

* RED STAR READING ROOM *

PROGRESS MONITORING

This step helps you determine how well the Red Star reading room is working for each student. That is, periodic assessment of the student's reading accuracy while working within the Red Star 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 Red Star 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 Red Star 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.

* RED STAR READING ROOM *

PROGRESS MONITORING FORM

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

	<u>Passage Scores</u> Enter the number of words read correctly in 1 minute.	<u>Session Scores</u> Enter the passage score that is 2 nd in rank order.	<u>Passage Scores</u> Enter the number of words read correctly in 1 minute.	<u>Session Scores</u> Enter the passage score that is 2 nd in rank order.	
EXAMPLE	a = <u>61</u> b = <u>59</u> c = <u>64</u>	<u>61</u> 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

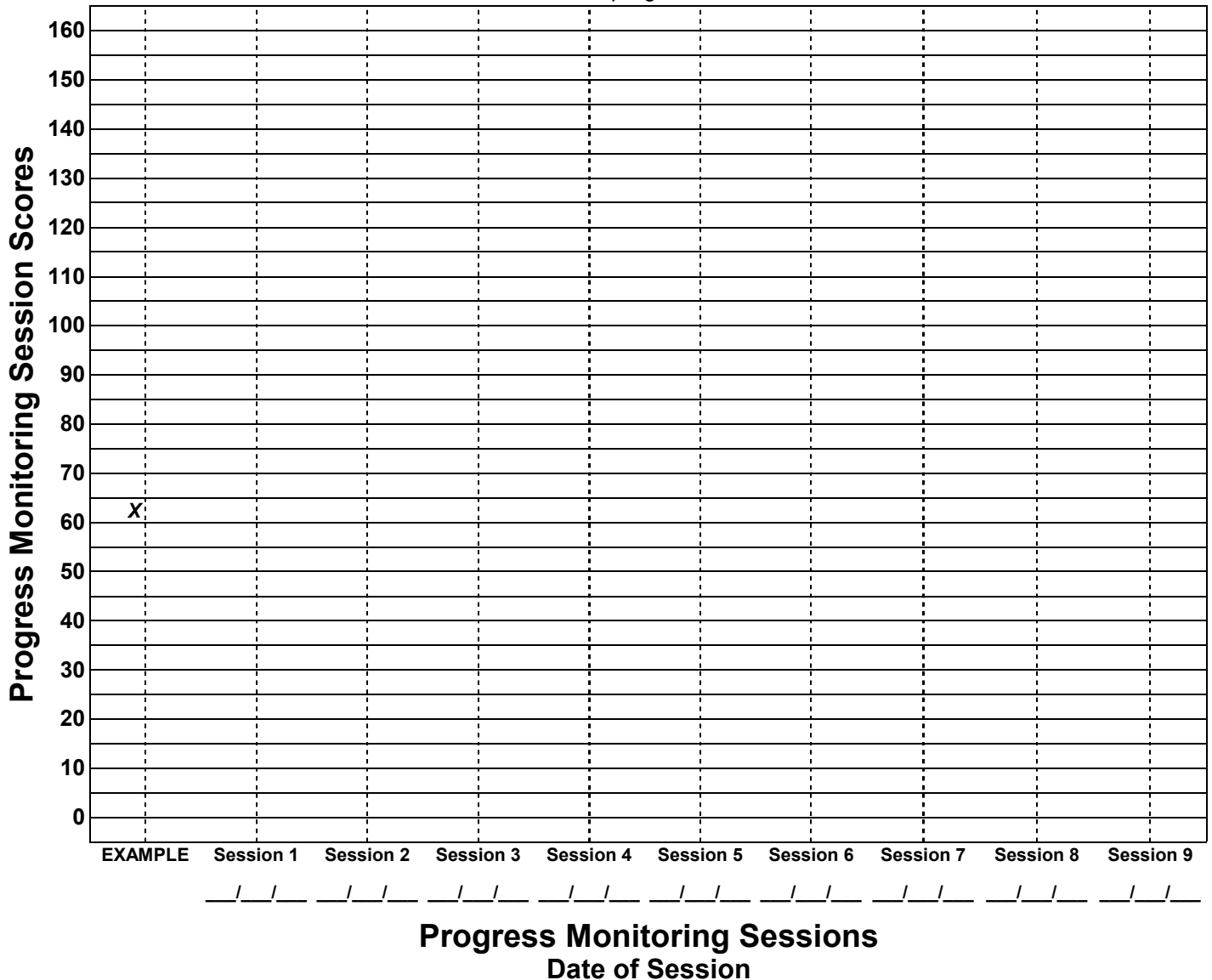
*** RED STAR READING ROOM ***

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.



*** RED STAR 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 Red Star Session 1a

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 was walking down the road and found a map. It was	12
neat. I picked it up to see where it would take me. I went	26
all around town. It took me to the seashore. I got to play	39
in the sand and watch the fish swim. I had a good time	52
with the map. I hoped to find some gold. It was fun to	65
look for gold. I only found an old box in the sand. It was	79
empty. I like maps. They are cool. I think I want to make	92
one of my own. I want to do it again.	102

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 Red Star Session 1b

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.

Have you ever heard the story about the talking pig? It	11
was really funny. His name was Pat, and he talked to all	23
of his farm friends. Pat had a very soft voice, but he did	36
yell when the other animals were being mean. He was the	47
head of the barnyard, and all the animals looked up to	58
him. No human was able to hear him. One time, Pat wanted	70
all the animals to go to the river. It was going to be	83
fun. They all had a great time. They all liked Pat a lot.	96
He was a fun pig.	101

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

▶ Go to Session 1c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star 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.

<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.

Sarah has always wanted to be a babysitter. She wanted	11
to make her own money to buy some new clothes. Her dad	23
said that if she earned enough money, he would take Sarah	34
to the mall. Sarah babysat for two little girls. She	44
babysat during the afternoon. It was a hard job, but it	55
was also a lot of fun. Sarah got to watch cartoons and	67
play baseball. She was there for six hours, and loved	77
every second of it. She made a lot of money that day. She	90
already had another job set up. Sarah loved to babysit.	101
It was a lot of fun, and it helped her get money to buy	115
her own clothes.	118

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 Red Star Session 2a

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 like to play with dogs. They are so neat. I like Sam	13
the best. He can bark and run like the wind. He even howls	26
at the moon. I take him to the park with me to play. Sam	40
likes to walk with the other dogs. I had a dog party for	53
Sam. He got to stay up all night and have fun. They got to	67
eat bones and dig holes in the dirt. I love my dog Sam.	80
He is very nice and likes to play with me all the time. We	94
are best friends.	97

<p>Student: _____ Date: _____</p> <p style="text-align: center;"> Number of words read <u>correctly</u> in 1 minute = _____ <small>Copy score onto the student's Progress Monitoring Form.</small> </p>
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► Go to Session 2b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star Session 2b

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.

Lisa loved to run. She ran everywhere she went. She ran	11
to school and home again. She raced all her friends and	22
always won. She was the fastest kid in her school. She	33
loved to feel the wind on her face as she ran fast. One	46
day, Lisa decided to see if she could run all the way to	59
the park without stopping. She tied her shoes on tight and	70
took a deep breath. She ran as fast as she could. She was	83
tired, but did not stop until she saw the trees in the	95
park. She made it! She sat under a tree to rest happily.	107

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
Red Star
Session 2c

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.

Today is Kyle's birthday. He wants a video game. He had	11
muffins and milk for breakfast, which is his favorite. He	21
also got to take cookies to school for his class. After	32
school, Kyle and a group of his friends had a big party.	44
They had a great time. It was a lot of fun. When it was	58
time to open his presents, Kyle could not wait to get his	70
video game. He opened all his presents, but there was no	81
video game. Kyle then saw a piece of paper that was left	93
by his family. It was a treasure map. Kyle followed it and	105
found his video game. He was so excited. They saved the	116
best for last.	119

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
Red Star
Session 3a

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.

Jennifer got a new book for her birthday. She had	10
wanted to learn how to read. Jennifer had read all of her	22
old books and wanted a new one to read.	31
Jennifer had to learn how to make different vowel sounds.	41
Jennifer would listen to her mom as she read the story out	53
loud. Her mom read it five times before Jennifer gave it a	65
try. At first, Jennifer had a hard time. She was brave and	77
tried again. She slowly said a few words. She tried again.	88
This time, she read the whole story with no help. She had	100
a very happy look on her face. It was a lot of fun. She	114
wants to get more books now.	120

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

▶ **Go to Session 3b** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star Session 3b

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.

Grace loves all birds. She has a little red bird named Minnie.	12
Minnie can fly as high as clouds in the sky.	22
Grace and Minnie are best friends. Grace thinks that Minnie is	33
the best bird on earth. At school, Grace learned about all	44
kinds of birds. One day, Grace’s teacher took her class to	55
the zoo for a field trip. Grace saw lots of big birds at the zoo.	70
She saw eagles and hawks. Grace likes big birds. She	80
wishes that Minnie would grow up to be as big as a hawk.	93

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 Red Star Session 3c

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's class was taking a field trip to the pond. Bob	11
was excited about the trip all year. Bob worked hard in	22
school and got good grades so that he could go on the	34
trip. Finally, the day came to go to the pond. Bob woke up	47
and got dressed, but he was coughing during breakfast. Bob	57
had a fever. He was sick and had to rest in bed all day.	71
Bob was so disappointed. He was going to miss the trip to	83
the pond. He would not get to see the fish and birds. When	96
Bob was better, his parents took him to the pond for a	108
trip of his very own.	113

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
Red Star
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.

I like to play with cars. They all are cool. I like Tom	13
the best. He can zoom and purrs like a cat. He even honks	26
his horn. I take him to the park with me to play. Tom	39
likes to race with the other cars. I had a party once with	52
all my friends and their cars. We got to stay up all night	65
and have fun. We got to eat cake and have races. I love my	79
car Tom. He is very nice and likes to play with me all the	93
time. We are best friends.	98

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

► Go to Session 4b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star Session 4b

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.

Have you ever heard the funny story about the talking	10
duck? It was really a great story. His name was Howard,	21
and he talked to all the ducks in the pond. He was the	34
head of the pond, and all the ducks and fish looked up to	47
him for advice. Nobody was able to hear Howard, not even	58
when they brought him bread. One time, Howard wanted all	68
the ducks to go to the bridge. It was going to be fun.	81
They all had a great time. They all liked Howard a lot. He	94
was a fun duck. He was the best duck.	103

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 Red Star Session 4c

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.

Jason's brother and sister took him to the amazing	9
circus. Jason loved the tightrope walkers because they	17
were brave. He was amazed that they didn't tumble to the	28
ground. They have to keep their bodies very still, and every	39
time they walk their lives are in great danger. Jason	49
wondered what would happen if they missed. They had no	59
security ropes to hold them into place. hey were very high	70
off the ground. Jason told his brother and sister that he	81
would never want that job. Jason got to meet a tightrope	92
walker. He was really nice to Jason. He said he would	103
even let Jason try the tightrope, of course with security	113
ropes. Jason thought that would be fun.	120

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 Red Star Session 5a

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.

Sue went to a big farm today. She got to see four	12
animals. She saw a hen, a horse, a cow, and a pig. It was just	27
like going to the zoo. Sue got to feed the cow. The food	40
did not look good. Sue got to play with some hens and	52
even wash horses. It was a great day. She loved to go to	65
the farm. Sue thinks she might own a farm when she grows	77
up. It would be the best job ever. She would be able to	90
have fun all day long. It would be great.	99

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 5b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star 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.

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.

Sarah loves cats. She has a little kitten named Sky.	10
Sky is all white and fluffy like clouds in the sky. Sarah	22
and Sky are best friends. Sarah thinks that Sky is the	33
prettiest kitty in the world. At school, Sarah learned	42
about all kinds of cats. On day, Sarah's teacher took her	53
class to the zoo for a field trip. Sarah saw lots of cats	66
at the zoo. She saw tigers and lions. They were big cats,	78
much bigger than Sky. Sarah liked the big cats. She wished	89
that Sky would grow up to be as big as a lion.	101

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 5c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star 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.

<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.

Maggie's aunt and uncle took her to the exciting	9
circus. Maggie loved the lions because they had big feet.	19
They were scary, but Maggie wasn't afraid. Maggie had a	29
great time watching the lions run around their cage.	38
Maggie saw a young lion that was lying down on his back.	50
The lion was not happy. The lion was not feeling well, he	62
was sick. Maggie wished that the gloomy lion could be	72
content. Maggie asked the lion tamer what she could do.	82
Maggie made bizarre faces and silly sounds to make him	92
smile. Then, the sad lion took a white rose from a box	104
and gave it to Maggie. He and Maggie became best friends.	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 the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star 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.

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.

Cody got a new bike for his birthday. It was big and	12
blue, and it had only two wheels. Cody's old bike had	23
three wheels. Cody had to learn how to ride on two wheels.	35
Cody's dad took him and his new bike to the park. His	47
father taught him to ride it without falling. At first,	57
Cody fell over into the grass. He was brave and tried	68
again. He wobbled some and fell over. He got back on and	80
tried again. This time, he did not fall. He kept going	91
until he reached the other end of the sidewalk. Cody was	102
happy. He learned to ride on two wheels.	110

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
Red Star
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.

Lisa enjoys running. Everywhere she goes, she runs. She	9
runs to school and home again. She races all her friends	20
and has never lost. Lisa is the fastest kid in her entire	32
school. She loves the feel of the wind brushing her face.	43
Today, Lisa has an idea. She wants to see if she could	55
run all the way to the park without stopping. It is more	67
than a mile to the park. She ties her shoes tight and	79
takes a deep breath. As fast as she can, Lisa runs. She	91
is tired, but she does not stop until she sees the trees	103
in the park. Lisa has made it! She sits happily on a rock	116
to rest.	118

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 Red Star 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.

<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.

Today is Nancy's birthday. She wants a new bike. She	10
had grits for breakfast, which is her favorite. She also	20
got to take candy to school for her class. After school,	31
Nancy and her friends had a big party. They had a great	43
time. It was a lot of fun. When it was time to open her	57
presents, Nancy could not wait to get her bike. She opened	68
all her presents, but there was no bike. Nancy liked all	79
of her gifts, but she was sad that she did not get a bike.	93
She put her head down and almost cried. Just then,	103
everyone yelled SURPRISE! She looked up and there was a	113
shiny new bike with a big red bow on it.	123

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 Red Star Session 7a

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.

I like to play with my dolls. They all have names. I	12
like Katie the best. She can walk and talk, just like me.	24
She even calls me momma. I take her to the park with me to	38
play. Katie likes to play with the other dolls. I had a	50
party once with all my friends and their dolls. We got to	62
stay up all night and have fun. We got to eat junk food	75
and look at books. I love my doll Katie. She is very nice	88
and likes to play with me all the time. We are best friends.	101

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
Red Star
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.

Tommy loves dogs. He has a little dog named Spot. Spot	11
is all black and fluffy like clouds in the sky. Tommy and	23
Spot are best friends. Tommy thinks that Spot is the	33
coolest dog in the world. At school, Tommy learned about	43
all kinds of dogs. One day, Tommy's teacher took his class	54
to the zoo for a field trip. Tommy saw lots of animals at	67
the zoo. He saw horses and deer. Tommy likes big dogs. He	79
wishes that Spot would grow up to be as big as a horse.	92

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

▶ **Go to Session 7c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star 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.

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.

Scott has always wanted to babysit. He wanted to make	10
some money to buy a new skateboard. His dad said if he	22
earned enough money, he would take Scott to get the	32
skateboard. Scott babysat for five boys. He babysat	39
during the morning. It was a hard job, but it was also	51
fun. Scott got to draw pictures and swim in the pool. He	63
was there for three hours. He did not make enough to pay	75
for the skateboard. But his dad was so proud that Scott got the	88
board anyway. Scott had an excellent time babysitting. He	97
wants to do it again soon.	103

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 Red Star 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.

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.

Anna was skating one day and found a map. It was	11
awesome. Anna took the map to see where it would take her.	23
Anna went all about town. It took her to school. Anna got	35
to look in the gym. Anna had a good time with the map.	48
Anna wished to find some gold. It was fun to look for	60
gold. Anna only found a box in the gym. It was full of	73
cake. She ate a piece. It was good. Anna likes maps. Anna	85
thinks that she wants to make one of her own. Anna wants	97
to do this again. It was a lot of fun.	107

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 8b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star Session 8b

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.

My brother Matt plays on a baseball team. He plays	10
first base, and he is a really good player. His team is	22
the color green. Today they are playing the red team.	32
Matt's friend Jeff is on the red team. It will be fun to	45
play his best friend. Matt hopes to hit the ball hard. He	57
wants it to go out of the park. When Matt is up to bat,	71
the red team will back up. Matt will hit the ball all the	84
way out of the park. Everyone will clap for Matt as he	96
runs around the bases. Jeff will be happy too. It will be	108
a really fun game to watch. Matt's team will win the game.	120
It will be great.	124

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 Red Star 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.

<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.

Today is Lauren's ninth birthday. She wants a keyboard.	9
She had cereal and milk for breakfast. She also got to	20
take snacks to school for her class. After school, Lauren	30
and some children in her class had a birthday party. They	41
had a great time. It was so much fun. It was time to open	55
her presents. Lauren could not wait to get her keyboard.	65
She loved to play music and sing along with the radio.	76
Lauren's last present was in her room. She ran as fast as	88
she could to the door. She was so happy when she saw her	101
keyboard wrapped in pink paper. It was the best birthday ever.	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 the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star 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.

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.

Jeff got a new fire truck for his birthday. It was	11
better than an old car. It was bright red and had a	23
little ladder on it. Jeff had other trucks, but not as	34
great as this one. Jeff learned how to make the siren	45
sound. Jeff and his dad played with his truck on the	56
floor. They pretended that the couch was on fire. First,	66
Jeff put on his coat and fire hat. He then drove over to	79
the couch. He slowly put the fire out. He was a hero. He	92
had a lot of fun with his new toy. It was the best truck ever.	107

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 9b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Red Star 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.

<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.

My sister Erin plays on a basketball team. She plays	10
guard, and she is a very good player. Her team wears the	22
color blue. Erin's team is playing the orange team, and	32
Erin's friend Katie is on the orange team. Erin says that	43
it's fun to play against her best friend. Erin hopes to	54
score a lot of points. She wants to make ten baskets. Erin	66
has the ball. The orange team backs up. Erin shoots the	77
ball towards the net. People clap for Erin as the ball	88
goes in the net. This is a fun game to watch. Erin's team	101
is winning. It is great!	106

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 Red Star 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.
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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.

For a field trip this year, Andy's class was going to	11
the sea. Andy has been excited about this trip all year.	22
In school, he worked hard so that he would be able to go on	36
the trip. The night before the trip, Andy began to sneeze.	47
The next morning when Andy woke up, his mom told him that	59
he had a cold. He was sick and had to rest in bed all day.	74
Andy was sad. He was going to miss the trip to the sea. He	88
would not get to see the ships. His parents told him that	100
when he was better, they would take him on his own field	112
trip to the sea.	116

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 ◀

*** RED STAR READING ROOM ***

MONITORING FORMS FOR STUDENT'S USE

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

I was walking down the road and found a map. It was neat. I picked it up to see where it would take me. I went all around town. It took me to the seashore. I got to play in the sand and watch the fish swim. I had a good time with the map. I hoped to find some gold. It was fun to look for gold. I only found an old box in the sand. It was empty. I like maps. They are cool. I think I want to make one of my own. I want to do it again.

Have you ever heard the story about the talking pig? It was really funny. His name was Pat, and he talked to all of his farm friends. Pat had a very soft voice, but he did yell when the other animals were being mean. He was the head of the barnyard, and all the animals looked up to him. No human was able to hear him. One time, Pat wanted all the animals to go to the river. It was going to be fun. They all had a great time. They all liked Pat a lot. He was a fun pig.

Sarah has always wanted to be a babysitter. She wanted to make her own money to buy some new clothes. Her dad said that if she earned enough money, he would take Sarah to the mall. Sarah babysat for two little girls. She babysat during the afternoon. It was a hard job, but it was also a lot of fun. Sarah got to watch cartoons and play baseball. She was there for six hours, and loved every second of it. She made a lot of money that day. She already had another job set up. Sarah loved to babysit. It was a lot of fun, and it helped her get money to buy her own clothes.

I like to play with dogs. They are so neat. I like Sam the best. He can bark and run like the wind. He even howls at the moon. I take him to the park with me to play. Sam likes to walk with the other dogs. I had a dog party for Sam. He got to stay up all night and have fun. They got to eat bones and dig holes in the dirt. I love my dog Sam. He is very nice and likes to play with me all the time. We are best friends.

Lisa loved to run. She ran everywhere she went. She ran to school and home again. She raced all her friends and always won. She was the fastest kid in her school. She loved to feel the wind on her face as she ran fast. One day, Lisa decided to see if she could run all the way to the park without stopping. She tied her shoes on tight and took a deep breath. She ran as fast as she could. She was tired, but did not stop until she saw the trees in the park. She made it! She sat under a tree to rest happily.

Today is Kyle's birthday. He wants a video game. He had muffins and milk for breakfast, which is his favorite. He also got to take cookies to school for his class. After school, Kyle and a group of his friends had a big party. They had a great time. It was a lot of fun. When it was time to open his presents, Kyle could not wait to get his video game. He opened all his presents, but there was no video game. Kyle then saw a piece of paper that was left by his family. It was a treasure map. Kyle followed it and found his video game. He was so excited. They saved the best for last.

Jennifer got a new book for her birthday. She had wanted to learn how to read. Jennifer had read all of her old books and wanted a new one to read.

Jennifer had to learn how to make different vowel sounds. Jennifer would listen to her mom as she read the story out loud. Her mom read it five times before Jennifer gave it a try. At first, Jennifer had a hard time. She was brave and tried again. She slowly said a few words. She tried again. This time, she read the whole story with no help. She had a very happy look on her face. It was a lot of fun. She wants to get more books now.

Grace loves all birds. She has a little red bird named Minnie.

Minnie can fly as high as clouds in the sky.

Grace and Minnie are best friends. Grace thinks that Minnie is the best bird on earth. At school, Grace learned about all kinds of birds. One day, Grace's teacher took her class to the zoo for a field trip. Grace saw lots of big birds at the zoo. She saw eagles and hawks. Grace likes big birds. She wishes that Minnie would grow up to be as big as a hawk.

Bob's class was taking a field trip to the pond. Bob was excited about the trip all year. Bob worked hard in school and got good grades so that he could go on the trip. Finally, the day came to go to the pond. Bob woke up and got dressed, but he was coughing during breakfast. Bob had a fever. He was sick and had to rest in bed all day. Bob was so disappointed. He was going to miss the trip to the pond. He would not get to see the fish and birds. When Bob was better, his parents took him to the pond for a trip of his very own.

I like to play with cars. They all are cool. I like Tom the best. He can zoom and purrs like a cat. He even honks his horn. I take him to the park with me to play. Tom likes to race with the other cars. I had a party once with all my friends and their cars. We got to stay up all night and have fun. We got to eat cake and have races. I love my car Tom. He is very nice and likes to play with me all the time. We are best friends.

Have you ever heard the funny story about the talking duck? It was really a great story. His name was Howard, and he talked to all the ducks in the pond. He was the head of the pond, and all the ducks and fish looked up to him for advice. Nobody was able to hear Howard, not even when they brought him bread. One time, Howard wanted all the ducks to go to the bridge. It was going to be fun. They all had a great time. They all liked Howard a lot. He was a fun duck. He was the best duck.

Jason's brother and sister took him to the amazing circus. Jason loved the tightrope walkers because they were brave. He was amazed that they didn't tumble to the ground. They have to keep their bodies very still, and every time they walk their lives are in great danger. Jason wondered what would happen if they missed. They had no security ropes to hold them into place. They were very high off the ground. Jason told his brother and sister that he would never want that job. Jason got to meet a tightrope walker. He was really nice to Jason. He said he would even let Jason try the tightrope, of course with security ropes. Jason thought that would be fun.

Sue went to a big farm today. She got to see four animals. She saw a hen, a horse, a cow, and a pig. It was just like going to the zoo. Sue got to feed the cow. The food did not look good. Sue got to play with some hens and even wash horses. It was a great day. She loved to go to the farm. Sue thinks she might own a farm when she grows up. It would be the best job ever. She would be able to have fun all day long. It would be great.

Sarah loves cats. She has a little kitten named Sky. Sky is all white and fluffy like clouds in the sky. Sarah and Sky are best friends. Sarah thinks that Sky is the prettiest kitty in the world. At school, Sarah learned about all kinds of cats. One day, Sarah's teacher took her class to the zoo for a field trip. Sarah saw lots of cats at the zoo. She saw tigers and lions. They were big cats, much bigger than Sky. Sarah liked the big cats. She wished that Sky would grow up to be as big as a lion.

Maggie's aunt and uncle took her to the exciting circus. Maggie loved the lions because they had big feet. They were scary, but Maggie wasn't afraid. Maggie had a great time watching the lions run around their cage. Maggie saw a young lion that was lying down on his back. The lion was not happy. The lion was not feeling well, he was sick. Maggie wished that the gloomy lion could be content. Maggie asked the lion tamer what she could do. Maggie made bizarre faces and silly sounds to make him smile. Then, the sad lion took a white rose from a box and gave it to Maggie. He and Maggie became best friends.

Cody got a new bike for his birthday. It was big and blue, and it had only two wheels. Cody's old bike had three wheels. Cody had to learn how to ride on two wheels. Cody's dad took him and his new bike to the park. His father taught him to ride it without falling. At first, Cody fell over into the grass. He was brave and tried again. He wobbled some and fell over. He got back on and tried again. This time, he did not fall. He kept going until he reached the other end of the sidewalk. Cody was happy. He learned to ride on two wheels.

Lisa enjoys running. Everywhere she goes, she runs. She runs to school and home again. She races all her friends and has never lost. Lisa is the fastest kid in her entire school. She loves the feel of the wind brushing her face. Today, Lisa has an idea. She wants to see if she could run all the way to the park without stopping. It is more than a mile to the park. She ties her shoes tight and takes a deep breath. As fast as she can, Lisa runs. She is tired, but she does not stop until she sees the trees in the park. Lisa has made it! She sits happily on a rock to rest.

Today is Nancy's birthday. She wants a new bike. She had grits for breakfast, which is her favorite. She also got to take candy to school for her class. After school, Nancy and her friends had a big party. They had a great time. It was a lot of fun. When it was time to open her presents, Nancy could not wait to get her bike. She opened all her presents, but there was no bike. Nancy liked all of her gifts, but she was sad that she did not get a bike. She put her head down and almost cried. Just then, everyone yelled SURPRISE! She looked up and there was a shiny new bike with a big red bow on it.

I like to play with my dolls. They all have names. I like Katie the best. She can walk and talk, just like me. She even calls me momma. I take her to the park with me to play. Katie likes to play with the other dolls. I had a party once with all my friends and their dolls. We got to stay up all night and have fun. We got to eat junk food and look at books. I love my doll Katie. She is very nice and likes to play with me all the time. We are best friends.

Tommy loves dogs. He has a little dog named Spot. Spot is all black and fluffy like clouds in the sky. Tommy and Spot are best friends. Tommy thinks that Spot is the coolest dog in the world. At school, Tommy learned about all kinds of dogs. One day, Tommy's teacher took his class to the zoo for a field trip. Tommy saw lots of animals at the zoo. He saw horses and deer. Tommy likes big dogs. He wishes that Spot would grow up to be as big as a horse.

Scott has always wanted to babysit. He wanted to make some money to buy a new skateboard. His dad said if he earned enough money, he would take Scott to get the skateboard. Scott babysat for five boys. He babysat during the morning. It was a hard job, but it was also fun. Scott got to draw pictures and swim in the pool. He was there for three hours. He did not make enough to pay for the skateboard. But his dad was so proud that Scott got the board anyway. Scott had an excellent time babysitting. He wants to do it again soon.

Anna was skating one day and found a map. It was awesome. Anna took the map to see where it would take her. Anna went all about town. It took her to school. Anna got to look in the gym. Anna had a good time with the map. Anna wished to find some gold. It was fun to look for gold. Anna only found a box in the gym. It was full of cake. She ate a piece. It was good. Anna likes maps. Anna thinks that she wants to make one of her own. Anna wants to do this again. It was a lot of fun.

My brother Matt plays on a baseball team. He plays first base, and he is a really good player. His team is the color green. Today they are playing the red team. Matt's friend Jeff is on the red team. It will be fun to play his best friend. Matt hopes to hit the ball hard. He wants it to go out of the park. When Matt is up to bat, the red team will back up. Matt will hit the ball all the way out of the park. Everyone will clap for Matt as he runs around the bases. Jeff will be happy too. It will be a really fun game to watch. Matt's team will win the game. It will be great.

Today is Lauren's ninth birthday. She wants a keyboard. She had cereal and milk for breakfast. She also got to take snacks to school for her class. After school, Lauren and some children in her class had a birthday party. They had a great time. It was so much fun. It was time to open her presents. Lauren could not wait to get her keyboard. She loved to play music and sing along with the radio. Lauren's last present was in her room. She ran as fast as she could to the door. She was so happy when she saw her keyboard wrapped in pink paper. It was the best birthday ever.

Jeff got a new fire truck for his birthday. It was better than an old car. It was bright red and had a little ladder on it. Jeff had other trucks, but not as great as this one. Jeff learned how to make the siren sound. Jeff and his dad played with his truck on the floor. They pretended that the couch was on fire. First, Jeff put on his coat and fire hat. He then drove over to the couch. He slowly put the fire out. He was a hero. He had a lot of fun with his new toy. It was the best truck ever.

My sister Erin plays on a basketball team. She plays guard, and she is a very good player. Her team wears the color blue. Erin's team is playing the orange team, and Erin's friend Katie is on the orange team. Erin says that it's fun to play against her best friend. Erin hopes to score a lot of points. She wants to make ten baskets. Erin has the ball. The orange team backs up. Erin shoots the ball towards the net. People clap for Erin as the ball goes in the net. This is a fun game to watch. Erin's team is winning. It is great!

For a field trip this year, Andy's class was going to the sea. Andy has been excited about this trip all year. In school, he worked hard so that he would be able to go on the trip. The night before the trip, Andy began to sneeze. The next morning when Andy woke up, his mom told him that he had a cold. He was sick and had to rest in bed all day. Andy was sad. He was going to miss the trip to the sea. He would not get to see the ships. His parents told him that when he was better, they would take him on his own field trip to the sea.