

## Renewable and Nonrenewable Sources of Energy

People use energy everyday to run cars, listen to the radio, and talk on the telephone. But where does this energy come from? Energy can come from nonrenewable sources such as fossil fuels. It can also come from renewable sources such as solar energy.

Fossil fuels include oil, coal, and natural gases that come from the Earth. Oil is used to make gasoline for cars. Coal is burned in furnaces to make heat and electricity. Energy from fossil fuels is cheap and easy to make. But they are limited and may run out one day.

Renewable energy comes from sources that cannot run out, like the sun, wind, and crops. Energy from the sun, or solar power, is used to create electricity. Energy, from crops like corn, can be used to make fuel for cars. Renewable energy is often called “clean” because it is better for the Earth than fossil fuels. But renewable energy is more expensive and harder to make.

People use energy to do hundreds of things everyday. Fossil fuels make this possible because they are cheap. Renewable resources make sure that we will have energy to power our world in the future.

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195

Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

**1. MONITOR ORAL READING FLUENCY**

To monitor student progress, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student’s oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

**INTRODUCE THE PASSAGE**

Say: *This passage is called “Renewable and Nonrenewable Sources of Energy.” Read aloud to find out how these two sources of energy are alike and different. You may begin now.*

**RATE** Use the student’s oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student’s exact WPM.

195 (Total Words Read) ÷ \_\_\_\_\_ total seconds = \_\_\_\_\_ × 60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:02 or more	3:01–2:19	2:18–1:38	1:37 or less
WPM	64 or fewer	65–84	85–120	121 or more

**ACCURACY** Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT			4 ADVANCED	
Number of Miscues	11 or more	9–10	7–8	5–6	3–4	1–2	0
Percent of Accuracy	94 or less	95	96	97	98	99	100

If the student’s percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

Check one: \_\_\_\_\_ Expression and phrasing are appropriate.

\_\_\_\_\_ Expression and phrasing need attention.

Name/Date \_\_\_\_\_

Teacher/Grade \_\_\_\_\_

**2. MONITOR COMPREHENSION**

Circle the descriptors that best reflect the student's responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other appropriate responses. The student may use the passage when responding.

**SUMMARIZE Important/Main Idea** Say: *What is the main, or most important, idea of this passage?*

(Possible responses: *Energy comes from both renewable and nonrenewable resources.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Main Idea	Identifies vague, inaccurate idea or does not respond	Gives a partially correct response, such as identifies a less important idea; may misinterpret information	Identifies the main idea	Identifies the main idea including details and specific vocabulary from the text

**SUMMARIZE Details** Say: *Tell me two details you read about renewable sources of energy.* (Possible responses: *Renewable sources of energy cannot run out. Sun, wind, and crops are renewable energy sources. Energy from the sun is used to make electricity.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate details or does not respond	Gives a partially correct response, such as identifies 1 of 2 details; may misinterpret information	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

**3. IN-DEPTH PROGRESS MONITORING**

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

**COMPREHENSION Compare and Contrast**

- Say: **How are fossil fuels like solar energy?** (Possible response: *They both make electricity.*)
- Say: **How are fossil fuels different from solar energy?** (Possible response: *Fossil fuels may run out one day, but solar energy will not.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify a similarity or difference, or does not respond	Gives a partially correct response, such as identifies 1 similarity	Identifies both a similarity and a difference	Identifies a similarity and a difference using specific vocabulary from the text

**VOCABULARY Context Clues**

- *Point to the word* solar in the third paragraph. Say: **What does solar mean?** (Possible response: *sun*)
- Say: **What words in the passage help you know what solar means?** (Possible response: *energy from the sun, or solar power, is used to create electricity*)
- *Point to the word* nonrenewable in the first paragraph. Say: **What does nonrenewable mean?** (Possible responses: *not renewable; limited*)
- Say: **What words in the passage help you know what nonrenewable means?** (Possible response: *nonrenewable sources, like fossil fuels, are cheap and easy to make, but they are limited and may one day run out*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word	Gives the intended meaning and identifies a context clue for each word

- End the conference.

**WORD READING Syllable Patterns VCCCV and V/V** Return to the Record of Oral Reading to determine whether the student read these words correctly: *radio, create, hundreds.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Syllable Patterns VCCCV and V/V	Does not read any words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically