

• BLUE CIRCLE READING ROOM •
PROGRESS MONITORING

This step helps you determine how well the Blue Circle reading room is working for each student. That is, periodic assessment of the student's reading accuracy while working within the Blue Circle room can show if the student's reading is improving as a result of completing the lessons in this room.

Materials Needed to Monitoring Progress

1. A stopwatch or timer (set to 1 minute).
2. Progress Monitoring Form (page 2). Have a separate copy for each student.
3. Progress Monitoring Graph (page 3). Have a separate copy for each student.
4. Monitoring Forms for Teacher's Use (pages 4-31). Have a separate copy for each student.
5. Monitoring Forms for Student's Use (pages 32-59). The same copy can be reused across students.

Procedures for Monitoring Progress

This step should be conducted in conjunction with Step 2. As the student progresses through the Blue Circle Room, conduct progress monitoring about twice a week. There are 9 progress monitoring sessions provided to do so. Each session consists of 3 passages (a, b, c). Conduct each session as follows:

- If time permits, conduct 2 or 3 sessions before the student begins completing Blue Circle lessons so that a baseline measure is available.
- Start with Session 1 and complete 1a, 1b, and 1c in order.
- Follow the Curriculum-Based Measurement (CBM) procedures provided on the Teacher's Monitoring Forms for information on how to conduct and score each session.
- Record the passage scores in each session onto the Progress Monitoring Form and identify the session score as instructed.
- Graph the session score onto the Progress Monitoring Graph as instructed.
- Repeat the process for Session 2 (a, b, c) and so on.

• BLUE CIRCLE READING ROOM •

PROGRESS MONITORING FORM

Student: _____	Teacher: _____
Current Grade: (circle one) 1 st 2 nd 3 rd 4 th 5 th	Date: _____

Passage Scores

Enter the number of words read correctly in 1 minute.

Session Scores

Enter the passage score that is 2nd in rank order.

Passage Scores

Enter the number of words read correctly in 1 minute.

Session Scores

Enter the passage score that is 2nd in rank order.

EXAMPLE

a = 61
b = 59
c = 64

61
Graph it on Progress Monitoring Graph

Session 1

1a = _____
1b = _____
1c = _____

Graph it on Progress Monitoring Graph

Session 2

2a = _____
2b = _____
2c = _____

Graph it on Progress Monitoring Graph

Session 3

3a = _____
3b = _____
3c = _____

Graph it on Progress Monitoring Graph

Session 4

4a = _____
4b = _____
4c = _____

Graph it on Progress Monitoring Graph

Session 5

5a = _____
5b = _____
5c = _____

Graph it on Progress Monitoring Graph

Session 6

6a = _____
6b = _____
6c = _____

Graph it on Progress Monitoring Graph

Session 7

7a = _____
7b = _____
7c = _____

Graph it on Progress Monitoring Graph

Session 8

8a = _____
8b = _____
8c = _____

Graph it on Progress Monitoring Graph

Session 9

9a = _____
9b = _____
9c = _____

Graph it on Progress Monitoring Graph

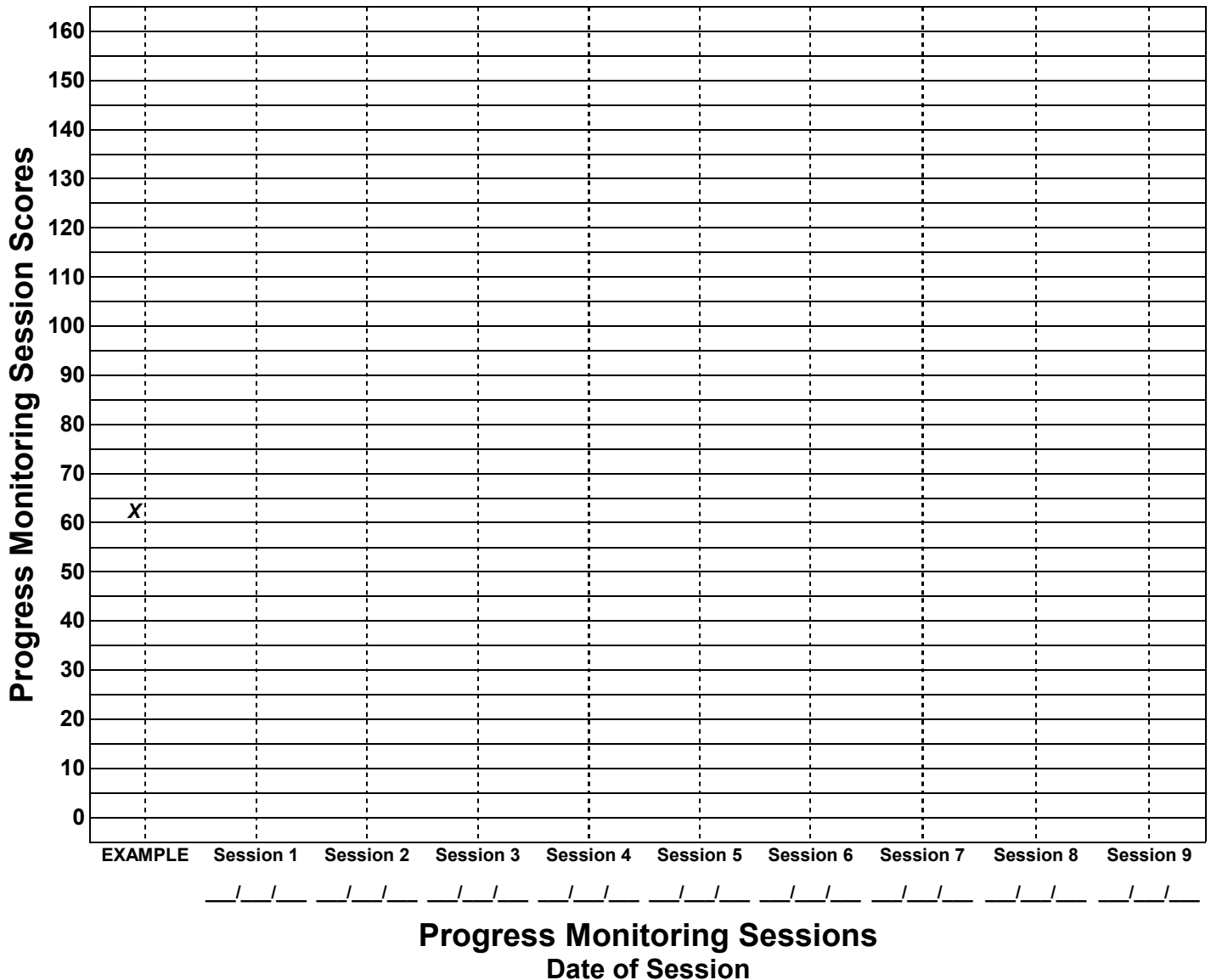
• BLUE CIRCLE READING ROOM •

PROGRESS MONITORING GRAPH

Student: _____	Teacher: _____
Current Grade: (circle one)	1 st 2 nd 3 rd 4 th 5 th

Instructions:

- For each Session across, follow the dotted line up to the horizontal line closest the score achieved in that session (from "Session Score" column on Progress Monitoring Form).
- Put an **X** on the dotted line to mark the point of that session's score.
- Connect the **X**'s across in red ink to show the line of progress across sessions.



• BLUE CIRCLE READING ROOM •
**MONITORING FORMS FOR
TEACHER'S USE**

**Make a separate copy of this section
(pages 5-31) for each student to be assessed.**

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 1a
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I am going to the zoo. I want to see animals. Some will	13
be playing. Some will be eating. I will watch monkeys.	23
They swing on trees. I will watch lions climb. They climb	34
on rocks. I want to watch elephants. They are big. I like	46
them best. I will watch birds. The zoo has many birds.	57
Birds fly. I will watch fish. Fish swim. They swim in	68
water. Fish have many colors. A train goes around the zoo.	79
I will ride the train. I will eat at the zoo. They have	92
good food. I like to eat hot dogs. I want to see a clown.	106
Clowns are fun. They look silly. I will stay all day. I	118
like the zoo.	121

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 1b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 1b
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I will paint a picture. It will be fun. It will be	12
pretty. I will use paint. I will paint by number. I will	24
not need help. I will use many colors. I will paint many	36
things. I will paint a circus. I will paint a clown. He	48
will have balloons. I will paint an elephant. He will be	59
big. I will paint a lady. The lady will be standing on a	72
horse. There will be animals. There will be people. Two	82
people will be on high swings. A man will be walking a	94
tight rope. The rope is so high. Paint is wet. I will have	107
to let my picture dry. My picture will be good. I like it.	120

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 1c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Blue Circle
Session 1c

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

Mark (X) as incorrect if student: <ul style="list-style-type: none">◆ Mispronounces a word.◆ Skips a word.◆ Transposes words (reads “big smile” as “smile big”).◆ Substitutes words (reads “mom” for “mother”).◆ Hesitates on words (longer than 3 seconds).	Leave as correct if student: <ul style="list-style-type: none">◆ Inserts a word that is not in the text.◆ Repeats a word that is in the text.◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Bob read a book. He got it from a friend. The book was	13
about a mean dog that did not like children. One day he bit	26
a boy because he got too close. The dog had a short tail	39
and big eyes. Once he ran away from home. He ran into a	52
classroom. The teacher put him out. He did not want to	63
leave. Then he ran into a pet store. He scared a boy. The	76
boy did not say a word. He just stood by the door. The dog	90
did not bite him. He wanted to play.	98

Student: _____	Date: _____
Number of words read <u>correctly</u> in 1 minute	= _____ Copy score onto the student's Progress Monitoring Form.

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 2a
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I like the zoo. It has animals. I watch them play. I	12
watch them eat. Monkeys swing on ropes. Elephants swing	21
their trunks. There are many birds. Most can fly. Lions	31
and tigers are big cats. Lions are yellow. Tigers are	41
orange. There is a train. I like the train. It has a loud	54
whistle. It goes around the zoo. I like to eat at the zoo.	67
The food is good. I eat hot dogs. They are the best.	79
Sometimes clowns are at the zoo. They make balloon	88
animals. I have a balloon dog. It is blue. Balloon animals	99
are not real. I like the zoo. I could stay all day.	111

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 2b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 2b
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Mother likes shopping. She likes to see new things. She	10
likes to see people. She shops for clothes. She shops for	21
shoes. Mother sometimes shops for me. She buys me new	31
dresses. She buys me new shoes. She even shops for our	42
home. She buys new towels. She buys new curtains.	51
Sometimes she buys new plants. Mother likes to eat while	61
shopping. She tries new foods. Mother shops for the dog.	71
She buys him dog food. Mother brings home surprises.	80
Sometimes she buys me toys. Other times she buys me candy.	91
Mother likes to shop all day.	97

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 2c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 2c
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Bob is reading a book. It is about a mean dog. The dog	13
does not like children. He bites them if they get too	24
close. The dog has a long tail and little eyes. He ran	36
away from home one day. They found him in a store. The	48
store put him out. The dog still did not want to leave. He	61
then ran into the woods. There he scared a girl who was	73
walking. She stood still and did not move. The dog did not	85
bite her. All he wanted was to play. He finally went back home.	98

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 3a
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I went to the zoo. Animals are at the zoo. I watched	12
some play. The monkeys were playing on ropes. I watched	22
some sleep. They were not fun. Some animals were eating.	32
Elephants ate with their trunks. They ate grass. I saw	42
goats. They looked funny. They ate grass too. I got to pet	54
the goats. The goats smell bad. The zoo had birds. Some	65
could not fly. They hopped and walked. I rode the train.	76
It was fun. The food was good. I had a hot dog. I love hot	91
dogs. I saw a clown. He made a balloon animal. I stayed at	104
the zoo all day.	108

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 3b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 3b
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Miss Hill is a teacher. She is a great teacher. She	11
likes all children. She gets them to think. She helps them	22
read. She points to words in books. They take turns	32
reading. She teaches them to read. They read about fish.	42
They read about plants. They read about trees. They play	52
fun games. They race. She plays too. She runs fast. The	63
children run fast too. They get water after playing. They	73
listen to music. They learn new songs. They watch funny	83
people. She reads books. The class is quiet. The children	93
like Miss Hill.	96

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 3c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 3c
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

I have a bike. It is red. It is big. I ride fast. I	14
ride slow. I ride it up and down. I ride my bike a lot. I	29
like to ride all day. I like the cool air on my face. I	43
like to ride to new places. My mother is afraid. She	54
thinks I will get hurt. She makes me ride close to home.	66
Once I fell off. I did not hurt. No one was around to	79
help me. I had to walk home. I take good care of my bike.	93
I clean it after each ride. I want it to look good. I want	107
it to look new. My bike is fun. I love my bike.	119

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Blue Circle
Session 4a

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Katie has a dog. Her name is Pam. She is small. She is	13
brown. She has a spot on her back. It is red. Pam likes	26
cats. They are fun. Pam likes to run. She can also run	38
fast. Pam likes to play. She likes to play with cats. Pam	50
and Katie like to play. Pam has a big house. Katie made it	63
for her. It is green. Pam loves Katie. They are good	74
friends. They have a lot of fun. She wants to play a lot.	87
She is fun.	90

<p>Student: _____ Date: _____</p> <p style="text-align: center;">Number of words read <u>correctly</u> in 1 minute = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Progress Monitoring Form.</p>

► Go to Session 4b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 4b
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Mother went shopping today. She looked at new things.	9
She saw many people. She shopped for clothes. She shopped	19
for shoes. Mother shopped for me. She bought me new	29
dresses. They were pretty. She bought me new shoes. She	39
even shopped for our home. She bought new curtains. She	49
bought some new plants. Mother ate while shopping. She ate	59
too much. Mother shopped for our dog. She bought him some	70
food. Mother came home with a surprise. She gave me	80
cookies. Another time she gave me some candy. Mother	89
shopped all day.	92

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 4c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 4c
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Sharon likes school. It is a place to learn. Each day	11
she walks there. It is near her house. She does not ride	23
the bus. The bus takes too long. She goes the same way	35
each day. She tells new children how to get there. She	46
also shows them. She rides the bus in rain or snow. She	58
cannot walk. She may get sick. It is not good to walk in	72
rain. It is not good to walk in snow. One day she went	85
home a different way. She found her way home. Her mother	96
was worried. Her mother went to look for her. She thought	107
Sharon was lost. Sharon was sorry. She will not change her	118
way again.	120

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 5a
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Jack camps. He is five. His dad goes too. It is his	12
first time. He finds a place. It is good. He likes the	24
land. Jack works for his food. He finds a lake. It is big.	37
He catches two fish. He cuts wood. It is fun. He builds a	50
big fire. Jack cooks fish. He eats it. He has fun. The	62
fire is warm. It is night. It is dark. The fire helps him	75
see. Jack sees stars. They are in the sky. He sleeps well.	87
Jack has fun. It is cool.	93

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Progress Monitoring Form.

▶ **Go to Session 5b** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 5b
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

David has a teacher. She is a kind teacher. All the	11
children like her. She helps them read. She points to	21
words in books. They each take turns reading. They read	31
about plants. They also learn about people. She helps them with	42
the right answers. They all try to be right. They walk to	54
lunch. They sing as they walk. They sing silly songs. They	65
play games. They play outside. They get water after	75
playing. They listen to music. They sing along. She helps	85
them at the end of the day. She helps them get on the bus.	98
They do not want another teacher.	104

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to Session 5c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 5c
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

Mark (X) as incorrect if student: <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	Leave as correct if student: <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

John likes swimming. He likes to get wet. He likes to	11
swim in summer. It makes him feel cool. John swims with	22
his friends. They play games in the water. They play chase	33
and play with balls. They also use water guns. Sometimes	43
they race in the water. John does not swim fast. I know he	56
can swim on his stomach. He can swim on his back. He can	69
even swim on his side. He can open his eyes under water.	81
He can point to things in the water. John likes to swim	93
all day.	95

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 6a
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Tim has a dog. He has a lot of fun. He named him Spot.	14
He is big. He is black. Spot has a red house. It has a	28
blue door. It is cool. Spot likes to run. Spot can run fast.	41
He is a fast dog. He can also jump high. Tim plays	53
with Spot. Spot runs after a green ball. He has	63
a lot of fun. Tim plays with Spot. Tim likes Spot.	74
Spot likes Tim. They have fun. They are best friends.	84
They play a lot.	88

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to Session 6b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 6b
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Painting is such fun. I like to paint. You can paint a	12
lot of things. You can use a lot of paint. You can paint	25
by number. You must stay inside the lines. You must use	36
the right colors. Painting on paper is fun. You can make	47
any kind of picture. You can use a lot of colors. There	59
are no rules. I like signs. I paint each letter blue. I	71
paint the picture red. I can paint pictures of people. I	82
am bad at eyes. That part is hard. I can paint pictures of	95
trees. They look real. I like to paint. It is better than	107
coloring. It takes a long time. Paint is wet. It needs to dry.	120

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Progress Monitoring Form.

► Go to Session 6c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 6c
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

Mark (X) as incorrect if student: <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	Leave as correct if student: <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Tom has a new bike. It is blue. He rides it each day.	13
He likes to go fast. He rides with one hand. He rides with	26
no hands. He turns with one hand. He likes riding. He	37
likes to feel the cool air on his face. He takes water	49
with him when he rides. He rides by the park. He likes	61
riding with people. They race. He is fast. He wins the	72
race. He takes good care of his bike. He keeps it clean.	84
He wants to keep it looking new. He likes his blue bike.	96

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 7a
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

Mark (X) as incorrect if student: <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	Leave as correct if student: <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Jane likes the circus. It is fun. A lot of people go	12
there. Jane likes clowns. They make her laugh. Some clowns	22
have blue hair. Some have red noses. Clowns have big shoes.	33
The circus has many animals. Some people get up close.	43
Some ride on big cows. Lions can roll over. Dogs jump high	55
in the sky. Jane likes the food at the circus. She eats	67
hot dogs and candy apples. Jane does not want it to end.	79
She never wants to go home. She loves the circus. It is so	92
much fun.	94

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ **Go to Session 7b** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 7b
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Mother will go shopping. She will see new things. She	10
will see new people. Mother will shop for me. She will buy	22
me a another dress. She will buy me some more shoes.	33
Mother will shop for our home. She will buy some new	44
plants. Mother will eat while shopping. She will try new	54
foods. Mother will shop for my dog. She will buy him some	66
dog food. Mother will bring home surprises. She might	75
bring us some toys. She might bring home some candy.	85
Mother will shop all day.	90

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 7c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 7c
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Sharon likes school. It is a great place to learn. Each	11
day she walks there. It is very close to where she lives.	23
She does not need to take a bus. She goes the same way.	36
She helps new children. They walk to school. If it rains	47
she gets a ride. One day she went another way. She found	59
her way home. Her mother did not like that. She went to	71
look for her. Her mother was scared. She thought Sharon	81
was lost. Sharon will not change her way again.	90

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Progress Monitoring Form.

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Blue Circle
Session 8a

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Jack camps. He is six. He likes the big woods. He lives	12
off the land. He follows a turtle. They are green. They	23
are slow. They are fun. Jack calls the ducks. It is fun.	35
They are blue. He watches them move. They fly in the sky.	47
It is fun. He sees them swim. He swims too. Jack works for	60
his food. He sees a lake. He fishes. He got four fish. He	73
makes a fire. He cooks fish. It is night. He can see the	86
stars. It is fun.	90

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Progress Monitoring Form.

▶ **Go to Session 8b** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 8b
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CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

Mark (X) as incorrect if student: <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	Leave as correct if student: <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Sue goes walking all the time. She walks all over town.	11
She loves to walk in the park. She sees many people in the	24
park. Some people work there. Some children play there.	33
Sue sees dogs. The dogs are funny. They are loud. They	44
bark a lot. They make a loud sound. Old men go to the	57
park. They sit and talk. Some girls go to the park. They	69
color pictures. Sue stops walking. She sits on a rock. She	80
watches fish in the water. She watches fish jump out of	91
the water. Sue learns a lot by watching people and animals.	102
Sue likes animals. Sue likes people. The park is fun.	112

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 8c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 8c
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

John went swimming last year. He wanted to get wet. The	11
water would make him feel cool. John swam with his	21
friends. They played games in the water. They played	30
chase. They played with balls. They also played with water	40
guns. They threw water balloons. They raced in the water.	50
John swam very fast. He swam on his stomach. He swam on	62
his back. He even swam on his side. He opened his eyes	74
under water. He saw three things in the water. One was a	86
large rock. He saw a penny. He could see his hand. John	98
swam all day. He had fun.	104

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 9a
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Jack is ten. He camps. He likes the land. He finds an	12
animal. He looks at it. It is a bird. It is red. Jack	25
wants food. He finds a lake. It is big. It is blue. He	38
fishes. He is good. It is cool. He builds a fire. It is	51
large. It is hot. It keeps the animals away. He must put	63
it out. It is too hot. It is night. Jack sleeps well. He	76
sees the sun. It is in the sky. Jack gets up. He needs to	90
get home before school.	94

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____
	Copy score onto the student's Progress Monitoring Form.

▶ Go to Session 9b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 9b
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Sue likes to walk. She likes to walk in the park. One	12
day she saw many things in the park. She saw people. Men	24
were working. Children were playing. Sue saw a black dog.	34
She saw a white dog. The dogs were big. The dogs were	46
playing with a ball. An old man was helping a boy. They	58
were trying to fish. A girl was playing in the mud. It	70
looked like fun. Sue walked to the pond. She sat down. She	82
saw a fish in the water. It was green. A bird flew out of	96
a tree. It found a worm. It ate the worm. Sue likes the	109
park. She walks there a lot.	115

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

▶ Go to Session 9c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Blue Circle Session 9c
--

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this Session and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<u>Mark (X) as incorrect if student:</u> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<u>Leave as correct if student:</u> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
---	---

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Tom has a bike. It is red. He rides fast. He rides	12
slow. He rides up. He rides down. He rides well. Tom likes	24
to ride. He likes to feel the air. He rides all day. He	37
likes to ride all over town. But, his mother makes him	48
stay on their street. She thinks that he will fall off his	60
bike. He may get hurt. There may be no one around to help	73
him. He cleans his bike a lot. He wants it to look new. He	87
wants it to stay red. He loves his bike.	96

Student: _____ Date: _____
Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small>

► Go to the Progress Monitoring Form ◀

• BLUE CIRCLE READING ROOM •
**MONITORING FORMS FOR
STUDENT'S USE**

**The same copy of this section
(pages 33-51) can be reused across students.**

I am going to the zoo. I want to see animals. Some will be playing. Some will be eating. I will watch monkeys. They swing on trees. I will watch lions climb. They climb on rocks. I want to watch elephants. They are big. I like them best. I will watch birds. The zoo has many birds. Birds fly. I will watch fish. Fish swim. They swim in water. Fish have many colors. A train goes around the zoo. I will ride the train. I will eat at the zoo. They have good food. I like to eat hot dogs. I want to see a clown. Clowns are fun. They look silly. I will stay all day. I like the zoo.

I will paint a picture. It will be fun. It will be pretty. I will use paint. I will paint by number. I will not need help. I will use many colors. I will paint many things. I will paint a circus. I will paint a clown. He will have balloons. I will paint an elephant. He will be big. I will paint a lady. The lady will be standing on a horse. There will be animals. There will be people. Two people will be on high swings. A man will be walking a tight rope. The rope is so high. Paint is wet. I will have to let my picture dry. My picture will be good. I like it.

Bob read a book. He got it from a friend. The book was about a mean dog that did not like children. One day he bit a boy because he got too close. The dog had a short tail and big eyes. Once he ran away from home. He ran into a classroom. The teacher put him out. He did not want to leave. Then he ran into a pet store. He scared a boy. The boy did not say a word. He just stood by the door. The dog did not bite him. He wanted to play.

I like the zoo. It has animals. I watch them play. I watch them eat. Monkeys swing on ropes. Elephants swing their trunks. There are many birds. Most can fly. Lions and tigers are big cats. Lions are yellow. Tigers are orange. There is a train. I like the train. It has a loud whistle. It goes around the zoo. I like to eat at the zoo. The food is good. I eat hot dogs. They are the best. Sometimes clowns are at the zoo. They make balloon animals. I have a balloon dog. It is blue. Balloon animals are not real. I like the zoo. I could stay all day.

Mother likes shopping. She likes to see new things. She likes to see people. She shops for clothes. She shops for shoes. Mother sometimes shops for me. She buys me new dresses. She buys me new shoes. She even shops for our home. She buys new towels. She buys new curtains. Sometimes she buys new plants. Mother likes to eat while shopping. She tries new foods. Mother shops for the dog. She buys him dog food. Mother brings home surprises. Sometimes she buys me toys. Other times she buys me candy. Mother likes to shop all day.

Bob is reading a book. It is about a mean dog. The dog does not like children. He bites them if they get too close. The dog has a long tail and little eyes. He ran away from home one day. They found him in a store. The store put him out. The dog still did not want to leave. He then ran into the woods. There he scared a girl who was walking. She stood still and did not move. The dog did not bite her. All he wanted was to play. He finally went back home.

I went to the zoo. Animals are at the zoo. I watched some play. The monkeys were playing on ropes. I watched some sleep. They were not fun. Some animals were eating. Elephants ate with their trunks. They ate grass. I saw goats. They looked funny. They ate grass too. I got to pet the goats. The goats smell bad. The zoo had birds. Some could not fly. They hopped and walked. I rode the train. It was fun. The food was good. I had a hot dog. I love hot dogs. I saw a clown. He made a balloon animal. I stayed at the zoo all day.

Miss Hill is a teacher. She is a great teacher. She likes all children. She gets them to think. She helps them read. She points to words in books. They take turns reading. She teaches them to read. They read about fish. They read about plants. They read about trees. They play fun games. They race. She plays too. She runs fast. The children run fast too. They get water after playing. They listen to music. They learn new songs. They watch funny people. She reads books. The class is quiet. The children like Miss Hill.

I have a bike. It is red. It is big. I ride fast. I ride slow. I ride it up and down. I ride my bike a lot. I like to ride all day. I like the cool air on my face. I like to ride to new places. My mother is afraid. She thinks I will get hurt. She makes me ride close to home. Once I fell off. I did not hurt. No one was around to help me. I had to walk home. I take good care of my bike. I clean it after each ride. I want it to look good. I want it to look new. My bike is fun. I love my bike.

Katie has a dog. Her name is Pam. She is small. She is brown. She has a spot on her back. It is red. Pam likes cats. They are fun. Pam likes to run. She can also run fast. Pam likes to play. She likes to play with cats. Pam and Katie like to play. Pam has a big house. Katie made it for her. It is green. Pam loves Katie. They are good friends. They have a lot of fun. She wants to play a lot. She is fun.

Mother went shopping today. She looked at new things. She saw many people. She shopped for clothes. She shopped for shoes. Mother shopped for me. She bought me new dresses. They were pretty. She bought me new shoes. She even shopped for our home. She bought new curtains. She bought some new plants. Mother ate while shopping. She ate too much. Mother shopped for our dog. She bought him some food. Mother came home with a surprise. She gave me cookies. Another time she gave me some candy. Mother shopped all day.

Sharon likes school. It is a place to learn. Each day she walks there. It is near her house. She does not ride the bus. The bus takes too long. She goes the same way each day. She tells new children how to get there. She also shows them. She rides the bus in rain or snow. She cannot walk. She may get sick. It is not good to walk in rain. It is not good to walk in snow. One day she went home a different way. She found her way home. Her mother was worried. Her mother went to look for her. She thought Sharon was lost. Sharon was sorry. She will not change her way again.

Jack camps. He is five. His dad goes too. It is his first time. He finds a place. It is good. He likes the land. Jack works for his food. He finds a lake. It is big. He catches two fish. He cuts wood. It is fun. He builds a big fire. Jack cooks fish. He eats it. He has fun. The fire is warm. It is night. It is dark. The fire helps him see. Jack sees stars. They are in the sky. He sleeps well. Jack has fun. It is cool.

David has a teacher. She is a kind teacher. All the children like her. She helps them read. She points to words in books. They each take turns reading. They read about plants. They also learn about people. She helps them with the right answers. They all try to be right. They walk to lunch. They sing as they walk. They sing silly songs. They play games. They play outside. They get water after playing. They listen to music. They sing along. She helps them at the end of the day. She helps them get on the bus. They do not want another teacher.

John likes swimming. He likes to get wet. He likes to swim in summer. It makes him feel cool. John swims with his friends. They play games in the water. They play chase and play with balls. They also use water guns. Sometimes they race in the water. John does not swim fast. I know he can swim on his stomach. He can swim on his back. He can even swim on his side. He can open his eyes under water. He can point to things in the water. John likes to swim all day.

Tim has a dog. He has a lot of fun. He named him Spot.
He is big. He is black. Spot has a red house. It has a
blue door. It is cool. Spot likes to run. Spot can run fast.
He is a fast dog. He can also jump high. Tim plays
with Spot. Spot runs after a green ball. He has
a lot of fun. Tim plays with Spot. Tim likes Spot.
Spot likes Tim. They have fun. They are best friends.
They play a lot.

Painting is such fun. I like to paint. You can paint a lot of things. You can use a lot of paint. You can paint by number. You must stay inside the lines. You must use the right colors. Painting on paper is fun. You can make any kind of picture. You can use a lot of colors. There are no rules. I like signs. I paint each letter blue. I paint the picture red. I can paint pictures of people. I am bad at eyes. That part is hard. I can paint pictures of trees. They look real. I like to paint. It is better than coloring. It takes a long time. Paint is wet. It needs to dry.

Tom has a new bike. It is blue. He rides it each day. He likes to go fast. He rides with one hand. He rides with no hands. He turns with one hand. He likes riding. He likes to feel the cool air on his face. He takes water with him when he rides. He rides by the park. He likes riding with people. They race. He is fast. He wins the race. He takes good care of his bike. He keeps it clean. He wants to keep it looking new. He likes his blue bike.

Jane likes the circus. It is fun. A lot of people go there. Jane likes clowns. They make her laugh. Some clowns have blue hair. Some have red noses. Clowns have big shoes. The circus has many animals. Some people get up close. Some ride on big cows. Lions can roll over. Dogs jump high in the sky. Jane likes the food at the circus. She eats hot dogs and candy apples. Jane does not want it to end. She never wants to go home. She loves the circus. It is so much fun.

Mother will go shopping. She will see new things. She will see new people. Mother will shop for me. She will buy me a another dress. She will buy me some more shoes. Mother will shop for our home. She will buy some new plants. Mother will eat while shopping. She will try new foods. Mother will shop for my dog. She will buy him some dog food. Mother will bring home surprises. She might bring us some toys. She might bring home some candy. Mother will shop all day.

Sharon likes school. It is a great place to learn. Each day she walks there. It is very close to where she lives. She does not need to take a bus. She goes the same way. She helps new children. They walk to school. If it rains she gets a ride. One day she went another way. She found her way home. Her mother did not like that. She went to look for her. Her mother was scared. She thought Sharon was lost. Sharon will not change her way again.

Jack camps. He is six. He likes the big woods. He lives off the land. He follows a turtle. They are green. They are slow. They are fun. Jack calls the ducks. It is fun. They are blue. He watches them move. They fly in the sky. It is fun. He sees them swim. He swims too. Jack works for his food. He sees a lake. He fishes. He got four fish. He makes a fire. He cooks fish. It is night. He can see the stars. It is fun.

Sue goes walking all the time. She walks all over town. She loves to walk in the park. She sees many people in the park. Some people work there. Some children play there. Sue sees dogs. The dogs are funny. They are loud. They bark a lot. They make a loud sound. Old men go to the park. They sit and talk. Some girls go to the park. They color pictures. Sue stops walking. She sits on a rock. She watches fish in the water. She watches fish jump out of the water. Sue learns a lot by watching people and animals. Sue likes animals. Sue likes people. The park is fun.

John went swimming last year. He wanted to get wet. The water would make him feel cool. John swam with his friends. They played games in the water. They played chase. They played with balls. They also played with water guns. They threw water balloons. They raced in the water. John swam very fast. He swam on his stomach. He swam on his back. He even swam on his side. He opened his eyes under water. He saw three things in the water. One was a large rock. He saw a penny. He could see his hand. John swam all day. He had fun.

Jack is ten. He camps. He likes the land. He finds an animal. He looks at it. It is a bird. It is red. Jack wants food. He finds a lake. It is big. It is blue. He fishes. He is good. It is cool. He builds a fire. It is large. It is hot. It keeps the animals away. He must put it out. It is too hot. It is night. Jack sleeps well. He sees the sun. It is in the sky. Jack gets up. He needs to get home before school.

Sue likes to walk. She likes to walk in the park. One day she saw many things in the park. She saw people. Men were working. Children were playing. Sue saw a black dog. She saw a white dog. The dogs were big. The dogs were playing with a ball. An old man was helping a boy. They were trying to fish. A girl was playing in the mud. It looked like fun. Sue walked to the pond. She sat down. She saw a fish in the water. It was green. A bird flew out of a tree. It found a worm. It ate the worm. Sue likes the park. She walks there a lot.

Tom has a bike. It is red. He rides fast. He rides slow. He rides up. He rides down. He rides well. Tom likes to ride. He likes to feel the air. He rides all day. He likes to ride all over town. But, his mother makes him stay on their street. She thinks that he will fall off his bike. He may get hurt. There may be no one around to help him. He cleans his bike a lot. He wants it to look new. He wants it to stay red. He loves his bike.