

◆ PURPLE DIAMOND READING ROOM ◆

PROGRESS MONITORING

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

◆ PURPLE DIAMOND READING ROOM ◆

PROGRESS MONITORING FORM

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

Passage Scores

Enter the number of words read correctly in 1 minute.

Session Scores

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

EXAMPLE	a =	<u>61</u>	}	<u>61</u> Graph it on Progress Monitoring Graph
	b =	<u>59</u>		
	c =	<u>64</u>		

Passage Scores

Enter the number of words read correctly in 1 minute.

Session Scores

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

Session 1	1a =	_____	}	_____
	1b =	_____		
	1c =	_____		

Session 2	2a =	_____	}	_____
	2b =	_____		
	2c =	_____		

Session 3	3a =	_____	}	_____
	3b =	_____		
	3c =	_____		

Session 4	4a =	_____	}	_____
	4b =	_____		
	4c =	_____		

Session 5	5a =	_____	}	_____
	5b =	_____		
	5c =	_____		

Session 6	6a =	_____	}	_____
	6b =	_____		
	6c =	_____		

Session 7	7a =	_____	}	_____
	7b =	_____		
	7c =	_____		

Session 8	8a =	_____	}	_____
	8b =	_____		
	8c =	_____		

Session 9	9a =	_____	}	_____
	9b =	_____		
	9c =	_____		

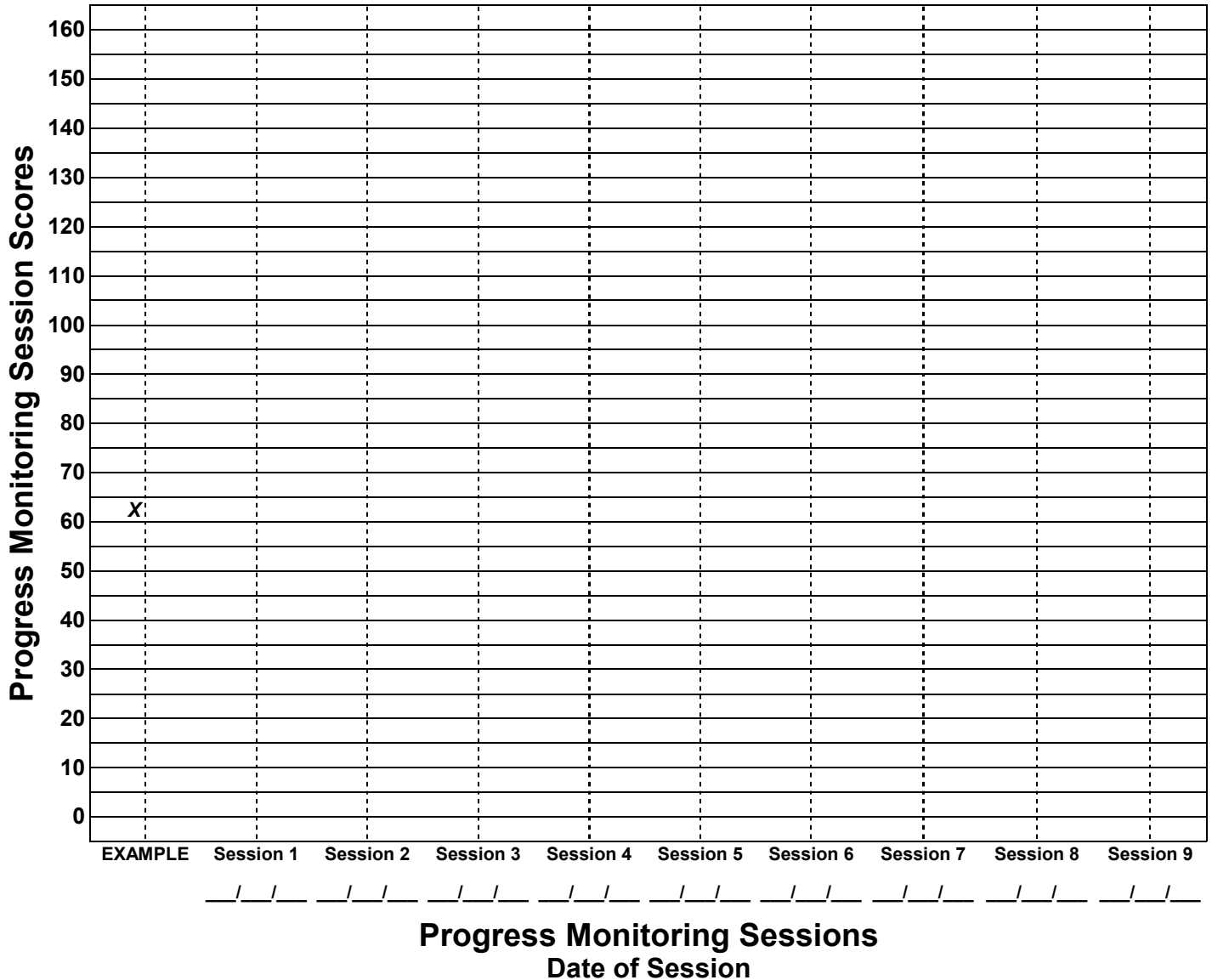
◆ PURPLE DIAMOND READING ROOM ◆

PROGRESS MONITORING GRAPH

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

Instructions:

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



◆ PURPLE DIAMOND 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 Purple Diamond Session 1a

CBM Procedures:

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

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

Billy's father is a truck driver. He drives a big rig,	11
one of those tractor-trailer trucks with eighteen wheels.	19
One summer, Billy rode with his dad on a run to the	31
southern states. They were pulling an empty cattle trailer	40
on the way to a ranch. Once they arrived at the ranch,	52
Billy was amazed. He had never seen a real cowboy before,	63
and he had never seen so many cows in his life. They were	76
too numerous to count. After the cows were loaded into the	87
truck, Billy and his dad took off for their destination.	97
At first, Billy had to stay down wind of the trailer	108
because the smell was awful. Billy's nose adjusted to the	118
stink after awhile. He was able to get closer to the cows.	130
Billy and his dad dropped the cows off at another ranch.	141
Billy was happy that the cows were gone, but he was	152
disappointed that his trip was over.	158

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

▶ **Go to Session 1b** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 1b

CBM Procedures:

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

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

Nick was on a large red surfboard when a huge wave hit.	12
Nick flew right off of the board. He hit a rough rock and	25
broke his foot. It was really scary. Nick's brother rushed	35
him to the hospital, so they could put a cast on Nick's foot.	48
Nick broke his foot in two places. Nick had to stay flat	60
on his back in bed for two weeks. Nick was very bored. All	73
he wanted to do was be out surfing the waves. Nick fell	85
asleep and had a dream. Nick dreamed about a cool surfer.	96
He rode the waves like his board had wings. He tried every	108
move in the book. He did not miss one. Nick wanted to	120
compete like the surfer. Nick couldn't wait to get the	130
cast off of his foot. He wanted to be the next famous surfer.	143

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

▶ **Go to Session 1c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 1c

CBM Procedures:

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

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

Mary has always wanted to travel. She wants to go all	11
over the globe, but she has two important places she wishes	22
to go. She wants to be able to visit Washington D. C. She	35
wants to visit all the sites that are talked about	45
throughout history. She is interested in going to all the	55
museums. She also wants to take a tour of the White House.	67
Maybe she will see or meet the president. After	76
Washington, Mary wants to visit France. Her father was	85
born there, and she has always wanted to find out her	96
roots. She is amazed by art, and she would like to see the	109
famous landmarks. She would have to stay in a flat,	119
because that is what they call some hotels. Mary hopes	129
that one day her dreams will come true of being able to travel	142
to the places that interest her most. Mary will have a lot of fun.	156

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 2a

CBM Procedures:

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

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

Melissa wants to learn how to bake a delicious treat.	10
Her dad is an awesome cook, and Melissa wants to learn his	22
tricks. Melissa asked her dad if he would teach her how to	34
bake. Her dad asked what she wanted to learn to bake.	45
Melissa answered, seven peach cobblers. Melissa's dad said	53
that was a wonderful idea. The first thing they did was go	65
to the store. They needed to purchase peaches and sugar	75
because they were out. When they got home, they kneaded	85
the crust. Then, they mixed all the ingredients together	94
for the peach filling in a huge bowl. Then, Melissa spread	105
the filling in the crust. They covered the filling with	115
several crust strips. The pie was absolutely delicious,	123
and Melissa was so happy that she had learned how to cook	135
like her dad. It was a lot of fun.	144

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

▶ **Go to Session 2b** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 2b

CBM Procedures:

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

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

One day I am going to be rich. I am going to open a	14
chain of meat shops. I will specialize in selling fresh	24
meat to all of my customers. Whatever type of meat they	35
want, I will have in stock. I will even special order	46
exotic meats for customers if necessary. Maybe I will take	56
over the entire meat industry and stretch my chain beyond	66
this country. I may even expand into a worldwide company.	76
Then I would send a lot of my money home to my parents and	90
friends. I'll sell everything a person could want, even the	100
bones and tail if that is what you need. I rather like	112
this idea for a business. Meat is good to eat and good for	125
you. I think that everyone should eat more meat. Who	135
knows, maybe the next meat shop I open will be in your neighborhood.	148

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

► Go to Session 2c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 2c

CBM Procedures:

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

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

In history class this month, we are learning about	9
George Washington and the American Revolution. He led	17
soldiers into battle against the British. They had to	26
fight under bad conditions during a bad winter in the	36
freezing snow. They did not have food, clothes, or even	46
shoes sometimes. After Washington finished leading the	53
army, he became our country's first president. He also had	63
a wife. Her name was Martha, and she became our first First	75
Lady. Before we fought the British we were not American	85
citizens, we were only colonists. The colonists felt that	94
the British were being unfair with their laws, so they	104
decided to fight for freedom. They rebelled against the	113
British with the Boston Tea Party. That was when they	123
threw all of the tea into the harbor. I never knew that	135
history was so exciting.	139

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 3a

CBM Procedures:

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

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

Farmer John had a great planting season on his farm. He	11
was pleased with his fruitful crops. Early on in the year,	22
the rain began to settle the soil. The soil was	32
exceptionally moist and had a great effect on the crops.	42
The track of plants covered the earth. The rains helped	52
the crops grow into huge plants. A few months after the	63
crops were planted, the planes sprayed for bugs. Bugs	72
swarming all over the field was no longer a problem. He	83
was able to produce the best crop around. He was able to	95
sell the crop for a great price. He took the money home	107
and paid bills. He even had money left over to treat	118
himself for a job well done. Farmer John was extremely	128
happy with his work. He has a feeling that next year will	140
be even better.	143

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

► Go to Session 3b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 3b

CBM Procedures:

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

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

My sister and I are exact opposites. She is tall, and I	12
am short. She has dark hair, and I have light. We are even	25
opposites in our opinions. If I want beef for dinner, she	36
wants pork. If I want to go to sleep, she wants to read. We	50
have no way to determine who will win. Sometimes we fight	61
for days and days. Once, we could not decide what to watch	73
on TV, and our father made a decision for us. We had to	86
watch a show on steel, and how they use it to build. That	99
was the first time in our entire lives that my sister and	111
I ever agreed on anything. We were both bored. After that	122
night, we sat down to come up with an answer to our	134
problem. We agreed to disagree and then decided to	143
alternate days in which we got to make decisions. We are	154
happy with our solution.	158

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

▶ Go to Session 3c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 3c

CBM Procedures:

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

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

Mrs. Blue's class is in the science fair this week. The	11
class has the part about the solar system. Mrs. Blue gave	22
Katie the first planet, Mercury. She is happy, because she	32
thinks the first is the best. Now she gets to go discover	44
all sorts of interesting facts about Mercury that no one	54
knows. She already knew that her planet was next to Venus.	65
She wanted to do her best and win the science fair. Did	77
you know that the solar system is in the Milky Way galaxy?	89
Katie learned all sorts of new facts about the planets. It	100
was finally the day of the science fair, and Katie used	111
fruit to look like her planets. Mrs. Blue was about to	122
call out the winner. Katie won! She was so excited. Who	133
would have guessed? Katie had a lot of fun. Mrs. Blue is the best.	147

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 4a

CBM Procedures:

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

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

Sam's mother, Pam, is a cool truck driver. She drives a	11
huge truck in the evenings. One winter, Sam rode with his	22
mom on a job going to the western states. They were	33
pulling seven tractors to a farm. When they arrived at the farm,	45
Sam became really eager. He had never been on a real farm	57
with a barn before. After the tractors were loaded into	67
the truck, Sam and his mom drove to a farm in Texas. At	80
first, Sam was told to stay away from the tractors. After a while, Sam was	95
allowed to sit in the driver's seat of a tractor. Sam and	107
his mom dropped the tractors at Funny Farm. Sam was	117
disappointed that he never got to ride on a moving	127
tractor. Just then, Farmer Brown asked Sam to take a ride	138
to the barn. Sam was so excited. He had a lot of fun.	151

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

► Go to Session 4b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 4b

CBM Procedures:

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

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

I am going to be rich one day. I will get rich by	13
opening a chain of hat shops. I will make specialized hats	24
for all my customers. Whatever type of hat they want, I	35
will either have it in stock ,or I will have it made. I	48
will even do special order hats for people with giant	58
heads or floppy ears. My company will provide everyone	67
with a beautiful hat that is also useful. My hats will	78
protect people from the sun, so that they do not get	89
sunburn. If my hats are very popular, I am going to open up	102
hat factories. Then people can purchase my hats worldwide.	111
I will then send money home to my parents. This way, they	123
can be happy and relaxed when they are old. I hope that	135
some day everyone will be wearing my hats, even you.	145

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

► Go to Session 4c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 4c

CBM Procedures:

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

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

- 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.

Ray's class is in the science fair next week. The class	11
has the part about the solar system. Ray was chosen to be	23
the fourth planet. He is going to be Mars. He is happy	35
about this because it is interesting to some people. Now	45
he gets to go discover all sorts of interesting facts	55
about Mars. He already knew that his planet is bright	65
red, and that it is right next to earth. He found out that it is	80
really hot, and that Mars does not have any water. He even	92
discovered that Mars is supposed to have green alien life forms	102
living there. That probably is a rumor. He also	112
discovered that Mars has craters. After he had all his	122
facts, he needed a way to present them. Ray prepared a model.	134
He did a great job. He had a lot of fun.	145

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 5a

CBM Procedures:

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

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

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

Being a farmer this year was a fun job to have. We were	13
blessed with a fresh, pretty season. Early on in the year,	24
the rain began to fall, and the crops began to soar. The	36
topsoil was so moist, we were growing twice as many crops.	47
Underneath the topsoil, the ground was wet. After the	56
rains, we were able to plant corn crops. A few months	67
after the corn was planted, insects came. Bugs swarmed	76
all over the fields and killed most of our crops. We were	88
able to handle this problem easily. We were able to save	99
most of our crop and sell it at the market. We even were	112
able to sell the crop for a great price. We took the money	125
home and paid our bills. We even had some money left over.	137
I have a feeling that next year will be even better.	148

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

► Go to Session 5b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 5b

CBM Procedures:

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

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

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

There was a huge clubhouse in a gigantic tree in	10
Randy's backyard. It was his favorite place in the whole	20
world. He loved to play with his friends and have camp	31
outs. His sister was not allowed in the clubhouse. There	41
was a sign and a strict rule that said no girls allowed.	53
During the winter, Randy did not visit his clubhouse much.	63
It was too cold and windy. One day, his mom suggested that	75
they build a cabin for Randy's sister, Meg. Randy thought	85
that it was an awesome idea. Now she would not annoy him.	97
Randy was all grown up when his parents decided it was	108
time to sell the house. Randy was extremely upset. He	118
quickly purchased the house from his parents. Randy and	127
his new family now own the house. Randy's daughter loved	137
the cabin. His son loved the clubhouse. They both had tons	148
of fun. Randy enjoyed the memories.	154

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

▶ **Go to Session 5c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 5c

CBM Procedures:

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

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

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

Beth's class is in the science program next week. Their	10
part is about the solar system. Beth was chosen to be the	22
eighth planet. She is going to be Neptune. She is happy	33
about being this planet, because it is not one that she	44
knows a whole lot about. Now she gets to go discover all	56
sorts of interesting facts about her planet. She already	65
knew that her planet was the second to last planet, but she	77
wanted more facts. She found out that it is the color blue	89
and is very, very cold. She even discovered that Neptune	99
has rings like Saturn, but just not as large. Neptune's	109
rings are harder to see. She even discovered that Neptune	119
has eight moons. After she had all her facts, she needed a	131
way to present them. Beth prepared a poem about Neptune.	141
Beth was very proud of her poem and cannot wait to read	153
it at the program.	157

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 6a

CBM Procedures:

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

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

Mary's father, Jeffrey, is an awesome truck driver. He	9
drives a huge yellow rig, one of those trailer trucks with	20
eighteen wheels. One summer, Mary rode with her dad on a	31
job going to the southern states. They were pulling	40
thousands of dollars worth of horses to a barn. Once they	51
arrived at the barn, Mary became extremely excited. She had	61
never seen a real farm with a barn before. After the	72
horses were loaded into the truck, Mary and her dad	82
trekked to the drop off location. At first, Mary stayed	92
away from the horses because she was petrified. Mary began	102
to pet the horses from a small window. Mary and her dad	114
dropped the horses off at Bengal Barn. Mary was	123
disappointed that the horses were gone, and she was upset	133
that her trip was over. Mary hoped her dad would take her	145
on another trip really soon.	150

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

► Go to Session 6b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond 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.

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

Barry hopes to be rich one day. His plan is to open a	13
chain of meat shops. He wants to sell the freshest meat	24
possible. Any kind of meat the customers want, Barry will	34
have in great supply. Special meats will be ordered for	44
customers if necessary. He won't allow not having a	53
certain kind of meat. He will even set up a bell on his	66
counter, so customers can get him from the storeroom.	75
Barry will sell anything a person could want, even the	86
bones and tail. He will sell all his meat by the pound, so	99
everyone will know the weight of their meat. He likes this	110
idea for a business. Meat is good to eat and good for you.	123
Barry believes that everyone should eat more meat. Who	132
knows, maybe the next meat shop Barry opens will be in	143
your neighborhood.	145

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

▶ Go to Session 6c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 6c

CBM Procedures:

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

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

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

Dan hopes to be able to travel one day. He wants to	12
travel all over the world, but he has two very important	23
places in mind to go to. He wants to be able to visit	36
Japan. He has seen pictures of Japan and thinks that it is	48
a very beautiful place. He wants to learn how to write in	60
Japanese, because he thinks that it looks cool. After Japan,	70
Dan wants to visit Greece. He has learned about Greece in	81
his class at school and wants to visit it himself. He	92
wants to see the ruins of one of the very first	103
civilizations. He also wants to eat while he is there.	113
There is a Greek restaurant around the corner from his	123
house, and he loves the food. Now he wants to taste how a	136
true Greek would cook. When he got home from his trip, he	148
would compare the two countries and write a short story	158
about his adventures.	161

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 7a

CBM Procedures:

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

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

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

All winter long I was a hard working office clerk in my	12
mom's office. I worked extremely hard everyday. She put me	22
in charge of helping all the workers. I used the copy and	34
fax machines a lot. I ran errands for her and was her	46
personal runner. You may wonder why I spent tons of time	57
working this winter. Well, here are the details. I worked	67
to get eight hundred dollars, because I wanted to buy hats.	78
I love hats. I collect hats for a hobby. I have determined	90
that I have more than seven hundred hats. We had to build	102
an extremely large hat rack. My dad thinks that I am crazy,	114
but actually I am not. I just like hats. I wish I could	127
wear all my hats at once. That would look really funny.	138
Hopefully by the time I am twenty, I will have two thousand hats.	151

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

▶ Go to Session 7b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 7b

CBM Procedures:

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

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

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

There is a tree in Jacob's backyard that is his most	11
favorite tree in the world. He loves to lie under its	22
branches and think about stuff. During the summer, the tree	32
is thick with leaves and when the wind blows through the	43
tree, it makes a loud sound. During the winter the branches	54
are bare, but Jacob still loves the tree. One day, his dad	66
suggested that they build a tree house for Jacob in the	77
tree. Jacob thought that it was a great idea. Now he could	89
sit in his tree for hours and even spend the night up	101
there. Jacob was a grown up when his parents decided that	112
they wanted to sell the house. Jacob was upset. He bought	123
the house from his parents. Jacob and his new family came	134
to live in the house. Jacob's son, Sean, was thrilled with	145
the tree and tree house. Sean took Jacob's place under the	156
tree, and Jacob was happy.	161

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

▶ **Go to Session 7c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 7c

CBM Procedures:

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

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

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

Yesterday in history class, Amanda learned about George	8
Washington and the American Revolution. The British were	16
in war with the American soldiers. They had to fight under	27
cruel conditions. The American soldiers' resources were	34
low. After Washington was chief in the army, he became	44
America's first president. Washington was a great man. He	53
had a wife, and her name was Martha. She was the First	65
Lady. They had two children. Before we fought with the British,	76
we were not American citizens. Americans decided to fight	85
for freedom. The colonists knew that the British were	94
being unjust with their laws. They were brave and fought	104
for what was right. They revolted against the British rule	114
with the Boston Tea Party. The Americans threw all the tea	125
into the harbor. Amanda really enjoyed her history class.	134
She liked to learn about great people. It was electric.	144

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 8a

CBM Procedures:

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

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

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

Paul wanted to learn how to bake. His dad is a fabulous	12
cook, and Paul wanted to learn the trade. Paul asked his	23
dad if he would teach him how to bake. His dad asked about	36
what he wanted to bake. Paul answered, eight apple and	46
blueberry pies. Paul's dad thought that was a fantastic	55
idea. The first thing they did was go shopping. They	65
needed to purchase flour and apples because they were out	75
at home. When they got home, they mixed all the	85
ingredients together for the apple and blueberry filling	93
in a huge bowl. Then, they kneaded the crust. They	103
spread the filling in the crust. They covered the filling	113
with strips of dough and put it in the oven to bake for	126
forty-five minutes. The pie was absolutely delicious, and	135
Paul was so happy that he had learned how to cook like his dad.	150

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

▶ **Go to Session 8b** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 8b

CBM Procedures:

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

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

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

Jeff and his brother, Joe, are opposite from one another.	10
Jeff likes sports, and Joe is an honor student. They are	21
even opposites in their opinions. Jeff likes to wear	30
cotton clothes, and Joe likes to wear silk. Jeff likes to	41
go to the movies, and Joe likes to go to the library. They	54
do not even have a way to determine which opinion they	65
will follow. Sometimes they disagree for days and days.	74
One time, their fighting led their father to make a	84
decision for them. Since they could not agree on what to	95
watch on TV, they had to watch a show on the history of	108
tools. This was the first time in their entire lives they	119
agreed on something. It was time for a solution. The	129
brothers made a deal. They would get a week at a time to	142
make decisions, and then they would switch.	149

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

▶ **Go to Session 8c** ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 8c

CBM Procedures:

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

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

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

There is a creepy abandoned house in my neighborhood.	9
Everyday when I pass it on the way to school, I feel as if	23
I am being watched. I don't know the history of the house,	35
and I don't think that anyone else does either. I just	46
have this gut instinct telling me that something horrible	55
occurred in that house. One night, some friends of mine	65
wanted to go in the house. I considered their idea and	76
finally consented. I did not want anyone to think that I	87
was afraid. As we entered the house, the wind slammed the	98
front door shut. I began to whisper that this isn't a good	110
idea. One of them said that is was perfectly safe and to	122
not be a baby. Just then, we heard a deep moaning sound. We	135
ran out of the house as fast as we could and never glanced	148
back. Nobody has ever been brave enough to go back into	159
that house again.	162

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

► Go to the Progress Monitoring Form ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 9a

CBM Procedures:

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

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

Being a farmer was not a great job to have last year. We	12
were plagued with bad luck throughout the year. Early on	22
in the year the rain stopped falling, and we had a	33
drought. The topsoil was so dry that it looked like sand	44
and blew away in the wind. Underneath the topsoil, the	54
ground was rock hard. After the rains started again, we	64
were able to plant the crops. A few months after the crops	76
were planted, insects came. Bugs swarmed all over the	85
fields and ate most of our crops. As if the drought wasn't	97
bad enough! We were able to save some of our crop and take	110
it to market, where we could sell it. We were able to sell	123
what was left of our crops for a fair price. We took the	136
money home and paid our bills. We even had a little money	148
left over. I have a feeling that next year will be better.	160

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

► Go to Session 9b ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM
Purple Diamond
Session 9b

CBM Procedures:

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

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

There is a clubhouse in Amy's backyard that is her most	11
favorite place in the world. She loves to play with her	22
friends and have slumber parties. During the summer the	31
clubhouse is thick with leaves, and the wind blows through	41
the windows. During the winter the clubhouse was not used	51
much, but Amy still loved it. One day, her dad suggested	62
that they build a doghouse to match Amy's clubhouse. Amy	72
thought that it was an awesome idea. Now she could sit in	84
her house while her dog, Spot, sat in his. Amy was a grown	97
up when her parents decided to move to another city. Amy	108
was upset. She bought the house from her parents. Amy and	119
her new family came to live in the house. Amy's daughter,	130
Shannon, loved the clubhouse. Amy loved observing her	138
daughter play like she did when she was a child.	148

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

► Go to Session 9c ◀

THE READING CENTER
STEP 3: PROGRESS MONITORING

TEACHER'S FORM Purple Diamond Session 9c

CBM Procedures:

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

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

Everyday when Sally passes a certain house located on	9
her street, she gets the oddest feeling. The house seems to	20
stare out at the street through its silent windows. Sally	30
wonders what could have happened in the house. All the	40
facts seem to indicate that something completely awful	48
happened to those who lived in the house. In fact, none of	60
the future residents ever stayed more than one month in	70
the house before moving. Sally hated the feeling she got	80
when she walked past the yard of the house. One day, she	92
heard noises and saw lights in the windows of the house.	103
The sight of these strange events scared her so much, she	114
found another route to school. Now, Sally walks a block out	125
of her way each morning in order to avoid the house.	136
Perhaps one day Sally will be brave enough to walk past	147
the house again.	150

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

► Go to the Progress Monitoring Form ◀

◆ PURPLE DIAMOND READING ROOM ◆
**MONITORING FORMS FOR
STUDENT'S USE**

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

Billy's father is a truck driver. He drives a big rig, one of those tractor-trailer trucks with eighteen wheels. One summer, Billy rode with his dad on a run to the southern states. They were pulling an empty cattle trailer on the way to a ranch. Once they arrived at the ranch, Billy was amazed. He had never seen a real cowboy before, and he had never seen so many cows in his life. They were too numerous to count. After the cows were loaded into the truck, Billy and his dad took off for their destination. At first, Billy had to stay down wind of the trailer because the smell was awful. Billy's nose adjusted to the stink after awhile. He was able to get closer to the cows. Billy and his dad dropped the cows off at another ranch. Billy was happy that the cows were gone, but he was disappointed that his trip was over.

Nick was on a large red surfboard when a huge wave hit. Nick flew right off of the board. He hit a rough rock and broke his foot. It was really scary. Nick's brother rushed him to the hospital, so they could put a cast on Nick's foot. Nick broke his foot in two places. Nick had to stay flat on his back in bed for two weeks. Nick was very bored. All he wanted to do was be out surfing the waves. Nick fell asleep and had a dream. Nick dreamed about a cool surfer. He rode the waves like his board had wings. He tried every move in the book. He did not miss one. Nick wanted to compete like the surfer. Nick couldn't wait to get the cast off of his foot. He wanted to be the next famous surfer.

Mary has always wanted to travel. She wants to go all over the globe, but she has two important places she wishes to go. She wants to be able to visit Washington D. C. She wants to visit all the sites that are talked about throughout history. She is interested in going to all the museums. She also wants to take a tour of the White House. Maybe she will see or meet the president. After Washington, Mary wants to visit France. Her father was born there, and she has always wanted to find out her roots. She is amazed by art, and she would like to see the famous landmarks. She would have to stay in a flat, because that is what they call some hotels. Mary hopes that one day her dreams will come true of being able to travel to the places that interest her most. Mary will have a lot of fun.

Melissa wants to learn how to bake a delicious treat. Her dad is an awesome cook, and Melissa wants to learn his tricks. Melissa asked her dad if he would teach her how to bake. Her dad asked what she wanted to learn to bake. Melissa answered, seven peach cobbler. Melissa's dad said that was a wonderful idea. The first thing they did was go to the store. They needed to purchase peaches and sugar because they were out. When they got home, they kneaded the crust. Then, they mixed all the ingredients together for the peach filling in a huge bowl. Then, Melissa spread the filling in the crust. They covered the filling with several crust strips. The pie was absolutely delicious, and Melissa was so happy that she had learned how to cook like her dad. It was a lot of fun.

One day I am going to be rich. I am going to open a chain of meat shops. I will specialize in selling fresh meat to all of my customers. Whatever type of meat they want, I will have in stock. I will even special order exotic meats for customers if necessary. Maybe I will take over the entire meat industry and stretch my chain beyond this country. I may even expand into a worldwide company. Then I would send a lot of my money home to my parents and friends. I'll sell everything a person could want, even the bones and tail if that is what you need. I rather like this idea for a business. Meat is good to eat and good for you. I think that everyone should eat more meat. Who knows, maybe the next meat shop I open will be in your neighborhood.

In history class this month, we are learning about George Washington and the American Revolution. He led soldiers into battle against the British. They had to fight under bad conditions during a bad winter in the freezing snow. They did not have food, clothes, or even shoes sometimes. After Washington finished leading the army, he became our country's first president. He also had a wife. Her name was Martha, and she became our first First Lady. Before we fought the British we were not American citizens, we were only colonists. The colonists felt that the British were being unfair with their laws, so they decided to fight for freedom. They rebelled against the British with the Boston Tea Party. That was when they threw all of the tea into the harbor. I never knew that history was so exciting.

Farmer John had a great planting season on his farm. He was pleased with his fruitful crops. Early on in the year, the rain began to settle the soil. The soil was exceptionally moist and had a great effect on the crops. The track of plants covered the earth. The rains helped the crops grow into huge plants. A few months after the crops were planted, the planes sprayed for bugs. Bugs swarming all over the field was no longer a problem. He was able to produce the best crop around. He was able to sell the crop for a great price. He took the money home and paid bills. He even had money left over to treat himself for a job well done. Farmer John was extremely happy with his work. He has a feeling that next year will be even better.

My sister and I are exact opposites. She is tall, and I am short. She has dark hair, and I have light. We are even opposites in our opinions. If I want beef for dinner, she wants pork. If I want to go to sleep, she wants to read. We have no way to determine who will win. Sometimes we fight for days and days. Once, we could not decide what to watch on TV, and our father made a decision for us. We had to watch a show on steel, and how they use it to build. That was the first time in our entire lives that my sister and I ever agreed on anything. We were both bored. After that night, we sat down to come up with an answer to our problem. We agreed to disagree and then decided to alternate days in which we got to make decisions. We are happy with our solution.

Mrs. Blue's class is in the science fair this week. The class has the part about the solar system. Mrs. Blue gave Katie the first planet, Mercury. She is happy, because she thinks the first is the best. Now she gets to go discover all sorts of interesting facts about Mercury that no one knows. She already knew that her planet was next to Venus. She wanted to do her best and win the science fair. Did you know that the solar system is in the Milky Way galaxy? Katie learned all sorts of new facts about the planets. It was finally the day of the science fair, and Katie used fruit to look like her planets. Mrs. Blue was about to call out the winner. Katie won! She was so excited. Who would have guessed? Katie had a lot of fun. Mrs. Blue is the best.

Sam's mother, Pam, is a cool truck driver. She drives a huge truck in the evenings. One winter, Sam rode with his mom on a job going to the western states. They were pulling seven tractors to a farm. When they arrived at the farm, Sam became really eager. He had never been on a real farm with a barn before. After the tractors were loaded into the truck, Sam and his mom drove to a farm in Texas. At first, Sam was told to stay away from the tractors. After a while, Sam was allowed to sit in the driver's seat of a tractor. Sam and his mom dropped the tractors at Funny Farm. Sam was disappointed that he never got to ride on a moving tractor. Just then, Farmer Brown asked Sam to take a ride to the barn. Sam was so excited. He had a lot of fun.

I am going to be rich one day. I will get rich by opening a chain of hat shops. I will make specialized hats for all my customers. Whatever type of hat they want, I will either have it in stock ,or I will have it made. I will even do special order hats for people with giant heads or floppy ears. My company will provide everyone with a beautiful hat that is also useful. My hats will protect people from the sun, so that they do not get sunburn. If my hats are very popular, I am going to open up hat factories. Then people can purchase my hats worldwide. I will then send money home to my parents. This way, they can be happy and relaxed when they are old. I hope that some day everyone will be wearing my hats, even you.

Ray's class is in the science fair next week. The class has the part about the solar system. Ray was chosen to be the fourth planet. He is going to be Mars. He is happy about this because it is interesting to some people. Now he gets to go discover all sorts of interesting facts about Mars. He already knew that his planet is bright red, and that it is right next to earth. He found out that it is really hot, and that Mars does not have any water. He even discovered that Mars is supposed to have green alien life forms living there. That probably is a rumor. He also discovered that Mars has craters. After he had all his facts, he needed a way to present them. Ray prepared a model. He did a great job. He had a lot of fun.

Being a farmer this year was a fun job to have. We were blessed with a fresh, pretty season. Early on in the year, the rain began to fall, and the crops began to soar. The topsoil was so moist, we were growing twice as many crops. Underneath the topsoil, the ground was wet. After the rains, we were able to plant corn crops. A few months after the corn was planted, insects came. Bugs swarmed all over the fields and killed most of our crops. We were able to handle this problem easily. We were able to save most of our crop and sell it at the market. We even were able to sell the crop for a great price. We took the money home and paid our bills. We even had some money left over. I have a feeling that next year will be even better.

There was a huge clubhouse in a gigantic tree in Randy's backyard. It was his favorite place in the whole world. He loved to play with his friends and have camp outs. His sister was not allowed in the clubhouse. There was a sign and a strict rule that said no girls allowed. During the winter, Randy did not visit his clubhouse much. It was too cold and windy. One day, his mom suggested that they build a cabin for Randy's sister, Meg. Randy thought that it was an awesome idea. Now she would not annoy him. Randy was all grown up when his parents decided it was time to sell the house. Randy was extremely upset. He quickly purchased the house from his parents. Randy and his new family now own the house. Randy's daughter loved the cabin. His son loved the clubhouse. They both had tons of fun. Randy enjoyed the memories.

Beth's class is in the science program next week. Their part is about the solar system. Beth was chosen to be the eighth planet. She is going to be Neptune. She is happy about being this planet, because it is not one that she knows a whole lot about. Now she gets to go discover all sorts of interesting facts about her planet. She already knew that her planet was the second to last planet, but she wanted more facts. She found out that it is the color blue and is very, very cold. She even discovered that Neptune has rings like Saturn, but just not as large. Neptune's rings are harder to see. She even discovered that Neptune has eight moons. After she had all her facts, she needed a way to present them. Beth prepared a poem about Neptune. Beth was very proud of her poem and cannot wait to read it at the program.

Mary's father, Jeffrey, is an awesome truck driver. He drives a huge yellow rig, one of those trailer trucks with eighteen wheels. One summer, Mary rode with her dad on a job going to the southern states. They were pulling thousands of dollars worth of horses to a barn. Once they arrived at the barn, Mary became extremely excited. She had never seen a real farm with a barn before. After the horses were loaded into the truck, Mary and her dad trekked to the drop off location. At first, Mary stayed away from the horses because she was petrified. Mary began to pet the horses from a small window. Mary and her dad dropped the horses off at Bengal Barn. Mary was disappointed that the horses were gone, and she was upset that her trip was over. Mary hoped her dad would take her on another trip really soon.

Barry hopes to be rich one day. His plan is to open a chain of meat shops. He wants to sell the freshest meat possible. Any kind of meat the customers want, Barry will have in great supply. Special meats will be ordered for customers if necessary. He won't allow not having a certain kind of meat. He will even set up a bell on his counter, so customers can get him from the storeroom. Barry will sell anything a person could want, even the bones and tail. He will sell all his meat by the pound, so everyone will know the weight of their meat. He likes this idea for a business. Meat is good to eat and good for you. Barry believes that everyone should eat more meat. Who knows, maybe the next meat shop Barry opens will be in your neighborhood.

Dan hopes to be able to travel one day. He wants to travel all over the world, but he has two very important places in mind to go to. He wants to be able to visit Japan. He has seen pictures of Japan and thinks that it is a very beautiful place. He wants to learn how to write in Japanese, because he thinks that it looks cool. After Japan, Dan wants to visit Greece. He has learned about Greece in his class at school and wants to visit it himself. He wants to see the ruins of one of the very first civilizations. He also wants to eat while he is there. There is a Greek restaurant around the corner from his house, and he loves the food. Now he wants to taste how a true Greek would cook. When he got home from his trip, he would compare the two countries and write a short story about his adventures.

All winter long I was a hard working office clerk in my mom's office. I worked extremely hard everyday. She put me in charge of helping all the workers. I used the copy and fax machines a lot. I ran errands for her and was her personal runner. You may wonder why I spent tons of time working this winter. Well, here are the details. I worked to get eight hundred dollars, because I wanted to buy hats. I love hats. I collect hats for a hobby. I have determined that I have more than seven hundred hats. We had to build an extremely large hat rack. My dad thinks that I am crazy, but actually I am not. I just like hats. I wish I could wear all my hats at once. That would look really funny. Hopefully by the time I am twenty, I will have two thousand hats.

There is a tree in Jacob's backyard that is his most favorite tree in the world. He loves to lie under its branches and think about stuff. During the summer, the tree is thick with leaves and when the wind blows through the tree, it makes a loud sound. During the winter the branches are bare, but Jacob still loves the tree. One day, his dad suggested that they build a tree house for Jacob in the tree. Jacob thought that it was a great idea. Now he could sit in his tree for hours and even spend the night up there. Jacob was a grown up when his parents decided that they wanted to sell the house. Jacob was upset. He bought the house from his parents. Jacob and his new family came to live in the house. Jacob's son, Sean, was thrilled with the tree and tree house. Sean took Jacob's place under the tree, and Jacob was happy.

Yesterday in history class, Amanda learned about George Washington and the American Revolution. The British were in war with the American soldiers. They had to fight under cruel conditions. The American soldiers' resources were low. After Washington was chief in the army, he became America's first president. Washington was a great man. He had a wife, and her name was Martha. She was the First Lady. They had two children. Before we fought with the British, we were not American citizens. Americans decided to fight for freedom. The colonists knew that the British were being unjust with their laws. They were brave and fought for what was right. They revolted against the British rule with the Boston Tea Party. The Americans threw all the tea into the harbor. Amanda really enjoyed her history class. She liked to learn about great people. It was electric.

Paul wanted to learn how to bake. His dad is a fabulous cook, and Paul wanted to learn the trade. Paul asked his dad if he would teach him how to bake. His dad asked about what he wanted to bake. Paul answered, eight apple and blueberry pies. Paul's dad thought that was a fantastic idea. The first thing they did was go shopping. They needed to purchase flour and apples because they were out at home. When they got home, they mixed all the ingredients together for the apple and blueberry filling in a huge bowl. Then, they kneaded the crust. They spread the filling in the crust. They covered the filling with strips of dough and put it in the oven to bake for forty-five minutes. The pie was absolutely delicious, and Paul was so happy that he had learned how to cook like his dad.

Jeff and his brother, Joe, are opposite from one another. Jeff likes sports, and Joe is an honor student. They are even opposites in their opinions. Jeff likes to wear cotton clothes, and Joe likes to wear silk. Jeff likes to go to the movies, and Joe likes to go to the library. They do not even have a way to determine which opinion they will follow. Sometimes they disagree for days and days. One time, their fighting led their father to make a decision for them. Since they could not agree on what to watch on TV, they had to watch a show on the history of tools. This was the first time in their entire lives they agreed on something. It was time for a solution. The brothers made a deal. They would get a week at a time to make decisions, and then they would switch.

There is a creepy abandoned house in my neighborhood. Everyday when I pass it on the way to school, I feel as if I am being watched. I don't know the history of the house, and I don't think that anyone else does either. I just have this gut instinct telling me that something horrible occurred in that house. One night, some friends of mine wanted to go in the house. I considered their idea and finally consented. I did not want anyone to think that I was afraid. As we entered the house, the wind slammed the front door shut. I began to whisper that this isn't a good idea. One of them said that is was perfectly safe and to not be a baby. Just then, we heard a deep moaning sound. We ran out of the house as fast as we could and never glanced back. Nobody has ever been brave enough to go back into that house again.

Being a farmer was not a great job to have last year. We were plagued with bad luck throughout the year. Early on in the year the rain stopped falling, and we had a drought. The topsoil was so dry that it looked like sand and blew away in the wind. Underneath the topsoil, the ground was rock hard. After the rains started again, we were able to plant the crops. A few months after the crops were planted, insects came. Bugs swarmed all over the fields and ate most of our crops. As if the drought wasn't bad enough! We were able to save some of our crop and take it to market, where we could sell it. We were able to sell what was left of our crops for a fair price. We took the money home and paid our bills. We even had a little money left over. I have a feeling that next year will be better.

There is a clubhouse in Amy's backyard that is her most favorite place in the world. She loves to play with her friends and have slumber parties. During the summer the clubhouse is thick with leaves, and the wind blows through the windows. During the winter the clubhouse was not used much, but Amy still loved it. One day, her dad suggested that they build a doghouse to match Amy's clubhouse. Amy thought that it was an awesome idea. Now she could sit in her house while her dog, Spot, sat in his. Amy was a grown up when her parents decided to move to another city. Amy was upset. She bought the house from her parents. Amy and her new family came to live in the house. Amy's daughter, Shannon, loved the clubhouse. Amy loved observing her daughter play like she did when she was a child.

Everyday when Sally passes a certain house located on her street, she gets the oddest feeling. The house seems to stare out at the street through its silent windows. Sally wonders what could have happened in the house. All the facts seem to indicate that something completely awful happened to those who lived in the house. In fact, none of the future residents ever stayed more than one month in the house before moving. Sally hated the feeling she got when she walked past the yard of the house. One day, she heard noises and saw lights in the windows of the house. The sight of these strange events scared her so much, she found another route to school. Now, Sally walks a block out of her way each morning in order to avoid the house. Perhaps one day Sally will be brave enough to walk past the house again.