

Ben Franklin's Secret

Mr. Ben Franklin is my neighbor, which is the solemn truth. Mr. Franklin is also my employer. On my twelfth birthday last month, I became an apprentice in his print shop.

"Of course, Alex, you must not skip school," he said. Mr. Franklin knows exactly what Mother likes to hear. "After all, genius without education is like silver in the mine." Did I mention that he is also very wise?

On my first day of work, Mr. Franklin was inside setting type for a leaflet. "Sir," I said, "what does this mean, 'Unite or Die'?"

"Well," he replied, "if our colonies do not unite to fight our oppressors, we will most certainly fail."

I thought about that as I swept the floor. A little while later, Mr. Franklin came back out and said, "Alex, I have a special job for you."

"You do?" I said, so excited that I knocked the broom into a bookcase. Ben called me over to a table where a stack of finished leaflets sat.

"Take these to Mr. Phillips," he said. "He works at the granary just past the guardhouse. He will take them to other freedom seekers. You must do this in secret and tell no one what you are carrying."

I felt both afraid and proud as I walked through the downtown streets under the watchful eyes of the redcoats. I accomplished my mission in broad daylight!

Ben gave me a gentle pat upon the shoulder. "You will go far, Alex," he said.

110

250

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 "Ben Franklin's Secret." Read aloud to find out how Alex, Ben Franklin's apprentice, was able to do a special job for Ben. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:58 or more	2:57-2:12	2:11-1:40	1:39 or less
WPM	84 or fewer	85-114	115-150	151 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	12 or more	9-11	7-8	4-6	1-3	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 _____

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/Setting Say: *What is the setting of this story?* (Possible response: *Ben Franklin's print shop*) *What do you know about the characters in this story?* (Possible responses: *Alex is 12. He works for Ben Franklin as an apprentice. Ben Franklin has a print shop. He is wise.*)

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 and provides a detail about each main character	Identifies the setting and 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: Alex works as an apprentice to Ben Franklin. Middle: One day Alex is given a special job delivering leaflets. End: Alex completes the job and Ben Franklin is pleased.*)

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 Draw Conclusions

- Say: **Why do you think Ben wanted Alex to tell no one that he was carrying the leaflet?** (Possible responses: *Ben wanted to fight the oppressors, and he was probably printing a secret message for other freedom fighters. He wanted the message to be kept a secret.*)
- Say: **Why did Alex feel proud as he walked through the downtown streets?** (Possible response: *Alex felt proud because he was doing something brave for Ben, and it was a cause that he believed in.*)

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

VOCABULARY Context Clues

- Point to the word *employer* in the first paragraph. Say: **What does employer mean?** (Possible response: *a person that gives work to someone*) **What words in the story help you understand what employer means?** (Possible responses: *I became an apprentice; on my first day of work*)
- Point to the word *leaflet* in the third paragraph. Say: **What does leaflet mean?** (Possible response: *a printed page*) **What words in the story help you understand what leaflet means?** (Possible responses: *setting type for a leaflet; a stack of finished leaflets*)

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

- End the conference.

WORD READING Long Vowel Digraphs ea, ee, ei Return to the Record of Oral Reading to determine whether the student read these words correctly: *neighbor, seekers, leaflet, freedom.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Long Vowel Digraphs	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