

## Living Night-Lights

Even though 80 percent of life on Earth is found in the ocean, many of the animals who live there are mysteries to most people.

As scientists explore the depths of the ocean, they discover animals that have uniquely changed to fit in with their environments. Many have the ability to change color to blend with their surroundings. Others have lost their coloring and have become see-through.

Most fish and other sea animals live just beneath the surface of the ocean. The sun's rays can easily light up these waters. That is why this part of the ocean is called the sunlit zone, and it's about 600 feet deep. Animals in the sunlit zone can often be seen from the beach.

Starting 600 feet below the surface, there's a region called the twilight zone. On land, twilight is the time of day after sunset when the light begins to dim and a flashlight is needed. The ocean's twilight zone reaches down 3,300 feet. It's difficult for the sun's rays to reach these depths. That's why this zone is called twilight.

Fish don't carry flashlights, but some fish that dwell here do carry their own lights. This light is created by a chemical reaction inside the body of the animal. This reaction causes the fish to glow in the dark. Fish who have these living night-lights use them to find prey and attract mates. When glowing jellyfish travel in a crowd, their illumination literally lights up the sea.

115

249

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 "Living Night-Lights." Read aloud to learn about special fish that live in a deep region of the ocean. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:08 or more	3:07-2:17	2:16-1:47	1:46 or less
WPM	79 or fewer	80-109	110-140	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	12 or more	9-11	7-8	4-6	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 in this passage about what scientists have discovered about animals living in the ocean?* (Possible responses: *Animals can change to fit their environments. Most fish and sea animals live in the sunlit zone, but some sea animals and fish live in the twilight zone.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/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 using specific vocabulary from the text

**SUMMARIZE Details** Say: *What are two details about the ocean's twilight zone?* (Possible responses: *The sun's rays do not reach the twilight zone. This zone is very dark. Some fish in the twilight zone glow in the dark to attract mates or find prey.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies no details from the passage 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 Draw Conclusions**

- Say: **Why is it difficult to imagine that there are more living things in the ocean than on Earth's land?** (Possible responses: *We can't see a lot of what is in the ocean just by looking at it. However, we can see many people, animals, and plants that live on land.*)
- Say: **Why would it be useful for an underwater animal to be able to blend into its surroundings?** (Possible response: *The ability to blend into their surroundings allows animals to hide from predators or to sneak up on their prey.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a conclusion or does not respond	Gives a partially correct response, such as draws a conclusion, but does not provide an explanation	Draws 2 reasonable conclusions using information from the text	Draws 2 reasonable conclusions using information and specific vocabulary from the text

**VOCABULARY Multiple-Meaning Words**

- Point to the word *mysteries* in the first paragraph. Say: **What does the word *mysteries* mean in this passage?** (*things that are unknown or unfamiliar*) **What is another meaning for the word *mysteries*?** (Possible responses: *puzzles to be solved; stories dealing with puzzles to be solved, such as crimes*)
- Point to the word *blend* in the second paragraph. Say: **What does the word *blend* mean in this passage?** (*to be similar in appearance*) **What is another meaning for the word *blend*?** (Possible response: *to mix or combine certain things*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	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, and gives an additional meaning for each word

- End the conference.

**WORD READING Suffixes -ly, -tion, -ion** Return to the Record of Oral Reading to determine whether the student read these words correctly: *uniquely, easily, illumination, region, literally*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes <i>-ly, -tion, -ion</i>	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