Food Makers in the Food Chain

What do you like to do in your free time? Maybe you enjoy playing baseball or perhaps you like to ride your bike. To do those things, you need energy. You get your energy to play from the food that you consume. All living things need food to live and grow. A food chain shows how each living thing gets food.

The majority of food chains start with plants because they are the only living things that can make their own food. Plants absorb sunlight to make the energy they need to live and grow. Animals that eat only plants are next on the food chain. These animals get energy 110 to live and grow from the plants they eat. Animals that eat other animals are at the top of the food chain. They get energy from the animals they eat.

Here is how one food chain works. It starts with grass, which is a plant that can make its own food. A grasshopper eats the grass. Then, a rat eats the grasshopper. Next, a black rat snake eats the rat. Finally, a hawk eats the snake. All of the animals in this food chain could not have survived if it weren't for the grass that gave energy 210 to the grasshopper.

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 "Food Makers in the Food Chain." Read aloud to learn how a food chain works. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:02 or more	3:01–2:07	2:06–1:33	1:32 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	10 or more	8–9	6–7	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.

SUMMARIZE Important/Main Ideas Say: ***What are two important, or main, ideas about food chains in this passage?*** (Possible responses: *A food chain shows how living things get food. Living things need plants to live and grow.*)

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; may misinterpret information	Identifies 2 main ideas	Identifies 2 main ideas including details and specific vocabulary from the text

SUMMARIZE Details Say: ***What are two details about plants in this passage?*** (Possible responses: *a food chain starts with a plant like grass; plants make their own food; plants absorb sunlight to make energy; a plant, such as grass, gives energy to an animal like a grasshopper; plants are one reason animals survive*)

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 are three events that take place in the food chain?** (Possible response: *Grasshopper eats grass; rat eats grasshopper; snake eats rat; hawk eats snake.*)
- Say: **What are two clue words that help you determine the sequence of events in this passage?** (Possible responses: *next, finally*)

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 1–2 of the 3 events in sequence	Identifies all 3 events in sequence	Identifies all 3 events in sequence and cites 2 clue words used to signal sequence using specific details from the passage

VOCABULARY Context Clues

- Point to the word *consume* in the first paragraph. Say: **What does consume mean?** (Possible response: *to eat or to use*) **What words in the passage help you know what consume means?** (Possible response: *the food we consume.*)
- Point to the word *absorb* in the second paragraph. Say: **What does absorb mean?** (Possible response: *to take in or soak up*) **What words in the passage help you know what absorb means?** (Possible response: *plants absorb sunlight to make energy.*)

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

- End the conference.

WORD READING Multisyllabic Words
Return to the Record of Oral Reading to determine whether the student read these words correctly: *majority, energy, finally*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic Words	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