The Night Sky

"Let's go outside to look at stars and planets," Ann suggested to her younger cousin Jack. Ann's home was in the desert, so it was far away from the city lights. The night sky was dark and filled with stars.

Jack liked seeing the stars. "Look at that red star," he said, pointing toward the mountains.

"That's not a star," Ann informed him. "It's the planet Mars." Jack looked surprised.

"See that speck of light near Mars?" she said. "That's a star. There's a cushion of air around Earth, and it makes distant stars appear to twinkle. Stars wink on and off, but Mars doesn't wink. Mars is bigger and looks like a flat, round plate. That's because Mars is closer to Earth than the stars."

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"How else are stars and planets different?" Jack asked.

"Stars appear more stationary," Ann said. "They look like they're standing still while Mars appears to move. Tomorrow night Mars will be in a different place. Stars are made of hot gas, so they shine with their own light. Mars is rocky. Its light is reflected, which means the light is bounced back from the sun."

Suddenly, Jack pointed to a fast-moving point of light. "What's that?" he asked, sounding a little anxious.

"Don't worry," Ann laughed. "That's the space shuttle. I knew we would see it tonight. I thought it would be a cool surprise."

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Time _____ **Minutes:Seconds**

Name/Date _____   Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor fluency and accuracy, 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 titled "The Night Sky." Read aloud to find out about stars and planets in the night sky. 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.

232 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:07 or more	3:06–2:14	2:13–1:40	1:39 or less
WPM	74 or fewer	75–104	105–140	141 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	6–8	4–5	1–3	0
Percent of Accuracy	95 or less	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.

RETELL Character/Setting Say: ***What is the setting of this story?*** (Possible responses: *in the desert; near mountains; night time; far from the city*) ***Who are the characters in this story?*** (Possible responses: *Jack, Ann*) ***What do you know about the characters in the story?*** (Possible responses: *Jack likes seeing the stars. Ann knows a lot about the night sky.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Character/ Setting	Does not identify characters or setting, or does not respond	Gives a partially correct response, such as identifies 1 character and the setting; may misinterpret information	Identifies the setting and provides a detail about each main character	Identifies the setting and provides details about each main character using specific vocabulary from the story

RETELL Plot Say: ***Tell me what happens at the beginning, in the middle, and at the end of the story.*** (Possible responses: *Beginning: Jack and Ann go outside to look at the stars. Middle: Jack points to a red star. Ann explains that it is the planet Mars. End: Then Jack sees a fast-moving light. Ann explains that it is the space shuttle.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Retell: Plot	Does not identify plot events or does not respond	Identifies 2 plot events	Identifies plot events from the beginning, middle, and end of the story	Identifies plot events from the beginning, middle, and end of the story including details and specific vocabulary

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 do stars and planets look alike in the night sky?*** (Possible response: *They can both give off bright light.*)

- Say: ***How are the stars and Mars different?*** (Possible responses: *Stars wink on and off; Mars doesn't. Mars is closer to Earth and looks bigger. Stars appear stationary; Mars moves.*)

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

VOCABULARY Context Clues

- Point to the word *twinkle* in the fourth paragraph. Say: ***What does* twinkle *mean?*** (*to shine brightly and then dim*) ***What words in the passage help you understand what* twinkle *means?*** (Possible response: *Ann says that the stars wink on and off.*)

- Point to the word *stationary* in the sixth paragraph. Say: ***What does* stationary *mean?*** (Possible response: *not moving*) ***What words in the passage help you understand what* stationary *means?*** (Possible response: *stars look like they are standing still*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Context Clues	Does not identify word meanings or does not respond	Gives the intended meaning of 1 word or identifies a context clue	Gives the intended meaning of each word and a context clue for 1 word	Gives the intended meaning and identifies a context clue for each word using specific vocabulary and details from the passage

- End the conference.

WORD READING Irregular Spellings Return to the Record of Oral Reading to determine whether the student read these words correctly: *cousin, mountains, cushion, stationary, anxious.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Irregular Spellings	Does not read any words accurately or omits them	Reads 1–4 of 5 words accurately	Reads all 5 words accurately	Reads all 5 words accurately and automatically