Spirit and Opportunity

Two robots went into space a few years ago. Their names were Spirit and Opportunity. These robots were sent to Mars. The trip was about three million miles long. It took about seven months. The spaceship dropped Spirit and Opportunity onto Mars using parachutes.

First, the robots began looking around. They moved slowly on their wheels and took many pictures. Then they took samples of rocks and soil. They tested the soil for iron. They looked for signs of water. They helped us learn that long ago the planet Mars had water.

Next, the robots began to send reports back to Earth. Scientists on Earth studied the reports. Then they sent orders back to Spirit and Opportunity. They told them where else to go. Spirit and Opportunity rolled on to look for more information.

105

Spirit and Opportunity are still on Mars today. They are still sending reports to Earth. Spirit and Opportunity have worked much longer than people ever thought they could.

Without the help of Spirit and Opportunity, it would be impossible to know as much as we do about the planet Mars.

185

Time _____ **Minutes:Seconds**

Spirit and Opportunity

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 "Spirit and Opportunity." Read aloud to learn how robots sent to Mars helped scientists learn about the planet. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:40 or more	2:39–1:52	1:51–1:22	1:21 or less
WPM	69 or fewer	70–99	100–135	136 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	9 or more	7–8	5–6	3–4	1–2	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.

SUMMARIZE Important/Main Ideas Say: ***Tell me two important, or main, ideas about the robots in the passage, "Spirit and Opportunity."*** (Possible responses: *Scientists sent the robots Spirit and Opportunity to Mars to find out what the planet is like. The robots sent important information about the planet back to Earth.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Main Ideas	Does not identify main ideas or does not respond	Gives a partially correct response, such as identifies 1 of 2 main ideas	Identifies 2 main ideas	Identifies 2 main ideas and details using specific vocabulary from the text

SUMMARIZE Details Say: ***What are two details that were learned about Mars from the robots?*** (Possible responses: *We learned what the soil and rocks on Mars are like. We learned that long ago, the planet Mars had water.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify 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 Sequence

- Say: **What three events took place after the robots landed on Mars?** (Possible responses: *First, the robots looked around and took pictures. Then, they took samples, tested the soil, and looked for signs of water. Next, the robots sent reports back to Earth. Scientists studied the reports and then told the robots where else to go. The robots are still sending reports to Earth today.*)
- Say: **What are two clue words that helped you determine the sequence of events in the passage?** (Possible responses: *first, next, then*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify events in sequence or does not respond	Gives a partially correct response, such as identifies 1 or 2 of the 3 events in sequence	Identifies 3 events in sequence	Identifies 3 events in sequence and 2 clue words using specific details from the passage

VOCABULARY Prefixes and Suffixes

- Point to the word *information* in the third paragraph. Say: **What does information mean?** (*news or knowledge about a fact or event*)
- Point to the word *impossible* in the fifth paragraph. Say: **What does impossible mean?** (Possible response: *not able to happen or not able to do something*) **What does the prefix -im mean?** (Possible response: *not*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes/Suffixes	Does not identify word 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 of each word including details; gives the meaning of the prefix

- End the conference.

WORD READING Syllable Patterns VC/CV, C + *le*, CV/C, C/VC Return to the Record of Oral Reading to determine whether the student read these words correctly: *pictures, possible, robots, Spirit*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Syllable Patterns VC/CV, C + *le*, V/CV, VC/V	Does not decode any words with the syllable patterns accurately, or omits them	Decodes 1–3 of 4 words with the syllable patterns accurately	Decodes all 4 words with the syllable patterns accurately	Decodes all 4 words with the syllable patterns accurately and automatically