Sun and Rain

Pets like the sun.
Cats play in the sun.
Dogs run in the sun.
Do pets have fun?
Yes! Pets like the sun.

Pets do not like the rain.
Cats get wet. Dogs get wet.
Do pets have fun?
No! No! Not in the rain.
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: *In this story, “Sun and Rain,” pets do different things in the sun. Read aloud to find out what happens when it rains. You may begin now.*

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

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>1 EMERGING</th>
<th>2 DEVELOPING</th>
<th>3 INDEPENDENT</th>
<th>4 ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Miscues</td>
<td>5 or more</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Percent of Accuracy</td>
<td>89 or less</td>
<td>91</td>
<td>93</td>
<td>98</td>
</tr>
</tbody>
</table>

If the student’s percent of accuracy is below the Developing range, reassess after providing instruction in the areas indicated by this assessment.

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** Say: *The people and animals in a story are called characters. Who are the characters in this story? (cats, dogs) Tell me what you know about the characters. (Possible responses: Cats play in the sun. Dogs run in the sun. Cats and dogs do not like to play in the rain.)*

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>1 EMERGING</th>
<th>2 DEVELOPING</th>
<th>3 INDEPENDENT</th>
<th>4 ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell: Characters</td>
<td>Does not identify characters or does not respond</td>
<td>Gives a partially correct response, such as identifies the name of 1 character; may misinterpret information</td>
<td>Provides the names of and a detail about each character</td>
<td>Provides the names of and details about each character using specific vocabulary from the story</td>
</tr>
</tbody>
</table>
3. IN-DEPTH PROGRESS MONITORING

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

**VOCABULARY Concept Words**

- Point to the word *Pets* in the first line. Say: *This word is pets. What does the word pets mean?* (Possible responses: animals you take care of; animals that live with you)
- Point to the word *sun* in the first line. Say: *This word is sun. What does the word sun mean?* (Possible responses: the large, bright light, or star, that we see during the daytime)

**WORD READING Plural -s** Return to the Record of Oral Reading to determine whether the student read these words correctly: *dogs, cats, pets.*