

▪ **GREEN SQUARE READING ROOM** ▪

PROGRESS MONITORING

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

GREEN SQUARE 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 2 nd in rank order.		Passage Scores Enter the number of words read correctly in 1 minute.	Session Scores Enter the passage score that is 2 nd in rank order.	
EXAMPLE	a = <u>61</u>	} <u>61</u> Graph it on Progress Monitoring Graph	Session 1	1a = _____	} _____ Graph it on Progress Monitoring Graph	
	b = <u>59</u>					1b = _____
	c = <u>64</u>					1c = _____
Session 2	2a = _____	} _____ Graph it on Progress Monitoring Graph	Session 3	3a = _____	} _____ Graph it on Progress Monitoring Graph	
	2b = _____					3b = _____
	2c = _____					3c = _____
Session 4	4a = _____	} _____ Graph it on Progress Monitoring Graph	Session 5	5a = _____	} _____ Graph it on Progress Monitoring Graph	
	4b = _____					5b = _____
	4c = _____					5c = _____
Session 6	6a = _____	} _____ Graph it on Progress Monitoring Graph	Session 7	7a = _____	} _____ Graph it on Progress Monitoring Graph	
	6b = _____					7b = _____
	6c = _____					7c = _____
Session 8	8a = _____	} _____ Graph it on Progress Monitoring Graph	Session 9	9a = _____	} _____ Graph it on Progress Monitoring Graph	
	8b = _____					9b = _____
	8c = _____					9c = _____

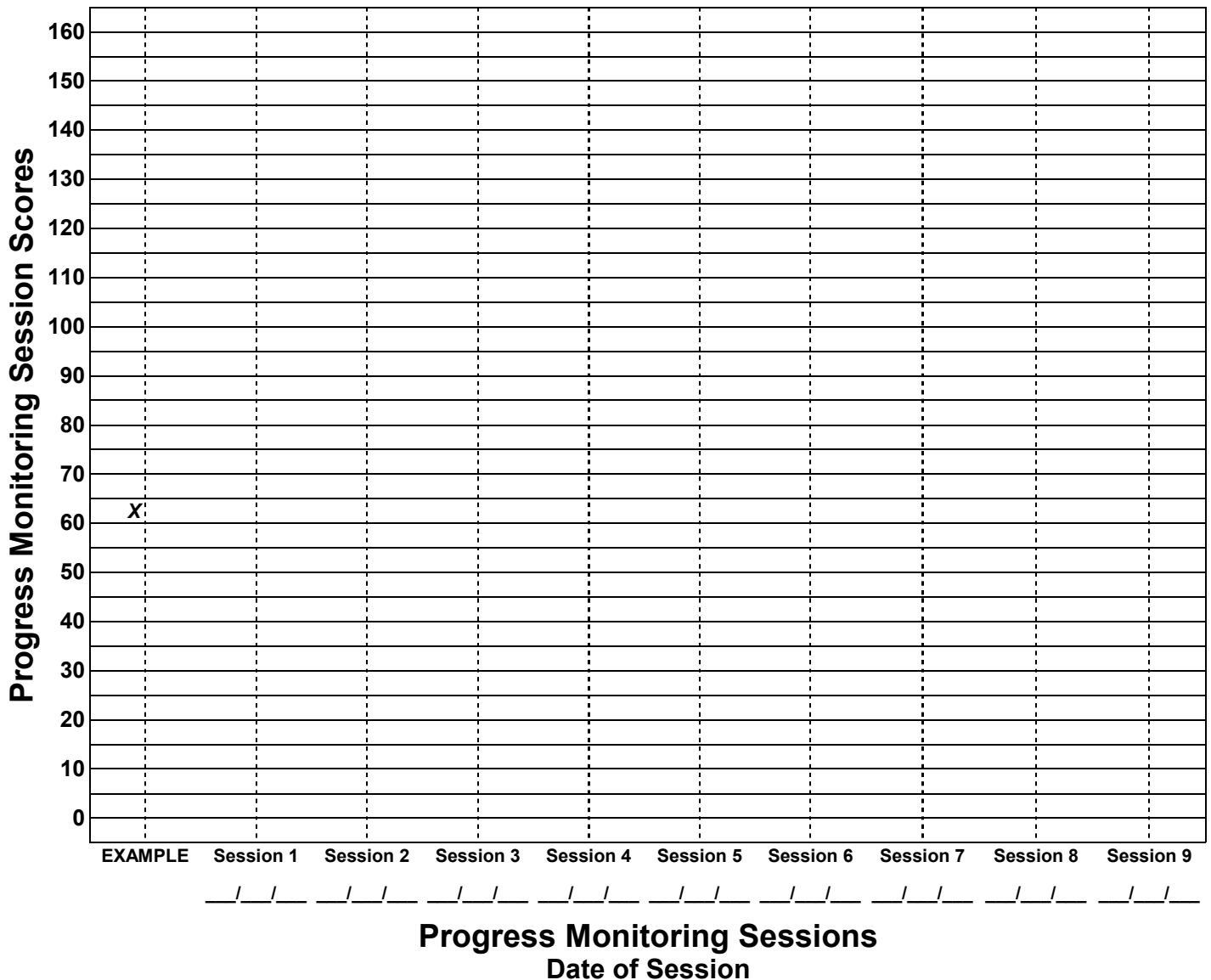
■ GREEN SQUARE READING ROOM ■

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.



▪ GREEN SQUARE 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 Green Square 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.

Once upon a time there was a little girl whose home was	12
down a deserted road deep in the forest. The little girl	23
loved living in the forest among the animals. She was a	34
friend to all the animals of the forest. Yet, she was also	46
a lonely little girl because she had no family. One day	57
while skipping through the woods, she met a beautiful	66
fairy. The fairy questioned the girl about where she	75
lived. The girl told the fairy about her forest home. The	86
fairy asked the girl about her family. The girl told the	97
fairy that she did not have a family. The fairy could feel	109
that the girl was lonely, so she asked the girl if she	121
wanted to live with all the fairies. The girl happily	131
answered yes and went to live with the fairy. For the rest	143
of her life the girl had her friends, the animals, and a	155
family of her very own.	160

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 Green Square 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.

<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.

All day long I crawl through the zoo, watching as the	11
people pass by. They stop and stare, making strange sounds	21
like "oh" and "wow." Sometimes the smaller people try to	31
touch, but the bigger people always make them stop. They	41
are going to get hurt if they touch the wrong animal. They	53
do not watch me because I am a small size. I dart out of	67
the way before they can see me. If you questioned the	78
people, they would say that I was not important enough to	89
watch. They see me as a common, everyday animal, not an	100
exotic one like the jaguar. I love living in the zoo.	111
Unlike those who are caged, I have my freedom. I have my	123
freedom and all the food that I can eat. People are very	135
messy creatures, dropping garbage everywhere, but their	142
garbage shall be my dinner. The best place in the world	153
for a squirrel to live is the zoo.	161

<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 1c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Green Square 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.

<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.

Yesterday while sitting in class, Tara found a note	9
under her desk. She did not know where the note came from.	21
The paper it was written on was very, very old. It began	33
to crumble in Tara's hands. When her teacher finished his	43
social studies lesson on Europe, Tara gave him the note. He	54
opened the note and saw that it contained a map. He asked	66
Tara to stay after class and try to help him figure out	78
what it was a map of. They spent the next hour studying	90
the map. They researched and found out that it was a map	102
from long ago. It described a town that existed on the	113
same spot that their town now exists. Tara and her teacher	124
called the newspaper, so they could have the map and what they	136
discovered published on the front page the next day.	145

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 Green Square 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.

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.

A long time back, I met a little girl whose home was	12
deep in the forest. The little girl loved living in the	23
forest among the animals. Yet, she was also a lonely	33
little girl, because she thought that she did not have a	44
family. I met her when she ran through the woods and	55
picked wild flowers. When I saw her, I could not believe my	67
eyes. She looked exactly like the little sister that had	77
wandered from my home years ago. I felt that I had	88
discovered my long lost sister. The girl and I sat talking	99
for hours about her life. At the end of the day, I told her	113
what I believed to be true. She said that she felt that I	126
was familiar also. I asked her if she wanted to return to	138
her home and family, and she said yes. That day the little	150
girl and I found a missing piece of our family.	160

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
Green Square
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.

<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.

John was going to the park to play baseball. On the way	12
to the park, he walked passed a large grassy field. In the	24
middle of the field stood a round silver tower. He became	35
curious about what could be in the tower, so he decided to	47
investigate. However, John could not find a door. He	56
became frustrated and leaned against the wall of the	65
tower. Just then, the wall opened up and John fell into	76
the building. The inside of the building was like nothing	86
John had ever seen in his life. There were small circle	97
shaped mirrors everywhere, and each mirror had a small	106
button beside it. John chose one mirror and pressed its	116
button. In the mirror John was shown an imaginary world	126
where everyone had three feet. He thought that the people	136
looked silly walking around on three feet. John spent the	146
rest of the day exploring the tower.	153

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

▶ **Go to Session 2c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Green Square 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.

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.

It was the most thrilling day of my life. I was finally	12
able to go to a concert starring my favorite band, The	23
Bill Thomas Experience. My dad agreed to take me to the	34
concert if I helped with more chores around the house. I	45
had saved up all my allowance for ten months. It was	56
finally the big day and my friend, Katie, was going to	67
come with me. We both got dressed up in band t-shirts,	78
hats, and jewelry. We were their biggest fans. We even	88
made signs. We got to the stadium and screamed at the top	100
of our lungs all night. We actually thought they would be	111
able to hear us. They sang all of their famous songs, and	123
we knew every word. We sat up in the balcony with my dad.	136
I even caught a guy of the band, Tommy, looking straight	147
at me. I wonder if I could meet this band I love.	159

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 Green Square 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.

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.

I love to go to the aquarium. I love to watch all the	13
fish swim in the tanks. My favorite sea animal is the	24
octopus. It is the slimy creature with eight legs. It also	35
sticks to the sides of the tank. Seahorses are small	45
creatures that look like mini horses. They float around in	55
packs and are different colors. I am scared to go by the	67
shark tank. They are gigantic creatures with big, sharp	76
teeth. They have different kinds of sharks. They have	85
tiger sharks, hammerhead sharks, and great white sharks.	93
My favorite thing to do in the aquarium is play in the	105
touch tank. There is a helper that lets us touch all sorts	117
of special sea creatures. I got to touch a green turtle, a	129
yellow goldfish, a blue sponge, and some orange sea coral.	139
I think I might want to work with ocean creatures when I	151
get older. I have fun at the aquarium.	159

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
Green Square
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.

<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.

Jamie was going to the mall to spend her birthday	10
money. On the way to the mall, she walked passed a large	22
grassy field. In the middle of the field there was a round	34
silver tower. She became curious about what could be in	44
the tower, so she decided to investigate. However, Jamie	53
could not find a door. She became frustrated and leaned	63
against the wall of the tower. Just then, the wall opened	74
up and Jamie fell into the building. The inside of the	85
building was like nothing Jamie had ever seen in her life.	96
There were small rectangular mirrors everywhere, and each	104
mirror had a small button beside it. Jamie chose one	114
mirror and pressed its button. In the mirror Jamie saw an	125
imaginary world where animals ruled and people were the	134
pets. S he thought that the people looked silly being	143
walked on leashes. Jamie figured that exploring the tower	152
was more fun then going to the mall.	160

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

▶ **Go to Session 3c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Green Square
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.

<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.

Last week while at school, Mike found a note on the	11
floor under his desk. He had no idea where the note came	23
from or what it was about. While his teacher continued to	34
teach about syllables and nouns, Mike began to read the	44
note. At first the note appeared to be a list, but as Mike	57
tried to read the note, he noticed that it was written in	69
another language. Mike tried for the rest of the day to	80
figure out what language it was in. Of course, Mike did	91
not speak any other language, but English so he could not	102
understand the note. He talked to the teachers in his	112
school, but they too could not read the note. At the end	124
of the day, Mike just put the note back on the floor where	137
he found it, hoping that a person who could read it would	149
find it.	151

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 Green Square 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 love to go visit the aquarium. I love to stick my	12
fingers in the surface of the water. My favorite sea	22
creature is the seal. I like the way he makes noise and	34
claps his hands together. He plays with the beach ball too.	45
I do not like the jellyfish. I saw one that was red and	58
white. I am scared to go by the jellyfish because they	69
might sting me. They do not like to be dry because they	81
probably will die. The biggest is the Man of War. My	92
favorite thing to do in the aquarium is play in the sand	104
box. There is a helper that lets us hold all sorts of	116
unique sea creatures. I got to hold a turtle, a blue crab,	128
a white coral, and a red lobster. I want to go to the	141
beach on vacation to see all these creatures up close. I	152
want to go back to the awesome aquarium.	160

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 4b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Green Square
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.

<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.

My favorite man in the whole world is my dad, Tim. He	12
is the nicest man on the earth. He always helps me tie my	25
shoes and do my chores. He takes me outside in the yard to	38
ride my bike and climb trees. He even lets me have friends	50
over to camp out in the backyard. We even have something	61
in common. We both like rye bread, but no one else in our	74
family does. We both put spaghetti sauce on it. After	84
school he helps me with my homework. He is great in	95
history and music. If I'm lucky, he lets me watch a little	107
TV until my bedtime, which is nine thirty. At night he	118
tucks me in bed and reads me a new story every night. My	131
dad is the greatest guy in the world. I am glad he is my	145
dad. My dad always makes me laugh.	152

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

► Go to Session 4c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Green Square 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.

<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.

It was the most electrifying day of my life. I was	11
finally able to go to a concert starring my favorite boy	22
band. My mom agreed to take me to the concert if I helped	35
with more chores around the house. I had saved up all my	47
allowance for six months. It was finally the day and my	58
friend, Amy, was going to come with me. We both got	69
dressed up in boy band t-shirts, hats, and buttons. We got	80
to the stadium and screamed at the top of our lungs all	92
night. We actually thought they would be able to hear us.	103
We sat up in the balcony with my mom, Jane, and Amy's mom,	116
Dorothy. They sang all of their famous songs, and we knew	127
every word. I even caught the cutest guy of the band,	138
Justin, looking straight at me. He even blew me a kiss. I	150
can't wait to go to another concert.	157

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
Green Square
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.

<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.

I am a fourth grader at St. John's Academy. My name is	12
Jeff. I am in Mrs. Hall's class. She is very nice. There	24
are twenty-five members of the class, fifteen boys and ten	34
girls. I like them all. We have fun. I learn about all	46
sorts of neat things during the school day. In English	56
class, we are learning how to use verbs and nouns to make	68
sentences. I really like to write stories. I once wrote a	79
story about how I was a superhero with strong powers and	90
saved the world. My name was Super Boy. In science class,	101
we are learning about how everyone is made of cells. They	112
are very tiny and you cannot see them. It was cool. My	124
favorite class is art. I get to paint pictures. I once	135
painted a picture of Superman. It was neat. I like to	146
learn and play with my friends. It is fun. I really like school	159

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
Green Square
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.

Jamie was going to the movies to meet some friends. On	11
the way to the movies, she walked passed a field filled with	23
tall green grass. In the middle of the field there was a	35
round silver tower. She wondered about what could be in	45
the tower, so she decided to find out. The inside of the	57
building was not like anything Jamie had ever seen in her	68
life. There were small rectangular mirrors on the walls,	77
and each mirror had a small button beside it. Jamie chose	88
one mirror and pressed its button. Suddenly, Jamie found	97
herself in outer space. Jamie thought that this was the	107
coolest thing she had ever done. Jamie floated back to the	118
place where she left the mirror and pressed the button	128
again. Jamie ended up back in the tower. She spent the	139
rest of the day pressing buttons and experiencing	147
different worlds. Everyday Jamie returns to the tower to	156
explore more of the mirrors.	161

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

▶ **Go to Session 5c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Green Square 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.
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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 been bored and just started to daydream?	10
I do it all the time, and when I do I can describe some	24
wild stuff. One time I was a creepy monster that lived in	36
a wide boat. I came out only at night to scare the night	49
fisherman. Another time I went on a helicopter ride across	59
the mountains, and at the end we landed in the middle of a	72
deserted road. We had a fabulous time. One time I had to	84
baby-sit for septuplets, seven babies. It was the hardest	93
job I ever had. Once I was jogging down the hill, and I	106
met a famous movie star. We became best friends, and he	117
thanked me on an award show. I have a great imagination,	128
and I'm sure you do too. It's fun to wonder about what	140
else we could be. We can be anything in real life or in	153
our imagination.	155

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 Green Square 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.

<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.

I know for a fact that I do not like homework. I have	13
to sit in my kitchen and finish all of my homework before	25
I can go out and play. Today I have to do a worksheet on	39
sums and differences. Why couldn't my teacher just say add	49
and subtract? Why does she have to use big, fancy words?	60
My mom says that if I do well in school, I will do well in	75
life. I guess she is right. I have big dreams about my	87
future. I want to be a doctor. To be a doctor you have to	101
be smart, so I guess I'll finish my homework now. I know I	114
am smart and smart people work before play, so I must get	126
back to work. Boy, it is hard to finish your homework when	138
the outside world looks like such fun.	145

Student: _____	Date: _____
Number of words read correctly 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
Green Square
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.

It was Career Day yesterday in my class. All sorts of	11
professionals came to our class to talk to us. Doctors,	21
lawyers, and even one anthropologist visited us. They	29
talked about their jobs and why they like what they do. I	41
thought that their jobs sounded interesting, but I still	50
did not know what I want to do. When I was little, I	63
wanted to be a firefighter. Another time, I wanted to be a	75
cowboy. I thought all night about what it is that I want	87
to do when I grow up. Late last night, I finally made a	100
decision about what I want to be when I'm older. I am	112
going to be the President of the United States. I think	123
that I would make a great president. I have a lot of good	136
ideas that would help our government. I wonder why our	146
teacher did not invite the President to visit our class	156
for Career Day.	159

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

► Go to Session 6c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Green Square 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.

<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.

For a week now, the weather has been turning colder. I	11
stay glued to the television set. I sit watching television,	21
but I am not enjoying the newest show or cartoon. I am	33
watching the news. I wait in anticipation for the	42
weatherman. My one desire this winter is for snow. It	52
seems that all the other places are getting snow but my	63
hometown. I live in the south and have never seen snow. I	75
have heard stories about snow, but I want to experience it	86
myself. I want to feel how its icy chill can numb my	98
fingers. I long to see all the buildings blanketed in	108
white. I sit waiting as the weatherman comes on. Perhaps	118
the weatherman will state that there is snow in the	128
forecast for tonight. Sometimes, I run to the front window	138
and check to see if the first flake has fallen. I will be	151
so happy when the snow begins to fall.	159

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 Green Square 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 do not like homework, and that is a fact. Before I can	13
go play, I have to sit in the living room and get all of my	28
homework done. Today I have to work on directions and	38
distances. Why didn't my teacher just say we are going to	49
use a map? Why does she try to confuse us with big words?	62
My mom says to do well in life, you must do well in school.	76
I know she is right. I have big dreams about my future.	88
I'm going to be a fire fighter. Fire fighters have to know	100
how to use maps and find distances to do their jobs, so I	113
know that my homework is important. Smart people work	122
before play, so I must get back to work. It is so hard to	136
finish your homework when being outside in the warm sun	146
seems like much more fun.	151

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 Green Square 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.

<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.

It was Career Day yesterday in Annie's class. Many	9
professionals came to her class to talk to the children.	19
Doctors, lawyers, and dentists visited them. They talked	27
about their jobs in general. Annie thought that their jobs	37
sounded fun, but she still did not know what she wants to	49
do when she grows up. When she was little, she wanted to	61
be an astronaut and go to the moon. Another time, Annie	72
wanted to be a movie star. She thought all night about	83
what it was that she wants to do when she grows up. Late	96
last night Annie finally decided that she is going to be	107
the President of the United States. Annie feels that she	117
would make a great president. She has a lot of good ideas	129
that would help the government. Annie wondered why her	138
teacher did not invite the President to visit her class	148
for Career Day.	151

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 7c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Green Square
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.

Have you ever been sleepy and started to drift away and	11
daydream? Ashley does it all the time, and when she does	22
she can describe some interesting things. One time, Ashley	31
was a creepy snake that lived in a deep hole. She came out	44
only at night to scare the kids who were playing hide and	56
seek. Another time, Ashley went on a plane ride across the	67
Pacific Ocean, and at the end she landed in the mysterious	78
forest. She had an incredible time. One time, Ashley had to	89
baby-sit for twenty-four children. It was the hardest job	99
she ever had. Once Ashley was speeding down the street,	109
and she stopped at a red light. At that moment, thousands	120
of monkeys jumped into her car. Ashley has an incredible	130
imagination, and I'm sure you do too. It's fun to wonder	141
about what else we could be. We can be anything in real	153
life or in our imagination.	158

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
Green Square
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.

I love to go walk in the aquarium. I love to stick my	13
nose on the glass tanks. My favorite sea animal is the	24
king crab. I like the way it pinches people. I can do the	37
crab walk too. Flounders are flat, beautiful fish. I saw	47
one that was pink and blue. I am scared to go by the whale	61
tank. They are enormous creatures with big bellies. There	70
are different kinds of whales. The best is a blue whale.	81
My favorite thing to do in the aquarium is play in the	93
holding tank. There is a helper that lets us hold all	104
sorts of unique sea creatures. I got to hold an orange	115
turtle, a yellow crab, a pink coral, and a red lobster. I	127
think I might want to go to the ocean on vacation to see	140
all these creatures in their habitat. I definitely want to	150
go back to the aquarium.	155

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
Green Square
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.

<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.

We had Career Day yesterday in class. All kinds of	10
professionals came to our class to speak to us. Doctors,	20
lawyers, and even one scientist visited us. They explained	29
their jobs, and they told us why they like what they do.	41
I thought that their jobs sounded interesting, but I was	51
still not sure what I want to do. When I was little, I	64
wanted to be a wheat farmer. Last year, I wanted to work	76
on a train as an engineer. I thought every night about	87
what I want to do when I grow up, then last night I	100
finally figured out what the best job for me is. I am	112
going to work hard so that I can become the President of	124
the United States. I think that I would make a great	135
president. I want to help our government and our country.	145
I wish our teacher had invited the President to visit our	156
class for Career Day.	160

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

▶ **Go to Session 8c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Green Square
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.
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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 days now, the winter weather has been turning	9
increasingly colder. Billy remains glued to the television	17
set. He sits watching television, but Billy is not	26
engrossed in the newest show or cartoon. He is watching	36
the news. Billy waits in anticipation for the weatherman.	45
Billy's one desire this winter is for snow. It seems to	56
him that all the other places are getting snow but his	67
hometown. Billy lives in the south, a region that hardly	77
ever has snow. He has heard stories about snow, but he	88
wants to experience it himself. He wants to feel how its	99
icy chill numbs his fingers. He longs to see his	109
neighborhood blanketed in white. Billy sits waiting as the	118
weatherman comes on. Billy is excited when the weatherman	127
states that there is snow in the forecast for tonight.	137
Billy runs to sit by the front window. Billy watches the	148
dark sky for the first flake to drop.	156

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 Green Square 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.
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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.

A long time ago there was a little boy who lived down a	13
small road deep in the forest. The animals of the forest	24
loved the little boy, and the boy loved the animals. Yet,	35
he often wondered if he would like to go to the city. One	48
summer day while walking through the woods, he met a pilot.	59
The pilot's airplane had crashed in the woods. The boy and	70
the pilot became friends. Day and night they worked on the	81
plane so the pilot could return home. Once they were done	92
fixing the plane, the pilot asked the boy if he wanted to	104
return to town with him. The boy told the pilot that he	116
wanted to stay in the forest with the animals. The animals	127
were his family, and he did not want to leave them. The	139
pilot flew away in the plane as the boy waved goodbye.	150

Student: _____	Date: _____
Number of words read correctly 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 Green Square 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.
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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.

Everyday I creep around the zoo, watching as the people	10
walk by. They stand in front of cages and stare, making	21
strange sounds like "oh" and "wow." Sometimes the smaller	30
people try to touch, but they always have to stop. They are	42
going to get hurt if they touch the wrong animal. They do	54
not watch me because I am really small. I cower behind	65
rocks and in the grass. If you questioned any person, they	76
would say that I was not important enough to watch. They	87
do not believe that I am an animal. I love living in the	100
zoo. Unlike those who are caged, I have my freedom. I am	112
wild and cannot be caged. I have my freedom and all the	124
food that I can eat. People are very messy creatures,	134
dropping garbage everywhere, but their garbage shall be my	143
dinner. The best place in the world for a lizard to live	155
is the zoo.	158

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 Green Square 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.

<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.

It was the most thrilling day of Erin's life. She was	11
finally able to go to a concert starring a pair of her	23
favorite bands, Boys'r'Us and the All-Stars. Her mom	31
agreed to take Erin to the concert if she helped baby-sit	42
her little brothers. She earned thirty dollars. It was	51
finally the big day and Erin's friend, Katie, was going to	62
go with her. They both got dressed up in hot new	73
clothes. Katie and Erin even made huge poster signs. They	83
had never been more excited. They got to the arena, and they	95
screamed at the top of their lungs all night. The girls	106
Actually thought they would be able to hear them. They sang	117
all of their famous songs, and Katie and Erin knew every	128
word. The concert lasted over three hours, but they	137
enjoyed every minute of it.	142

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

► Go to the Progress Monitoring Form ◀

▪ GREEN SQUARE READING ROOM ▪
**MONITORING FORMS FOR
STUDENT'S USE**

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

Once upon a time there was a little girl whose home was down a deserted road deep in the forest. The little girl loved living in the forest among the animals. She was a friend to all the animals of the forest. Yet, she was also a lonely little girl because she had no family. One day while skipping through the woods, she met a beautiful fairy. The fairy questioned the girl about where she lived. The girl told the fairy about her forest home. The fairy asked the girl about her family. The girl told the fairy that she did not have a family. The fairy could feel that the girl was lonely, so she asked the girl if she wanted to live with all the fairies. The girl happily answered yes and went to live with the fairy. For the rest of her life the girl had her friends, the animals, and a family of her very own.

All day long I crawl through the zoo, watching as the people pass by. They stop and stare, making strange sounds like "oh" and "wow." Sometimes the smaller people try to touch, but the bigger people always make them stop. They are going to get hurt if they touch the wrong animal. They do not watch me because I am a small size. I dart out of the way before they can see me. If you questioned the people, they would say that I was not important enough to watch. They see me as a common, everyday animal, not an exotic one like the jaguar. I love living in the zoo. Unlike those who are caged, I have my freedom. I have my freedom and all the food that I can eat. People are very messy creatures, dropping garbage everywhere, but their garbage shall be my dinner. The best place in the world for a squirrel to live is the zoo.

Yesterday while sitting in class, Tara found a note under her desk. She did not know where the note came from. The paper it was written on was very, very old. It began to crumble in Tara's hands. When her teacher finished his social studies lesson on Europe, Tara gave him the note. He opened the note and saw that it contained a map. He asked Tara to stay after class and try to help him figure out what it was a map of. They spent the next hour studying the map. They researched and found out that it was a map from long ago. It described a town that existed on the same spot that their town now exists. Tara and her teacher called the newspaper, so they could have the map and what they discovered published on the front page the next day.

A long time back, I met a little girl whose home was deep in the forest. The little girl loved living in the forest among the animals. Yet, she was also a lonely little girl, because she thought that she did not have a family. I met her when she ran through the woods and picked wild flowers. When I saw her, I could not believe my eyes. She looked exactly like the little sister that had wandered from my home years ago. I felt that I had discovered my long lost sister. The girl and I sat talking for hours about her life. At the end of the day, I told her what I believed to be true. She said that she felt that I was familiar also. I asked her if she wanted to return to her home and family, and she said yes. That day the little girl and I found a missing piece of our family.

John was going to the park to play baseball. On the way to the park, he walked passed a large grassy field. In the middle of the field stood a round silver tower. He became curious about what could be in the tower, so he decided to investigate. However, John could not find a door. He became frustrated and leaned against the wall of the tower. Just then, the wall opened up and John fell into the building. The inside of the building was like nothing John had ever seen in his life. There were small circle shaped mirrors everywhere, and each mirror had a small button beside it. John chose one mirror and pressed its button. In the mirror John was shown an imaginary world where everyone had three feet. He thought that the people looked silly walking around on three feet. John spent the rest of the day exploring the tower.

It was the most thrilling day of my life. I was finally able to go to a concert starring my favorite band, The Bill Thomas Experience. My dad agreed to take me to the concert if I helped with more chores around the house. I had saved up all my allowance for ten months. It was finally the big day and my friend, Katie, was going to come with me. We both got dressed up in band t-shirts, hats, and jewelry. We were their biggest fans. We even made signs. We got to the stadium and screamed at the top of our lungs all night. We actually thought they would be able to hear us. They sang all of their famous songs, and we knew every word. We sat up in the balcony with my dad. I even caught a guy of the band, Tommy, looking straight at me. I wonder if I could meet this band I love.

I love to go to the aquarium. I love to watch all the fish swim in the tanks. My favorite sea animal is the octopus. It is the slimy creature with eight legs. It also sticks to the sides of the tank. Seahorses are small creatures that look like mini horses. They float around in packs and are different colors. I am scared to go by the shark tank. They are gigantic creatures with big, sharp teeth. They have different kinds of sharks. They have tiger sharks, hammerhead sharks, and great white sharks. My favorite thing to do in the aquarium is play in the touch tank. There is a helper that lets us touch all sorts of special sea creatures. I got to touch a green turtle, a yellow goldfish, a blue sponge, and some orange sea coral. I think I might want to work with ocean creatures when I get older. I have fun at the aquarium.

Jamie was going to the mall to spend her birthday money. On the way to the mall, she walked passed a large grassy field. In the middle of the field there was a round silver tower. She became curious about what could be in the tower, so she decided to investigate. However, Jamie could not find a door. She became frustrated and leaned against the wall of the tower. Just then, the wall opened up and Jamie fell into the building. The inside of the building was like nothing Jamie had ever seen in her life. There were small rectangular mirrors everywhere, and each mirror had a small button beside it. Jamie chose one mirror and pressed its button. In the mirror Jamie saw an imaginary world where animals ruled and people were the pets. She thought that the people looked silly being walked on leashes. Jamie figured that exploring the tower was more fun than going to the mall.

Last week while at school, Mike found a note on the floor under his desk. He had no idea where the note came from or what it was about. While his teacher continued to teach about syllables and nouns, Mike began to read the note. At first the note appeared to be a list, but as Mike tried to read the note, he noticed that it was written in another language. Mike tried for the rest of the day to figure out what language it was in. Of course, Mike did not speak any other language, but English so he could not understand the note. He talked to the teachers in his school, but they too could not read the note. At the end of the day, Mike just put the note back on the floor where he found it, hoping that a person who could read it would find it.

I love to go visit the aquarium. I love to stick my fingers in the surface of the water. My favorite sea creature is the seal. I like the way he makes noise and claps his hands together. He plays with the beach ball too. I do not like the jellyfish. I saw one that was red and white. I am scared to go by the jellyfish because they might sting me. They do not like to be dry because they probably will die. The biggest is the Man of War. My favorite thing to do in the aquarium is play in the sand box. There is a helper that lets us hold all sorts of unique sea creatures. I got to hold a turtle, a blue crab, a white coral, and a red lobster. I want to go to the beach on vacation to see all these creatures up close. I want to go back to the awesome aquarium.

My favorite man in the whole world is my dad, Tim. He is the nicest man on the earth. He always helps me tie my shoes and do my chores. He takes me outside in the yard to ride my bike and climb trees. He even lets me have friends over to camp out in the backyard. We even have something in common. We both like rye bread, but no one else in our family does. We both put spaghetti sauce on it. After school he helps me with my homework. He is great in history and music. If I'm lucky, he lets me watch a little TV until my bedtime, which is nine thirty. At night he tucks me in bed and reads me a new story every night. My dad is the greatest guy in the world. I am glad he is my dad. My dad always makes me laugh.

It was the most electrifying day of my life. I was finally able to go to a concert starring my favorite boy band. My mom agreed to take me to the concert if I helped with more chores around the house. I had saved up all my allowance for six months. It was finally the day and my friend, Amy, was going to come with me. We both got dressed up in boy band t-shirts, hats, and buttons. We got to the stadium and screamed at the top of our lungs all night. We actually thought they would be able to hear us. We sat up in the balcony with my mom, Jane, and Amy's mom, Dorothy. They sang all of their famous songs, and we knew every word. I even caught the cutest guy of the band, Justin, looking straight at me. He even blew me a kiss. I can't wait to go to another concert.

I am a fourth grader at St. John's Academy. My name is Jeff. I am in Mrs. Hall's class. She is very nice. There are twenty-five members of the class, fifteen boys and ten girls. I like them all. We have fun. I learn about all sorts of neat things during the school day. In English class, we are learning how to use verbs and nouns to make sentences. I really like to write stories. I once wrote a story about how I was a superhero with strong powers and saved the world. My name was Super Boy. In science class, we are learning about how everyone is made of cells. They are very tiny and you cannot see them. It was cool. My favorite class is art. I get to paint pictures. I once painted a picture of Superman. It was neat. I like to learn and play with my friends. It is fun. I really like school

Jamie was going to the movies to meet some friends. On the way to the movies, she walked passed a field filled with tall green grass. In the middle of the field there was a round silver tower. She wondered about what could be in the tower, so she decided to find out. The inside of the building was not like anything Jamie had ever seen in her life. There were small rectangular mirrors on the walls, and each mirror had a small button beside it. Jamie chose one mirror and pressed its button. Suddenly, Jamie found herself in outer space. Jamie thought that this was the coolest thing she had ever done. Jamie floated back to the place where she left the mirror and pressed the button again. Jamie ended up back in the tower. She spent the rest of the day pressing buttons and experiencing different worlds. Everyday Jamie returns to the tower to explore more of the mirrors.

Have you ever been bored and just started to daydream?
I do it all the time, and when I do I can describe some wild stuff. One time I was a creepy monster that lived in a wide boat. I came out only at night to scare the night fisherman. Another time I went on a helicopter ride across the mountains, and at the end we landed in the middle of a deserted road. We had a fabulous time. One time I had to baby-sit for septuplets, seven babies. It was the hardest job I ever had. Once I was jogging down the hill, and I met a famous movie star. We became best friends, and he thanked me on an award show. I have a great imagination, and I'm sure you do too. It's fun to wonder about what else we could be. We can be anything in real life or in our imagination.

I know for a fact that I do not like homework. I have to sit in my kitchen and finish all of my homework before I can go out and play. Today I have to do a worksheet on sums and differences. Why couldn't my teacher just say add and subtract? Why does she have to use big, fancy words? My mom says that if I do well in school, I will do well in life. I guess she is right. I have big dreams about my future. I want to be a doctor. To be a doctor you have to be smart, so I guess I'll finish my homework now. I know I am smart and smart people work before play, so I must get back to work. Boy, it is hard to finish your homework when the outside world looks like such fun.

It was Career Day yesterday in my class. All sorts of professionals came to our class to talk to us. Doctors, lawyers, and even one anthropologist visited us. They talked about their jobs and why they like what they do. I thought that their jobs sounded interesting, but I still did not know what I want to do. When I was little, I wanted to be a firefighter. Another time, I wanted to be a cowboy. I thought all night about what it is that I want to do when I grow up. Late last night, I finally made a decision about what I want to be when I'm older. I am going to be the President of the United States. I think that I would make a great president. I have a lot of good ideas that would help our government. I wonder why our teacher did not invite the President to visit our class for Career Day.

For a week now, the weather has been turning colder. I stay glued to the television set. I sit watching television, but I am not enjoying the newest show or cartoon. I am watching the news. I wait in anticipation for the weatherman. My one desire this winter is for snow. It seems that all the other places are getting snow but my hometown. I live in the south and have never seen snow. I have heard stories about snow, but I want to experience it myself. I want to feel how its icy chill can numb my fingers. I long to see all the buildings blanketed in white. I sit waiting as the weatherman comes on. Perhaps the weatherman will state that there is snow in the forecast for tonight. Sometimes, I run to the front window and check to see if the first flake has fallen. I will be so happy when the snow begins to fall.

I do not like homework, and that is a fact. Before I can go play, I have to sit in the living room and get all of my homework done. Today I have to work on directions and distances. Why didn't my teacher just say we are going to use a map? Why does she try to confuse us with big words? My mom says to do well in life, you must do well in school. I know she is right. I have big dreams about my future. I'm going to be a fire fighter. Fire fighters have to know how to use maps and find distances to do their jobs, so I know that my homework is important. Smart people work before play, so I must get back to work. It is so hard to finish your homework when being outside in the warm sun seems like much more fun.

It was Career Day yesterday in Annie's class. Many professionals came to her class to talk to the children. Doctors, lawyers, and dentists visited them. They talked about their jobs in general. Annie thought that their jobs sounded fun, but she still did not know what she wants to do when she grows up. When she was little, she wanted to be an astronaut and go to the moon. Another time, Annie wanted to be a movie star. She thought all night about what it was that she wants to do when she grows up. Late last night Annie finally decided that she is going to be the President of the United States. Annie feels that she would make a great president. She has a lot of good ideas that would help the government. Annie wondered why her teacher did not invite the President to visit her class for Career Day.

Have you ever been sleepy and started to drift away and daydream? Ashley does it all the time, and when she does she can describe some interesting things. One time, Ashley was a creepy snake that lived in a deep hole. She came out only at night to scare the kids who were playing hide and seek. Another time, Ashley went on a plane ride across the Pacific Ocean, and at the end she landed in the mysterious forest. She had an incredible time. One time, Ashley had to baby-sit for twenty-four children. It was the hardest job she ever had. Once Ashley was speeding down the street, and she stopped at a red light. At that moment, thousands of monkeys jumped into her car. Ashley has an incredible imagination, and I'm sure you do too. It's fun to wonder about what else we could be. We can be anything in real life or in our imagination.

I love to go walk in the aquarium. I love to stick my nose on the glass tanks. My favorite sea animal is the king crab. I like the way it pinches people. I can do the crab walk too. Flounders are flat, beautiful fish. I saw one that was pink and blue. I am scared to go by the whale tank. They are enormous creatures with big bellies. There are different kinds of whales. The best is a blue whale. My favorite thing to do in the aquarium is play in the holding tank. There is a helper that lets us hold all sorts of unique sea creatures. I got to hold an orange turtle, a yellow crab, a pink coral, and a red lobster. I think I might want to go to the ocean on vacation to see all these creatures in their habitat. I definitely want to go back to the aquarium.

We had Career Day yesterday in class. All kinds of professionals came to our class to speak to us. Doctors, lawyers, and even one scientist visited us. They explained their jobs, and they told us why they like what they do. I thought that their jobs sounded interesting, but I was still not sure what I want to do. When I was little, I wanted to be a wheat farmer. Last year, I wanted to work on a train as an engineer. I thought every night about what I want to do when I grow up, then last night I finally figured out what the best job for me is. I am going to work hard so that I can become the President of the United States. I think that I would make a great president. I want to help our government and our country. I wish our teacher had invited the President to visit our class for Career Day.

For days now, the winter weather has been turning increasingly colder. Billy remains glued to the television set. He sits watching television, but Billy is not engrossed in the newest show or cartoon. He is watching the news. Billy waits in anticipation for the weatherman. Billy's one desire this winter is for snow. It seems to him that all the other places are getting snow but his hometown. Billy lives in the south, a region that hardly ever has snow. He has heard stories about snow, but he wants to experience it himself. He wants to feel how its icy chill numbs his fingers. He longs to see his neighborhood blanketed in white. Billy sits waiting as the weatherman comes on. Billy is excited when the weatherman states that there is snow in the forecast for tonight. Billy runs to sit by the front window. Billy watches the dark sky for the first flake to drop.

A long time ago there was a little boy who lived down a small road deep in the forest. The animals of the forest loved the little boy, and the boy loved the animals. Yet, he often wondered if he would like to go to the city. One summer day while walking through the woods, he met a pilot. The pilot's airplane had crashed in the woods. The boy and the pilot became friends. Day and night they worked on the plane so the pilot could return home. Once they were done fixing the plane, the pilot asked the boy if he wanted to return to town with him. The boy told the pilot that he wanted to stay in the forest with the animals. The animals were his family, and he did not want to leave them. The pilot flew away in the plane as the boy waved goodbye.

Everyday I creep around the zoo, watching as the people walk by. They stand in front of cages and stare, making strange sounds like "oh" and "wow." Sometimes the smaller people try to touch, but they always have to stop. They are going to get hurt if they touch the wrong animal. They do not watch me because I am really small. I cower behind rocks and in the grass. If you questioned any person, they would say that I was not important enough to watch. They do not believe that I am an animal. I love living in the zoo. Unlike those who are caged, I have my freedom. I am wild and cannot be caged. I have my freedom and all the food that I can eat. People are very messy creatures, dropping garbage everywhere, but their garbage shall be my dinner. The best place in the world for a lizard to live is the zoo.

It was the most thrilling day of Erin's life. She was finally able to go to a concert starring a pair of her favorite bands, Boys'r'Us and the All-Stars. Her mom agreed to take Erin to the concert if she helped baby-sit her little brothers. She earned thirty dollars. It was finally the big day and Erin's friend, Katie, was going to go with her. They both got dressed up in hot new clothes. Katie and Erin even made huge poster signs. They had never been more excited. They got to the arena, and they screamed at the top of their lungs all night. The girls Actually thought they would be able to hear them. They sang all of their famous songs, and Katie and Erin knew every word. The concert lasted over three hours, but they enjoyed every minute of it.