The Biggest Surprise

Pam is happy! Today is her birthday. She sees her presents.

There are three tiny boxes. What is in the small boxes? Pam opens the first one. Inside is a book about animals. Next, Pam opens a tinier box, and inside is a brush. Then, Pam opens the tiniest box of all. A tiny key is in it. She does not know what the key is for.

Pam sees one more present. She tries to pick it up. It is very heavy. It is the heaviest one of all! Pam pulls off the paper. She is so surprised! In a cage is a little kitten. The cage has | 108
a small lock. Now Pam knows what the tiny key is for. Pam loves the kitten—her best surprise! | 127

Time _____ **Minutes:Seconds** Level 18, Passage 1

18

The Biggest Surprise

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 and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *In this story, "The Biggest Surprise," it's Pam's birthday. Read aloud to find out what her presents are like and what her biggest surprise is. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:13 or more	3:12–2:19	2:18–1:30	1:29 or less
WPM	39 or fewer	40–54	55–85	86 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	9 or more	7–8	6	5	4	2–3	1	0
Percent of Accuracy	93 or less	94	95	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 and Setting Say: ***Where do you think this story takes place?*** (Possible response: *in Pam's home*) ***Who are the characters in this story?*** (Possible response: *Pam, the kitten*) ***Tell me what you know about these characters.*** (*Pam is a girl. It is her birthday. The kitten is little.*)

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

RETELL Important Events/Plot Say: ***Tell me what happens in the beginning, middle, and end of this story.*** (Possible responses: *Beginning: It is Pam's birthday. She sees her presents. Middle: She opens three small boxes. In the smallest box is a key. End: She sees another present. Inside is a cage with a lock. Inside the cage is a kitten. The kitten is her best surprise.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Important Events/Plot	Does not identify plot events or does not respond	Gives a partially correct response, such as identifies middle and end plot events; 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 Compare and Contrast

- Say: ***How are the boxes in the story alike?*** (Possible response: *They are all wrapped in paper.*)
- Say: ***How are the boxes different?*** (Possible responses: *Each box is a different size. They have different things inside each one.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify a similarity or a difference, or does not respond	Gives a partially correct response, such as identifies 1 similarity	Identifies 1 similarity and 1 difference	Identifies 1 similarity and 1 difference using specific vocabulary from the story

VOCABULARY Context Clues

- Point to the word *heavy* in the third paragraph. Say: ***This word is* heavy. *What does* heavy *mean?*** (*something that weighs a lot*) ***What clue words in this story help you know what* heavy *means?*** (Possible response: *she tries to pick it up … it is the heaviest one of all!*)
- Point to the word *tiny* in the second paragraph. Say: ***This word is* tiny. *What does* tiny *mean?*** (*small*) ***What clue words in this story help you know what* tiny *means?*** (Possible responses: *What is in the small boxes?*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Gives inaccurate or vague 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	Gives the intended meaning and identifies a context clue for each word

- End the conference.

WORD READING Comparative Word Endings *-er* and *-est* Return to the Record of Oral Reading to determine whether the student read these words correctly: *tinier, tiniest, heaviest*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Comparative Word Endings *-er* and *-est*	Does not read any words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically