

What's Gravity?

If you hold a ball and then let go, why does the ball fall? A force called gravity pulls it to the ground. It also pulls you and everything else back to Earth. When you jump in the air, you push against gravity. Then gravity pulls you down. You return to the ground.

Do you think it would be fun to live without gravity? Playing basketball would be easier if you could float above the basket. But you might dislike living without gravity. If you threw a baseball to your friend, he could not catch it. You could not sit down to eat dinner with your family. You wouldn't be able to curl up in bed at night. At breakfast, the cereal and milk would float out of your bowl. Then the bowl would float away too. That might make you unhappy.

Though it might be fun to float around for a little while, it's a good thing that we have gravity on Earth.

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164

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: *The title of this passage is "What's Gravity?" Gravity is an important force on Earth. Read aloud to find out what it would be like to live without gravity. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:19 or more	3:18–2:22	2:21–1:38	1:37 or less
WPM	49 or fewer	50–69	70–100	101 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	10	8–9	6–7	5	3–4	1–2	0
Percent of Accuracy	93 or less	94	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 _____

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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: *It is a good thing we have gravity.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/Main Idea	Identifies vague, inaccurate ideas 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 using specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two things that would happen if we lived without gravity.* (Possible responses: *Cereal and milk would float out of your bowl. You wouldn't be able to curl up in bed at night.*)

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

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 Cause and Effect

- Say: *What happens when you hold a ball and then let it go?* (Possible response: *Gravity pulls the ball down to the ground.*)
- Say: *What happens when you jump up in the air?* (Possible response: *You push against gravity and it pulls you back to the Earth.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 cause-and-effect relationships	Identifies 2 cause-and-effect relationships using specific vocabulary from the text

Name/Date _____ Teacher/Grade _____

VOCABULARY Prefixes

- Point to the word *return* in the first paragraph. Say: ***This word is return. What does return mean?*** (Possible responses: *turn back, go back*)
- Point to the word *dislike* in the second paragraph. Say: ***This word is dislike. What does dislike mean?*** (Possible response: *do not like*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes	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 with details for each word

- End the conference.

WORD READING Prefixes Return to the Record of Oral Reading to determine whether the student read these words correctly: *return, dislike, unhappy*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes	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