

# ▲ YELLOW TRIANGLE READING ROOM ▲

# PROGRESS MONITORING

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

▲ YELLOW TRIANGLE READING ROOM ▲  
**PROGRESS MONITORING FORM**

Student: _____	Teacher: _____
Current Grade: (circle one) 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup>	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 <sup>nd</sup> 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 <sup>nd</sup> in rank order.	
<b>EXAMPLE</b>	a = <u>61</u>	} <u>61</u> Graph it on Progress Monitoring Graph	<b>Session 1</b>	1a = _____	} _____ Graph it on Progress Monitoring Graph	
	b = <u>59</u>					1b = _____
	c = <u>64</u>					1c = _____
<b>Session 2</b>	2a = _____	} _____ Graph it on Progress Monitoring Graph	<b>Session 3</b>	3a = _____	} _____ Graph it on Progress Monitoring Graph	
	2b = _____					3b = _____
	2c = _____					3c = _____
<b>Session 4</b>	4a = _____	} _____ Graph it on Progress Monitoring Graph	<b>Session 5</b>	5a = _____	} _____ Graph it on Progress Monitoring Graph	
	4b = _____					5b = _____
	4c = _____					5c = _____
<b>Session 6</b>	6a = _____	} _____ Graph it on Progress Monitoring Graph	<b>Session 7</b>	7a = _____	} _____ Graph it on Progress Monitoring Graph	
	6b = _____					7b = _____
	6c = _____					7c = _____
<b>Session 8</b>	8a = _____	} _____ Graph it on Progress Monitoring Graph	<b>Session 9</b>	9a = _____	} _____ Graph it on Progress Monitoring Graph	
	8b = _____					9b = _____
	8c = _____					9c = _____

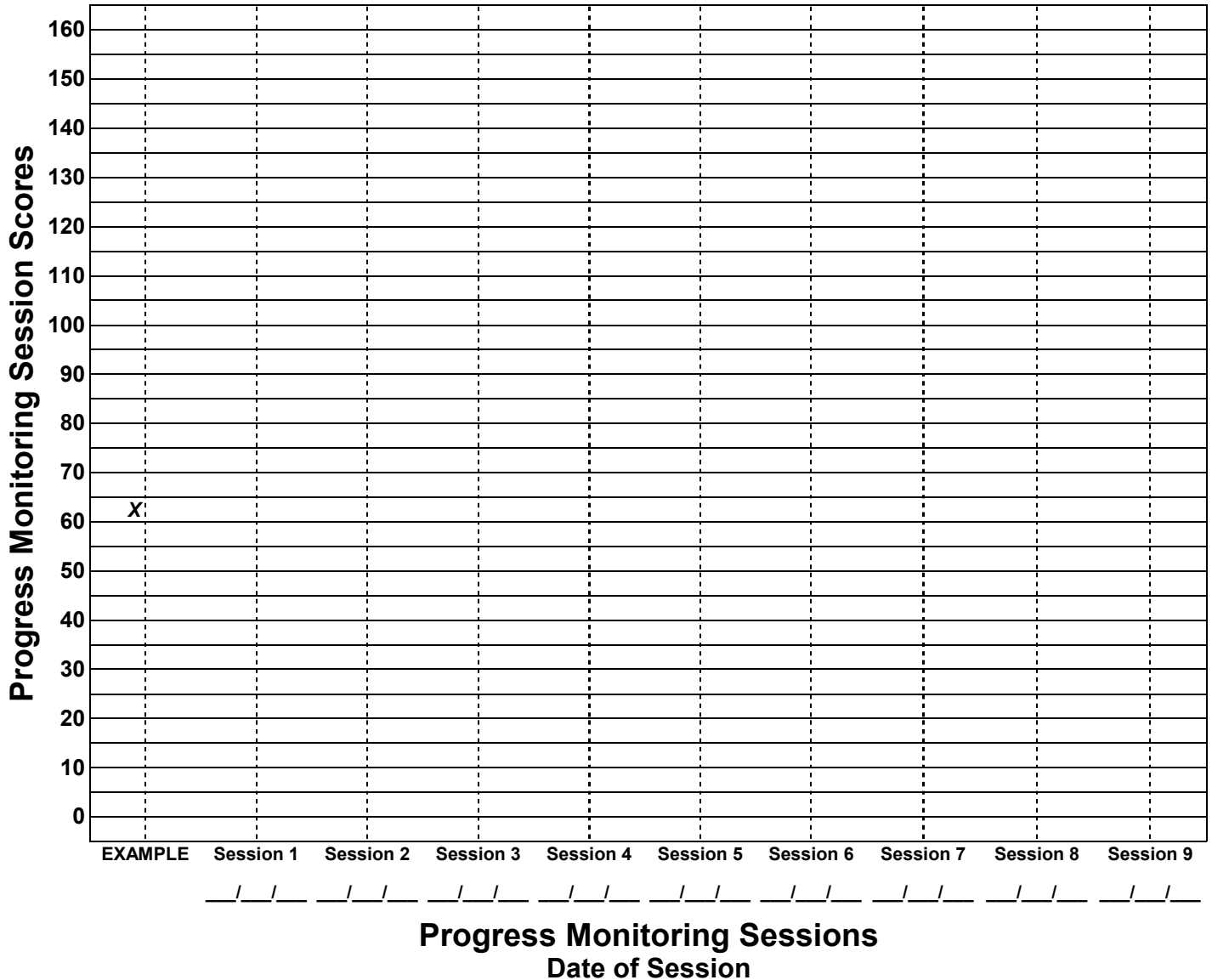
▲ YELLOW TRIANGLE READING ROOM ▲

# PROGRESS MONITORING GRAPH

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

**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.



▲ YELLOW TRIANGLE 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**  
**Yellow Triangle**  
**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.

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

- 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.

School government elections have been all this week. I	9
am running for the office of president. I think	18
that I am the right type of person to hold this office. I	31
am quite smart, and I am not one of those people who put	44
themselves before others. My platform for the election was	53
one of equality. I want our school policies to treat	53
everyone equally. While I am school president, nobody will	72
receive preferential treatment. I feel that I am qualified	81
for this job. I have always been involved in the school,	92
and I wrote for the school paper. My campaign was an	103
exciting one. My friends and I have made posters and given	114
away homemade buttons. Election results will be announced	122
after lunch today. I cannot wait to hear who has won the	134
offices. I truly hope that I am the new president of our	146
great school.	148

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

▶ **Go to Session 1b** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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 Detective Harry Brown. I am employed with the	10
police department in the village of West Wagon. We	19
recently received some astounding information about a	26
woman who was in serious trouble. She had been robbed, and	37
numerous items from her home were stolen such as cars,	47
jewelry, and televisions. It was up to me to solve this	58
crime. I have been on the job for ten years and have seen	71
nothing like this. When I arrived at the woman's home, I	82
looked around for any hard evidence that could be used to	93
find a suspect. When I began to investigate, I found a	104
mysterious wallet on the floor. I opened it, and found the	115
name of Vinnie Rotten. He must have dropped his wallet	125
when he committed this crime. We ransacked his home and	135
found all of the woman's missing possessions. He was	144
arrested, and he later confessed to the crime. Another case	154
solved by the amazing Detective Harry Brown.	161

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

▶ **Go to Session 1c** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

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

I have always wanted to take part in the science	10
experiment of the century. My science teacher, Mr.	18
Campbell, lets all of his daring students have a chance at	29
performing a cool experiment. There are numerous factors	37
and laws that must be followed in an experiment. All	47
the rules must be followed correctly, right down to the	57
bottom line. To keep from having a catastrophe, all human	67
skin must be covered from head to toe. No one is allowed	79
to touch the ingredients with bare hands. I conducted an	89
experiment that involved a rubber ball and a strong gas. We	99
had to read all the directions carefully to prevent an	109
explosion. We combined the gas and the ball. The clear	119
beaker turned into orange liquid, which was highly toxic.	128
I hope to one day be a scientist and assist students in	140
learning about science. Scientists have a difficult job. I	149
really admire them.	152

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____
	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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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 grandma has always been fascinated with gardening,	8
and she loved to do it with her child, Grace. When Grandma	20
was young she loved being outside in the yard, and she	31
would dig a hole in the soil and stick her feet in it. She	45
also loved to plant seeds that would produce gorgeous	54
flowers such as daisies, but Grandma's absolute favorites	62
were roses. One time, a rose grew to be over six feet tall.	75
One day, Grandma wanted to build a fruit and vegetable box	86
to plant seeds in. Grandma allowed her daughter, Grace, to	96
help carefully plant peaches, carrots, watermelons, and	103
cucumbers. Grandma went out everyday to water and look	112
over the area for her new fruit plants. After six weeks,	123
Grandma saw a result. A dozen little yellow peaches	132
started to climb up the wire. Grandma loved to garden,	142
and she hoped to have ten gardens one day.	151

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

▶ **Go to Session 2b** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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.

Tyrone loved music, especially the dynamic sound of	8
rhythm and blues music. With his incredible imagination,	16
Tyrone and his brother, Michael, would pretend that they	25
were famous rhythm and blues musicians. They used	33
broomsticks as microphones and sang along with the	41
television. They would pretend that they were performing	49
on a stage for a stadium filled with thousands of people.	60
While Tyrone used his baseball bat as a guitar, Michael	70
used large pots and pans as drums. Michael wanted some real	81
drums for his birthday. When Michael reached the age of	91
twelve, he had a gigantic birthday party with all of his	102
friends. When he opened the present from Tyrone and his	112
parents, he shouted out with surprise when he saw a drum	123
set with a sketch on it. It was a fire truck. It was	136
exactly like a famous musician’s drum set. Elated, Michael	145
started to play his new drum set and named it Speedy Engine	157
Then, he jumped up, smiled, and gave his friends and family	168
a live concert.	171

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read</b> <b>correctly in 1 minute</b>	<b>=</b> _____ <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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

I have always wanted to travel to the opposite coast.	10
So, I decided to take the long drive to the lights and	22
rich city of Hollywood, California. This is the place	31
where you can become a giant star. I was a struggling	42
actress from the small village of Harper, with dreams of	52
fame and fortune. I took the trip to the coast to pursue	64
my dream of being an actress in a television series. I	75
would love to be able to dress in designer clothes and	86
sparkling jewelry. I want to experience the rush of being	96
on camera and the praise you get from a single success. I	108
do not, however, want to hear negative remarks. Maybe when	118
I am older and wiser, I will venture to take the chance of	131
a lifetime. For now I am happy just being myself.	141

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ 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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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 school I had to write a report about the President	11
of the United States. I wrote about the laws that he is	23
passing to help our nation. While studying the President,	32
I became very interested in his job. I began to wonder	43
about being President when I grow up. I think that I am	55
quite capable and would make a good president. I like to	66
speak in public, and I care about what happens to other	77
people. I would be the first female president. Our country	87
has never had a female president, and I feel that it is	99
time. I think that a girl can do anything a boy can do,	112
including being President of the Untied States. If I were	122
President, I wonder if my husband would be called the	132
First Man. At the end of my report on the President, I	144
wrote that someday I hope to continue the American	153
tradition of democracy and become President of our great nation.	163

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

▶ **Go to Session 3b** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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.

In Tara's science class this week, they have been	9
studying amphibians. At the end of the week, as a	19
concluding biology activity, the students are going to	27
perform a dissection. Tara's class gets to dissect toads.	36
On Friday, the teacher distributes one instrument kit and	45
one toad per person. Tara's toad was so incredibly tiny,	55
it was smaller than anyone else's toad. The teacher's	64
beginning instructions were to describe the toad's skin	72
using all their senses, except taste. Tara couldn't bring	81
herself to handle the toad. Just then, some other students	91
in the class began to goof around with their toads. The	102
teacher told the students that if they could not control	112
themselves, she would remove all the toads. One student	121
continued to misbehave, and the teacher picked up all the	131
toads. Their new assignment was to label and color a	141
worksheet. Tara was secretly pleased that the toads were	150
gone. She did not really want to dissect a toad.	160

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

▶ **Go to Session 3c** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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.

Matthew and Joseph were relaxing in the cafeteria	8
during a hectic day in school. They had just been released	19
from fourth period, and it was finally time to enjoy a	30
nutritious meal. At the table, Matthew launched into	38
telling a hysterical joke that had everyone laughing.	46
Joseph was drinking milk, and he laughed so hard it	56
squirted out of his ears. Someone in the cafeteria	65
nicknamed him "Milky Ears." He felt extremely embarrassed	73
by the situation and could not believe such an incident	83
had occurred. After a while he realized it really was	93
quite funny. In English class the teacher, Mrs. Clark,	102
asked the students to write about their most embarrassing	111
moments. Joseph began to recall his past experiences, and	120
finally a light bulb went off in his mind. He would write	132
about the event that had just happened in the cafeteria.	142
Joseph wrote an excellent paper and made a great grade	152
too. He had felt a horrifying moment, but it became	162
extremely useful.	164

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____
	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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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 a cool crisp day in the summer month of June. My	13
dad was going on a fishing rodeo with a bunch of his	25
friends. It was located in a lake off the coast of Grande	37
Isle. The men split up into three teams and tried to catch	49
the largest fish. They competed against hundreds of other	58
competitors to see who can catch the largest fish. It was a	70
three-day event, and after each day the fish that were	80
caught were placed on a scale to calculate the amount of	91
pounds that they weighed. At the end of the competition, the	102
team with the heaviest fish wins. My dad's team won this	113
year with a fish that weighed thirty-eight pounds. That	122
equals the weight of my little sister, Megan. That must	132
have been hard work. They had a lot of fun.	142

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

**► Go to Session 4b ◀**

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

<p><b>TEACHER'S FORM</b> <b>Yellow Triangle</b> <b>Session 4b</b></p>
-------------------------------------------------------------------------------

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

- 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 Police Officer Daniel Metal. I am a member of the	12
police department in the hills and valleys of east	21
Louisiana. We have received a report about a man who was	32
in a major jam. He had been held captive, and numerous	43
items from his home were stolen such as jewelry,	52
furniture, and other valuables. It was up to me to solve	63
this crime. I have been on the job for seven years, and I	76
have not seen anything like this. When I arrived at the scene	88
of the crime, I looked throughout the house for any hard	99
evidence. When I began to investigate, I found a	108
fingerprint in some dust. It led me to Bobby Nogood. He	119
must have not used gloves when committing this crime. We	129
paid a visit to his home and found all the missing	140
possessions. He was then arrested. Another case solved by	149
Officer Daniel Metal.	152

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

▶ **Go to Session 4c** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

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

I have always wanted to take part in a strange and	11
intriguing science experiment. My science teacher, Mr.	18
Nugent, lets all of his courageous students have a try at	29
performing a cool experiment. There are numerous factors	37
and laws that must be followed in an experiment. All	47
the rules must be followed correctly, right down to the	57
bottom line. If not, there might be a catastrophe, or even	68
worse, someone might get extremely injured. I conducted an	77
experiment that involved potent liquid and regular oxygen.	85
We had to read carefully in the dictionary of science to	96
complete this experiment correctly. We combined the liquid	104
and the oxygen. The clear liquid turned into blue foam	114
that was highly toxic. I have an exciting time performing	124
science experiments. I hope to one day be a scientist and	135
assist students in learning about science. Scientists have	143
a difficult and dangerous job. I really admire them.	152

Student: _____	Date: _____
<b>Number of words read correctly in 1 minute</b>	= _____
	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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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 has always been fascinated with gardening, and she	9
loved to do it with her mother, Joanna. When Jennifer was	20
young she loved being outdoors, and she would dig in the	31
soil to play with doodlebugs and worms. She loved to watch	42
them squirm. She also loved to plant seeds that would	52
produce beautiful flowers such as roses and sunflowers,	60
but Jennifer's absolute favorites were tulips. One day,	68
Jennifer's mother was outside breaking the new soil to	78
plant numerous vegetables. Jennifer excitedly asked if she	85
could break the soil. Her mother agreed, and Jennifer	94
helped carefully plant carrots, cucumbers, tomatoes, and	101
squash. Jennifer went out everyday to water and clean the	111
area for her new plants. After four weeks, Jennifer saw a	122
result. A dozen little green tomatoes started to form, as	132
well as some squash and cucumbers. Jennifer had taken	141
great care of her vegetables. Jennifer loved to garden and	151
hoped to have her own fabulous garden one day.	160

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

▶ **Go to Session 5b** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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.

Every summer my family and I take a vacation. This year	11
we have decided to drive across the United States. We have	22
named our trip the "Williamson's Cross Country Road Trip"	30
and will write it in shoe polish on the back of our sports	43
utility vehicle. When we start out we do not know where we	55
will go. We just decided to head east. We want to visit	67
the snow-covered mountains in the Rockies and all the	76
national monuments in between. We are going to save money	86
by camping in national parks and having picnics in fields	96
of wild flowers. My dad says that if we travel far enough	108
east we will run out of road. I say that sounds like a	121
great adventure, let's drive until we cannot drive any	130
farther. My mom laughs and tells us that we are insane,	141
but we don't listen. When we finally reach the East Coast,	152
we are going to New York City to see the Statue of Liberty.	165

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

**► Go to Session 5c ◀**

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

**TEACHER'S FORM**  
**Yellow Triangle**  
**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.

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

- 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.

Sally wondered whether she would ever get to experience	9
the adrenaline rush of landing and walking on the moon.	19
Sally was only nine, but it was her dream to become an	31
astronaut and visit space. Sally begged her parents to	40
send her away to space camp in Texas. Her parents	50
hesitated, but agreed to Sally's wish, and for the summer	60
she was off to space camp. Sally roomed with a girl named	72
Katie, and they both shared the excitement of space. As	82
one of the exercises, the girls had to go to the	93
planetarium and learn about the distant planets and fiery	102
stars. Sally's favorite exercise was the incredible	109
gravity chamber. Sally floated to the extreme top of the	119
confined chamber, and she got to experience the weightlessness	128
of space. She wasn't even traumatized. After returning	136
home from a life changing experience, Sally still wanted	145
to become a skilled astronaut.	150

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____
	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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Katie desired to be a winner. She participated in	9
numerous sports, trying to be a hero. She tried to make	20
the winning goal in every game while playing soccer. She	30
played basketball hoping to be the team captain and lead	40
her team to victory. She played baseball hoping to be the	51
one to make the catch that stops the other team's chance	62
to score. She wanted to bring everyone in the stadium to	73
their feet with excited cheers. She ran track because she	83
wanted the record in the hundred-yard dash to be broken by	94
someone at her school. Katie even joined the chess club	104
wanting to win a trophy for her school. Katie worked	114
extremely hard at getting better at mastering the	122
difficult moves. She always played and practiced very	130
hard, but she never won. In all of her efforts, Katie had	142
forgotten the most important key to success. She forgot to	152
have fun, and fun is the key element of any game.	163

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	<b>=</b> _____
	<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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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.

Keith loved music, especially rock music. In their	8
garage, Keith and his older brother, Kevin, would pretend	17
that they were famous musicians from England giving a	26
concert. They used broomsticks as microphones and sang	34
along with the radio. While Kevin used garbage cans as	44
drums, Keith strummed his tennis racquet to imitate a	53
guitar. Keith wanted a real guitar some day, and he dreamt	64
of becoming a rock star. On his tenth birthday, Keith had	75
a party with all of his friends. When he opened the	86
present from Kevin and his parents, he ripped off the	96
wrapping paper and shouted out excitedly when he saw what	106
was underneath. It was a guitar. It wasn't just a toy for	118
little kids, but a real guitar like the ones rock	128
stars have, and it was gold. Delighted, Keith hugged his	138
new guitar and named it Big Gold. Then, he jumped up on	150
the table, smiled, and gave his friends a live concert.	160

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

**▶ Go to Session 6c ◀**

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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.

One chaotic day in school, Amelia and Madeline were in	10
the cafeteria trying to relax. Finally fourth period had	19
come to completion and it was time to enjoy a	29
semi-nutritious snack. While at the table, Amelia started	37
to tell a hysterical joke that had everyone clutching	46
their stomachs. Madeline had just taken a sip of her milk.	57
She snorted so hard, milk sprayed out of her nose. Someone	68
in the cafeteria nicknamed her "Milk Snorter." Madeline's	76
skin turned a vivid shade of red. She was extremely	86
embarrassed and in disbelief that such an incident had	95
occurred. She hastened down the hall to the bathroom with	105
her eyes burning from trying not to sob. On the way to the	118
bathroom, she noticed a bulletin board. Posted on the board	128
was an announcement about a writing competition. Madeline	136
decided to write about her experience with the milk. She	146
entered her story and won. Out of this embarrassing moment,	156
Madeline triumphed and created an unbelievable story.	163

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

THE READING CENTER  
**STEP 3: PROGRESS MONITORING**

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**  
**Yellow Triangle**  
**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.

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

- 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 a cloudy humid day in the summer month of July.	12
My uncle was going fishing with a group of his co-workers.	23
They went to a place that was located in the ocean off the	36
coast of the Gulf of Mexico. The men split up into ten	48
teams and tried to catch a giant fish. They competed	58
against their whole entire company to see who can catch	68
the largest fish. It was a five-day event, and after each	79
day the fish that were caught were placed on a scale to	91
calculate their weight. They could catch all sorts of	100
fish, such as bass, salmon, and redfish. At the end of the	112
trip, the team with the biggest and fattest fish wins. My	123
uncle's team lost this year, but they caught a fish that	134
weighed twenty pounds. That weight is the same as my cat,	145
Spot. They must have been hard at work and had a lot of	158
fun doing it.	161

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

▶ **Go to Session 7b** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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 Detective Africa Shelby. I am employed with a	10
private detective agency in the desert village of Dry	19
Palms. We recently received some information about a child	28
who was in big trouble. He had been mugged, and numerous	39
items from his pocket were stolen such as candy, money,	49
and toys. It was up to me to solve this crime. I have	62
been on the job for five years, and I have not seen anything	75
like this. When I arrived at the scene of the crime, I	87
looked around for any evidence that could be used to find	98
a culprit. When I began to investigate, I found a picture	109
on the cement. It led me to Victoria Badseed. She must	120
have dropped her picture when she committed this crime. We	130
paid a visit to her home, and found all of the child's	142
things. She was arrested, and she later confessed to the	151
crime. Another case solved by Detective Africa Shelby.	159

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

▶ **Go to Session 7c** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

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

I have always wanted to drive to the opposite coast.	10
So, I decided to take the drive to the lights and scenery	22
of Hollywood. California is the place where you can become	32
a giant star. I was a stressed actress from the city of	44
Harper, Ohio with dreams to make a name for myself. I took	56
the trip to the gorgeous plains to pursue my dream of	67
being an actress in a television series. I would love to	78
be able to dress in expensive clothes and not even worry	89
about the cost. I want to experience the thrill of being	100
an actress and the exposure you get from a box-office	110
movie. I do not, however, want to hear negative remarks	120
about me. Maybe when I am older and wise enough to choose	132
a path for my life, I will. For now I am happy just being myself.	147

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	= _____ 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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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.

Joey believes that he is a winner. He plays every	10
possible sport, trying to be a hero. He plays soccer and	21
tries to make the winning goal in every game. He plays	32
basketball hoping to make the final three-point shot that	42
will bring his team to victory. He plays baseball	51
attempting to make a grand slam homerun that will bring	61
the crowd to its feet with excited cheers. Because he	71
wants to break the record in the hundred-yard dash Joey runs	82
track. Joey is even joining the rowing team and hoping to win	94
a medal for his school. Joey works extremely hard at all	105
of his sports, and he is getting better at mastering the	116
increasingly difficult moves. Although Joey always	122
practices and plays very hard, he does not ever win.	133
In all of his efforts, Joey has forgotten the most	143
important key to success. He forgets to have fun, and fun	154
is the name of any game.	160

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

▶ **Go to Session 8b** ◀

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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 family and I take a vacation every summer. We	10
decided to travel across the United States this year. We	20
declared our trip the "Williamson's cross-country	26
exploration adventure" and wrote it in shoe polish on the	36
rear of our sports utility vehicle. We were driving	45
through the plains when the engine of our car died. It	56
just made a whoosh sound and quit. Dad glanced at the	67
dashboard to see if we needed gas. We had not run out of	80
gas, but Dad couldn't get the car started again. We needed	91
a mechanic, but in the middle of nowhere there was not a	103
mechanic to be found. As a result, we were really stuck.	114
Dad walked down the road trying to get a signal on his	126
cellular phone. When he finally got through, he called a	136
tow truck. We were dropped off in a village that had to be	149
at least a century old. We ended up spending our vacation	160
in that village.	163

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

**► Go to Session 8c ◀**

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

<b>TEACHER'S FORM</b> <b>Yellow Triangle</b> <b>Session 8c</b>
----------------------------------------------------------------------

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

- 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.

One hectic day in school, Maggie and Emily were	9
relaxing in the cafeteria. Fourth period had finally come	18
to completion, and it was time to enjoy a semi-nutritious	28
meal. While sitting at the table, Maggie launched into	37
telling a hysterical joke that had everyone rolling in the	47
aisles. At that time, Emily was sipping her milk. She	57
laughed so hard it spewed out of her mouth. The milk must	69
have flown a yard before it hit the ground. Someone in the	81
cafeteria nicknamed her "Milk Squirter." She felt	88
extremely embarrassed by the whole situation, and she was in	98
disbelief that such an incident had occurred. After a bit	108
of contemplation, she realized that the whole thing had	117
been quite hilarious. Later that day in English class,	126
Emily was asked to write about her most embarrassing time.	136
Emily wrote about her spitting milk across the table and	146
received a wonderful grade. She was so pleased that	155
something so very horrible could turn into something wonderful.	164

<b>Student:</b> _____ <b>Date:</b> _____		
<b>Number of words read</b> <b><u>correctly</u> in 1 minute</b>	=	_____ <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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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.

Joey wanted to be a winner. He played all different	10
sports, striving to be a hero. He played soccer trying to	21
make the winning goal in every game. He played basketball	31
hoping to make the final three-pointer that brought his	40
team to victory. He played baseball attempting to make a	50
grand slam homerun that would bring the crowd to its feet	61
with excited cheers. He ran track because he wanted to	71
break the record in the hundred-yard dash. Joey even joined	81
the chess club hoping to win a medal for his school. Joey	93
worked extremely hard at all of his sports, and he got	104
better at mastering the difficult moves. Joey always	112
played and practiced very hard, but he never did win. In	123
all of his efforts, Joey forgot the most important key to	134
success. He forgot to have fun, and fun is the name of any game.	148

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

**► Go to Session 9b ◀**

**THE READING CENTER**  
**STEP 3: PROGRESS MONITORING**

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

- 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.

You won't believe what occurred in science class this	9
afternoon! You know how we have been studying amphibians?	18
We were supposed to dissect a toad today, but it didn't	29
happen. All the excitement began after lunch. We had just	39
received our instrument kits from Mrs. Walker, and she was	49
explaining the proper method for using a scalpel when	58
everything started. We all jumped when we heard a	67
tremendous crash. We turned around to see that someone had	77
pushed the terrarium full of toads to the floor. The girls	88
were simply horrified, and the boys were laughing	96
hysterically. There were escaping toads everywhere. When	103
everything settled down, Mrs. Walker gave us an alternate	112
assignment. We had to copy notes off of the overhead	122
projector while she caught the toads. The assignment was	131
boring, but it was sure worth it to see all those toads	143
hopping around the classroom. What's that, Mom? You think	152
I'm the one who freed the toads? Well guess what? I'll	163
never tell.	165

<b>Student:</b> _____	<b>Date:</b> _____
<b>Number of words read correctly in 1 minute</b>	<b>=</b> _____ <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**  
**Yellow Triangle**  
**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><b>Mark (X) as incorrect if student:</b></p> <ul style="list-style-type: none"> <li>◆ Mispronounces a word.</li> <li>◆ Skips a word.</li> <li>◆ Transposes words (reads “big smile” as “smile big”).</li> <li>◆ Substitutes words (reads “mom” for “mother”).</li> <li>◆ Hesitates on words (longer than 3 seconds).</li> </ul>	<p><b>Leave as correct if student:</b></p> <ul style="list-style-type: none"> <li>◆ Inserts a word that is not in the text.</li> <li>◆ Repeats a word that is in the text.</li> <li>◆ Self-corrects reading errors.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 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.

Gabrielle wondered whether she would ever get the	8
unbelievable opportunity to experience the intense	14
adrenaline rush of visiting another galaxy. Gabrielle was	22
only twelve, but it was her goal in life to become an	34
astronaut and explore space. Gabrielle pleaded, and her	42
parents sent her away to space camp. Her parents	51
hesitated, but agreed to Gabrielle's wish. She was off to	61
endure an opportunity of a lifetime. Gabrielle roomed with	70
a girl named Amber. They both shared a mutual enthusiasm	80
about the thrill of traveling to a mysterious galaxy. As	90
one of the exercises the girls had to pretend they were	101
located inside the Black Hole. Gabrielle's favorite	108
category was when they showed the model of the Black Hole.	119
It was the most incredible experience of her life. After	129
returning home from a life altering experience, Gabrielle	137
could not express how amazing space camp was.	145

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

**▶ Go to the Progress Monitoring Form ◀**

▲ YELLOW TRIANGLE READING ROOM ▲  
**MONITORING FORMS FOR  
STUDENT'S USE**

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

School government elections have been all this week. I am running for the office of president. I think that I am the right type of person to hold this office. I am quite smart, and I am not one of those people who put themselves before others. My platform for the election was one of equality. I want our school policies to treat everyone equally. While I am school president, nobody will receive preferential treatment. I feel that I am qualified for this job. I have always been involved in the school, and I wrote for the school paper. My campaign was an exciting one. My friends and I have made posters and given away homemade buttons. Election results will be announced after lunch today. I cannot wait to hear who has won the offices. I truly hope that I am the new president of our great school.

I am Detective Harry Brown. I am employed with the police department in the village of West Wagon. We recently received some astounding information about a woman who was in serious trouble. She had been robbed, and numerous items from her home were stolen such as cars, jewelry, and televisions. It was up to me to solve this crime. I have been on the job for ten years and have seen nothing like this. When I arrived at the woman's home, I looked around for any hard evidence that could be used to find a suspect. When I began to investigate, I found a mysterious wallet on the floor. I opened it, and found the name of Vinnie Rotten. He must have dropped his wallet when he committed this crime. We ransacked his home and found all of the woman's missing possessions. He was arrested, and he later confessed to the crime. Another case solved by the amazing Detective Harry Brown.

I have always wanted to take part in the science experiment of the century. My science teacher, Mr. Campbell, lets all of his daring students have a chance at performing a cool experiment. There are numerous factors and laws that must be followed in an experiment. All the rules must be followed correctly, right down to the bottom line. To keep from having a catastrophe, all human skin must be covered from head to toe. No one is allowed to touch the ingredients with bare hands. I conducted an experiment that involved a rubber ball and a strong gas. We had to read all the directions carefully to prevent an explosion. We combined the gas and the ball. The clear beaker turned into orange liquid, which was highly toxic. I hope to one day be a scientist and assist students in learning about science. Scientists have a difficult job. I really admire them.

My grandma has always been fascinated with gardening, and she loved to do it with her child, Grace. When Grandma was young she loved being outside in the yard, and she would dig a hole in the soil and stick her feet in it. She also loved to plant seeds that would produce gorgeous flowers such as daisies, but Grandma's absolute favorites were roses. One time, a rose grew to be over six feet tall. One day, Grandma wanted to build a fruit and vegetable box to plant seeds in. Grandma allowed her daughter, Grace, to help carefully plant peaches, carrots, watermelons, and cucumbers. Grandma went out everyday to water and look over the area for her new fruit plants. After six weeks, Grandma saw a result. A dozen little yellow peaches started to climb up the wire. Grandma loved to garden, and she hoped to have ten gardens one day.

Tyrone loved music, especially the dynamic sound of rhythm and blues music. With his incredible imagination, Tyrone and his brother, Michael, would pretend that they were famous rhythm and blues musicians. They used broomsticks as microphones and sang along with the television. They would pretend that they were performing on a stage for a stadium filled with thousands of people. While Tyrone used his baseball bat as a guitar, Michael used large pots and pans as drums. Michael wanted some real drums for his birthday. When Michael reached the age of twelve, he had a gigantic birthday party with all of his friends. When he opened the present from Tyrone and his parents, he shouted out with surprise when he saw a drum set with a sketch on it. It was a fire truck. It was exactly like a famous musician's drum set. Elated, Michael started to play his new drum set and named it Speedy Engine. Then, he jumped up, smiled, and gave his friends and family a live concert.

I have always wanted to travel to the opposite coast. So, I decided to take the long drive to the lights and rich city of Hollywood, California. This is the place where you can become a giant star. I was a struggling actress from the small village of Harper, with dreams of fame and fortune. I took the trip to the coast to pursue my dream of being an actress in a television series. I would love to be able to dress in designer clothes and sparkling jewelry. I want to experience the rush of being on camera and the praise you get from a single success. I do not, however, want to hear negative remarks. Maybe when I am older and wiser, I will venture to take the chance of a lifetime. For now I am happy just being myself.

For school I had to write a report about the President of the United States. I wrote about the laws that he is passing to help our nation. While studying the President, I became very interested in his job. I began to wonder about being President when I grow up. I think that I am quite capable and would make a good president. I like to speak in public, and I care about what happens to other people. I would be the first female president. Our country has never had a female president, and I feel that it is time. I think that a girl can do anything a boy can do, including being President of the United States. If I were President, I wonder if my husband would be called the First Man. At the end of my report on the President, I wrote that someday I hope to continue the American tradition of democracy and become President of our great nation.

In Tara's science class this week, they have been studying amphibians. At the end of the week, as a concluding biology activity, the students are going to perform a dissection. Tara's class gets to dissect toads. On Friday, the teacher distributes one instrument kit and one toad per person. Tara's toad was so incredibly tiny, it was smaller than anyone else's toad. The teacher's beginning instructions were to describe the toad's skin using all their senses, except taste. Tara couldn't bring herself to handle the toad. Just then, some other students in the class began to goof around with their toads. The teacher told the students that if they could not control themselves, she would remove all the toads. One student continued to misbehave, and the teacher picked up all the toads. Their new assignment was to label and color a worksheet. Tara was secretly pleased that the toads were gone. She did not really want to dissect a toad.

Matthew and Joseph were relaxing in the cafeteria during a hectic day in school. They had just been released from fourth period, and it was finally time to enjoy a nutritious meal. At the table, Matthew launched into telling a hysterical joke that had everyone laughing. Joseph was drinking milk, and he laughed so hard it squirted out of his ears. Someone in the cafeteria nicknamed him "Milky Ears." He felt extremely embarrassed by the situation and could not believe such an incident had occurred. After a while he realized it really was quite funny. In English class the teacher, Mrs. Clark, asked the students to write about their most embarrassing moments. Joseph began to recall his past experiences, and finally a light bulb went off in his mind. He would write about the event that had just happened in the cafeteria. Joseph wrote an excellent paper and made a great grade too. He had felt a horrifying moment, but it became extremely useful.

It was a cool crisp day in the summer month of June. My dad was going on a fishing rodeo with a bunch of his friends. It was located in a lake off the coast of Grande Isle. The men split up into three teams and tried to catch the largest fish. They competed against hundreds of other competitors to see who can catch the largest fish. It was a three-day event, and after each day the fish that were caught were placed on a scale to calculate the amount of pounds that they weighed. At the end of the competition, the team with the heaviest fish wins. My dad's team won this year with a fish that weighed thirty-eight pounds. That equals the weight of my little sister, Megan. That must have been hard work. They had a lot of fun.

I am Police Officer Daniel Metal. I am a member of the police department in the hills and valleys of east Louisiana. We have received a report about a man who was in a major jam. He had been held captive, and numerous items from his home were stolen such as jewelry, furniture, and other valuables. It was up to me to solve this crime. I have been on the job for seven years, and I have not seen anything like this. When I arrived at the scene of the crime, I looked throughout the house for any hard evidence. When I began to investigate, I found a fingerprint in some dust. It led me to Bobby Nogood. He must have not used gloves when committing this crime. We paid a visit to his home and found all the missing possessions. He was then arrested. Another case solved by Officer Daniel Metal.

I have always wanted to take part in a strange and intriguing science experiment. My science teacher, Mr. Nugent, lets all of his courageous students have a try at performing a cool experiment. There are numerous factors and laws that must be followed in an experiment. All the rules must be followed correctly, right down to the bottom line. If not, there might be a catastrophe, or even worse, someone might get extremely injured. I conducted an experiment that involved potent liquid and regular oxygen. We had to read carefully in the dictionary of science to complete this experiment correctly. We combined the liquid and the oxygen. The clear liquid turned into blue foam that was highly toxic. I have an exciting time performing science experiments. I hope to one day be a scientist and assist students in learning about science. Scientists have a difficult and dangerous job. I really admire them.

Jennifer has always been fascinated with gardening, and she loved to do it with her mother, Joanna. When Jennifer was young she loved being outdoors, and she would dig in the soil to play with doodlebugs and worms. She loved to watch them squirm. She also loved to plant seeds that would produce beautiful flowers such as roses and sunflowers, but Jennifer's absolute favorites were tulips. One day, Jennifer's mother was outside breaking the new soil to plant numerous vegetables. Jennifer excitedly asked if she could break the soil. Her mother agreed, and Jennifer helped carefully plant carrots, cucumbers, tomatoes, and squash. Jennifer went out everyday to water and clean the area for her new plants. After four weeks, Jennifer saw a result. A dozen little green tomatoes started to form, as well as some squash and cucumbers. Jennifer had taken great care of her vegetables. Jennifer loved to garden and hoped to have her own fabulous garden one day.

Every summer my family and I take a vacation. This year we have decided to drive across the United States. We have named our trip the "Williamson's Cross Country Road Trip" and will write it in shoe polish on the back of our sports utility vehicle. When we start out we do not know where we will go. We just decided to head east. We want to visit the snow-covered mountains in the Rockies and all the national monuments in between. We are going to save money by camping in national parks and having picnics in fields of wild flowers. My dad says that if we travel far enough east we will run out of road. I say that sounds like a great adventure, let's drive until we cannot drive any farther. My mom laughs and tells us that we are insane, but we don't listen. When we finally reach the East Coast, we are going to New York City to see the Statue of Liberty.

Sally wondered whether she would ever get to experience the adrenaline rush of landing and walking on the moon. Sally was only nine, but it was her dream to become an astronaut and visit space. Sally begged her parents to send her away to space camp in Texas. Her parents hesitated, but agreed to Sally's wish, and for the summer she was off to space camp. Sally roomed with a girl named Katie, and they both shared the excitement of space. As one of the exercises, the girls had to go to the planetarium and learn about the distant planets and fiery stars. Sally's favorite exercise was the incredible gravity chamber. Sally floated to the extreme top of the confined chamber, and she got to experience the weightlessness of space. She wasn't even traumatized. After returning home from a life changing experience, Sally still wanted to become a skilled astronaut.

Katie desired to be a winner. She participated in numerous sports, trying to be a hero. She tried to make the winning goal in every game while playing soccer. She played basketball hoping to be the team captain and lead her team to victory. She played baseball hoping to be the one to make the catch that stops the other team's chance to score. She wanted to bring everyone in the stadium to their feet with excited cheers. She ran track because she wanted the record in the hundred-yard dash to be broken by someone at her school. Katie even joined the chess club wanting to win a trophy for her school. Katie worked extremely hard at getting better at mastering the difficult moves. She always played and practiced very hard, but she never won. In all of her efforts, Katie had forgotten the most important key to success. She forgot to have fun, and fun is the key element of any game.

Keith loved music, especially rock music. In their garage, Keith and his older brother, Kevin, would pretend that they were famous musicians from England giving a concert. They used broomsticks as microphones and sang along with the radio. While Kevin used garbage cans as drums, Keith strummed his tennis racquet to imitate a guitar. Keith wanted a real guitar some day, and he dreamt of becoming a rock star. On his tenth birthday, Keith had a party with all of his friends. When he opened the present from Kevin and his parents, he ripped off the wrapping paper and shouted out excitedly when he saw what was underneath. It was a guitar. It wasn't just a toy for little kids, but a real guitar like the ones rock stars have, and it was gold. Delighted, Keith hugged his new guitar and named it Big Gold. Then, he jumped up on the table, smiled, and gave his friends a live concert.

One chaotic day in school, Amelia and Madeline were in the cafeteria trying to relax. Finally fourth period had come to completion and it was time to enjoy a semi-nutritious snack. While at the table, Amelia started to tell a hysterical joke that had everyone clutching their stomachs. Madeline had just taken a sip of her milk. She snorted so hard, milk sprayed out of her nose. Someone in the cafeteria nicknamed her "Milk Snorter." Madeline's skin turned a vivid shade of red. She was extremely embarrassed and in disbelief that such an incident had occurred. She hastened down the hall to the bathroom with her eyes burning from trying not to sob. On the way to the bathroom, she noticed a bulletin board. Posted on the board was an announcement about a writing competition. Madeline decided to write about her experience with the milk. She entered her story and won. Out of this embarrassing moment, Madeline triumphed and created an unbelievable story.

It was a cloudy humid day in the summer month of July. My uncle was going fishing with a group of his co-workers. They went to a place that was located in the ocean off the coast of the Gulf of Mexico. The men split up into ten teams and tried to catch a giant fish. They competed against their whole entire company to see who can catch the largest fish. It was a five-day event, and after each day the fish that were caught were placed on a scale to calculate their weight. They could catch all sorts of fish, such as bass, salmon, and redfish. At the end of the trip, the team with the biggest and fattest fish wins. My uncle's team lost this year, but they caught a fish that weighed twenty pounds. That weight is the same as my cat, Spot. They must have been hard at work and had a lot of fun doing it.

I am Detective Africa Shelby. I am employed with a private detective agency in the desert village of Dry Palms. We recently received some information about a child who was in big trouble. He had been mugged, and numerous items from his pocket were stolen such as candy, money, and toys. It was up to me to solve this crime. I have been on the job for five years, and I have not seen anything like this. When I arrived at the scene of the crime, I looked around for any evidence that could be used to find a culprit. When I began to investigate, I found a picture on the cement. It led me to Victoria Badseed. She must have dropped her picture when she committed this crime. We paid a visit to her home, and found all of the child's things. She was arrested, and she later confessed to the crime. Another case solved by Detective Africa Shelby.

I have always wanted to drive to the opposite coast. So, I decided to take the drive to the lights and scenery of Hollywood. California is the place where you can become a giant star. I was a stressed actress from the city of Harper, Ohio with dreams to make a name for myself. I took the trip to the gorgeous plains to pursue my dream of being an actress in a television series. I would love to be able to dress in expensive clothes and not even worry about the cost. I want to experience the thrill of being an actress and the exposure you get from a box-office movie. I do not, however, want to hear negative remarks about me. Maybe when I am older and wise enough to choose a path for my life, I will. For now I am happy just being myself.

Joey believes that he is a winner. He plays every possible sport, trying to be a hero. He plays soccer and tries to make the winning goal in every game. He plays basketball hoping to make the final three-point shot that will bring his team to victory. He plays baseball attempting to make a grand slam homerun that will bring the crowd to its feet with excited cheers. Because he wants to break the record in the hundred-yard dash Joey runs track. Joey is even joining the rowing team and hoping to win a medal for his school. Joey works extremely hard at all of his sports, and he is getting better at mastering the increasingly difficult moves. Although Joey always practices and plays very hard, he does not ever win. In all of his efforts, Joey has forgotten the most important key to success. He forgets to have fun, and fun is the name of any game.

My family and I take a vacation every summer. We decided to travel across the United States this year. We declared our trip the "Williamson's cross-country exploration adventure" and wrote it in shoe polish on the rear of our sports utility vehicle. We were driving through the plains when the engine of our car died. It just made a whoosh sound and quit. Dad glanced at the dashboard to see if we needed gas. We had not run out of gas, but Dad couldn't get the car started again. We needed a mechanic, but in the middle of nowhere there was not a mechanic to be found. As a result, we were really stuck. Dad walked down the road trying to get a signal on his cellular phone. When he finally got through, he called a tow truck. We were dropped off in a village that had to be at least a century old. We ended up spending our vacation in that village.

One hectic day in school, Maggie and Emily were relaxing in the cafeteria. Fourth period had finally come to completion, and it was time to enjoy a semi-nutritious meal. While sitting at the table, Maggie launched into telling a hysterical joke that had everyone rolling in the aisles. At that time, Emily was sipping her milk. She laughed so hard it spewed out of her mouth. The milk must have flown a yard before it hit the ground. Someone in the cafeteria nicknamed her "Milk Squirter." She felt extremely embarrassed by the whole situation, and she was in disbelief that such an incident had occurred. After a bit of contemplation, she realized that the whole thing had been quite hilarious. Later that day in English class, Emily was asked to write about her most embarrassing time. Emily wrote about her spitting milk across the table and received a wonderful grade. She was so pleased that something so very horrible could turn into something wonderful.

Joey wanted to be a winner. He played all different sports, striving to be a hero. He played soccer trying to make the winning goal in every game. He played basketball hoping to make the final three-pointer that brought his team to victory. He played baseball attempting to make a grand slam homerun that would bring the crowd to its feet with excited cheers. He ran track because he wanted to break the record in the hundred-yard dash. Joey even joined the chess club hoping to win a medal for his school. Joey worked extremely hard at all of his sports, and he got better at mastering the difficult moves. Joey always played and practiced very hard, but he never did win. In all of his efforts, Joey forgot the most important key to success. He forgot to have fun, and fun is the name of any game.

You won't believe what occurred in science class this afternoon! You know how we have been studying amphibians? We were supposed to dissect a toad today, but it didn't happen. All the excitement began after lunch. We had just received our instrument kits from Mrs. Walker, and she was explaining the proper method for using a scalpel when everything started. We all jumped when we heard a tremendous crash. We turned around to see that someone had pushed the terrarium full of toads to the floor. The girls were simply horrified, and the boys were laughing hysterically. There were escaping toads everywhere. When everything settled down, Mrs. Walker gave us an alternate assignment. We had to copy notes off of the overhead projector while she caught the toads. The assignment was boring, but it was sure worth it to see all those toads hopping around the classroom. What's that, Mom? You think I'm the one who freed the toads? Well guess what? I'll never tell.

Gabrielle wondered whether she would ever get the unbelievable opportunity to experience the intense adrenaline rush of visiting another galaxy. Gabrielle was only twelve, but it was her goal in life to become an astronaut and explore space. Gabrielle pleaded, and her parents sent her away to space camp. Her parents hesitated, but agreed to Gabrielle's wish. She was off to endure an opportunity of a lifetime. Gabrielle roomed with a girl named Amber. They both shared a mutual enthusiasm about the thrill of traveling to a mysterious galaxy. As one of the exercises the girls had to pretend they were located inside the Black Hole. Gabrielle's favorite category was when they showed the model of the Black Hole. It was the most incredible experience of her life. After returning home from a life altering experience, Gabrielle could not express how amazing space camp was.