maybe even treasure!" Lamar assumed that bats were all they were likely to find.

Nikki put the two-way radio into her backpack and said, "Press the button when you speak into the microphone. Otherwise we won't be able to hear you."

"You worry too much," Jon replied.

Nikki was apprehensive about exploring the cave. Spelunking was dangerous. In the total darkness within the cavern, the three of them inched forward, sweeping the beams of their flashlights cautiously ahead. Shivering, Lamar griped, "I wish we had a thermometer; it must be 20 degrees colder in here. And maybe a pedometer. It feels like we've walked a long way."

Then, Jon caught the glint of something reflecting in the light. "Treasure!" he exclaimed, running ahead. He disappeared before Nikki could call for him to wait. Next, she and Lamar heard the crackle of static on their radios. "Help, I'm stuck!" Jon bleated, sounding weak and breathless.

Lamar shook his head and grumbled, "He may be courageous, but there's never a shortage of trouble with Jon." When they located him, Jon was wedged into a tiny space where the cave narrowed. After they yanked him free, they discovered blood flowing from a deep gash on his hand. Nikki insisted they get him to a doctor. "So let's see it," Lamar demanded. "Was it buried treasure?"

Jon sheepishly displayed what he'd found and sighed, "Only if you consider an old miner's lantern a treasure."

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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 "Buried Treasure." Read aloud to find out how Jon finds himself in trouble exploring a cave. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:02 or more	3:01–2:11	2:10–1:42	1:41 or less
WPM	89 or fewer	90–124	125–160	161 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	10–12	7–9	5–6	1–4	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.

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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/Setting** Say: *What is the setting of this story?* (Possible response: *In a cave*) **What do you know about the characters in this story?** (Possible responses: *Friends Jon, Lamar, and Nikki are exploring a cave. Jon is very excited and thinks they will find buried treasure. Lamar thinks they will only find bats. Nikki is apprehensive about exploring the cave because it could be dangerous. Lamar complains a lot.*)

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; provides a detail about each main character	Identifies the setting; provides details about each main character using specific vocabulary from the story

**RETELL Plot** Say: *What happens at the beginning, in the middle, and at the end of this story?* (Possible responses: *Beginning: Three friends go spelunking. Middle: Inside the cave, Jon thinks he sees treasure. He gets stuck while looking for it. End: When his friends reach Jon and get him loose, he tells them that he's found an old lantern.*)

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

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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 Draw Conclusions**

- Say: **Based on Jon's behavior in the story, do you think he will be more careful in the future? Explain your answer.** (Possible responses: *Yes; he will be more careful because getting stuck in the cave might have taught him a lesson. No; based on Lamar's comments, it seems like part of Jon's character.*)
- Say: **Why do you think Nikki was worried?** (Possible response: *She was worried because it was cold and dark inside the cave, and spelunking is dangerous.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw any conclusions 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 story	Draws 2 reasonable conclusions using information and specific vocabulary from the story

**VOCABULARY Roots**

- Point to the word *archaeologists* in the first paragraph. Say: **What does archaeologists mean? (people who study ancient things) What is a root for the word archaeologists?** (Possible response: *archaeo, meaning "ancient"*)
- Point to the word *pedometer* in the fourth paragraph. Say: **What does pedometer mean? (an instrument that records the number of steps taken) What is a root for the word pedometer?** (Possible response: *ped, meaning "foot"; meter, meaning "measure"*)

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 word	Gives the intended meaning of and identifies a root for each word

- End the conference.

**WORD READING Suffixes -ive, -ous, -age** Return to the Record of Oral Reading to determine whether the student read these words correctly: *apprehensive, dangerous, courageous, shortage.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes	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