

Mike and Pete

Mike has a big dog. His name is Pete.

Pete can run very fast.

Mike and Pete like to race.

Mike and Pete race to the lake.

They run up a hill.

They run around a little tree.

They run down a hill.

They run around a big tree.

Then they come to the lake.

Did Mike win? Did Pete win?

It is a tie!

Mike and Pete both came in first!

Nice race, Mike! Nice race, Pete!



Name/Date _____

Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor student progress, 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.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *This story is titled “Mike and Pete.” Mike and his dog Pete like to run. Read aloud to find out who wins when they decide to race. You may begin now.*

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 EMERGING	2 DEVELOPING	3 INDEPENDENT				4 ADVANCED	
Number of Miscues	7 or more	6	5	4	3	2	1	0
Percent of Accuracy	91 or less	92	94	95	96	97	99	100

If the student’s percent of accuracy is below the Developing range, reassess with a lower-level passage to determine the Developing reading level.

Check one: _____ Expression and phrasing are appropriate.
 _____ Expression and phrasing need attention.

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 Characters and Setting Say: *The people and animals in a story are called characters. Who are the characters in this story?* (Mike and Pete, Mike’s dog.) *Tell me what you know about the characters.* (Possible responses: *Mike has a big dog named Pete. Pete can run fast. Mike and Pete like to race.*) *Where do you think the characters are?* (Possible response: *outside by a hill and a lake*)

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

Name/Date _____

Teacher/Grade _____

RETELL Plot Say: *What happens at the beginning of the story?* (Possible responses: *Mike and Pete race. Mike and Pete race to the lake.*) *What happens in the middle of the story?* (Possible responses: *They run up a hill; around a little tree; down a hill; around a big tree.*) *How does the story end?* (Possible responses: *The race ends at a lake. The race is a tie. Mike and Pete both come in first in the race.*)

Comprehension	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Does not retell plot events or does not respond	Gives a partially correct response, such as retells middle and end plot events; may misinterpret events	Retells plot events from the beginning, middle, and end of the story	Retells plot events from the beginning, middle, and end of the story using specific vocabulary and details

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills.

VOCABULARY Synonyms

- Point to the word *big* in the second paragraph. Say: *This word is big. What is another word that means the same thing as big?* (Possible responses: *large, giant, huge*)
- Point to the word *fast* in the first paragraph. Say: *This word is fast. What is another word that means the same thing as fast?* (Possible responses: *quick, speedy*)

Vocabulary	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Synonyms	Gives inaccurate or vague synonyms, or does not respond	Gives a partially correct response, such as identifies 1 synonym	Gives a synonym for each word	Gives a synonym for each word with details

- End the conference.

WORD READING Long Vowels CVCe Return to the Record of Oral Reading to determine whether the student read these words correctly: *name, like, race, lake, came, nice*.

Word Reading	1 EMERGING	2 DEVELOPING	3 INDEPENDENT	4 ADVANCED
Long Vowels CVCe	Does not read any words accurately or omits them	Reads 1–5 of 6 words accurately	Reads all 6 words accurately	Reads all 6 words accurately and automatically