

Where's the Cow?

It was sometime around January that I realized I was going to an unusual school. We were brainstorming about the class trip. Most classes get to go to a big city to visit museums or monuments. But our teacher, Ms. Moffit, suggested we camp.

I have nothing against camping except that it is dirty, uncomfortable, and downright scary. Who wants to be out after dark with no barriers between you and nature? My best friend, Sally, who is extremely loyal, agreed.

Four months later, Sally and I were at a country campground trying to pitch our tent. It collapsed on us three times. It was getting dark, so we decided to abandon the tent and figure something out later. We gobbled down dinner and huddled around the campfire until it flickered out. Then we scurried under our limp tent and prepared to sleep. I tossed, turned, and fidgeted, trying to get used to the lumpy ground. I was just getting settled when I heard a soft "Oooh!" I poked Sally. "What's that noise?" I gasped, getting nervous.

"I don't know," she replied, trying not to sound hysterical.

"Oooh!" The sound came again, getting louder. It was accompanied by lumbering steps.

"Run!" I bellowed, imagining a monster ready to grab us.

Ms. Moffit came out of her tent, clutching her flashlight. "What's wrong?" she yelled.

"Something's chasing us!" I shrieked. Ms. Moffit frantically flashed her light around and then laughed. "It's just a cow that escaped from a neighboring farm."

Afterward, anytime Sally or I got excited about something at school, someone was sure to inquire in a taunting tone, "Where's the cow?"

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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 "Where's the Cow?" Read aloud to find how two friends were frightened on a camping trip. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:03 or more	3:02–2:12	2:11–1:42	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.

Name/Date _____

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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: *at a country campground on a class camping trip*) *What do you know about the characters in this story?* (Possible responses: *The narrator does not like to go camping. Sally is her best friend, and she doesn't like to camp either. The narrator thinks Sally is a very loyal friend.*)

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: Two girls who don't like the idea of camping go on a school camping trip. Middle: In the middle of the night, they hear noises and think something is after them. End: In the end, it turns out to be a cow.*)

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 Cause and Effect

- Say: **What caused the girls to become afraid?** (Possible response: *They heard an “Oooh!” sound and footsteps outside of their tent as they were falling asleep.*)
- Say: **After the camping trip, what would happen every time Sally or the narrator got excited about something at school?** (Possible response: *A classmate would tease, “Where’s the cow?”*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Identifies no 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 Context Clues

- Point to the word *pitch* in the third paragraph. Say: **What does the word pitch mean in this passage? (to set up) What words in the passage help you understand what pitch means?** (Possible responses: *to pitch our tent; it collapsed on us three times; we decided to abandon the tent and figure something out later*)
- Point to the word *flickered* in the third paragraph. Say: **What does the word flickered mean in this passage? (a flame that has died out) What words in the passage help you understand what flickered means?** (Possible response: *huddled around the campfire until it flickered out*)

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

- End the conference.

WORD READING Multisyllabic Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *barriers, abandon, hysterical, accompanied.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic 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