# Lights Out

When I was eleven, I discovered a mysterious box in the attic. It was labeled "Rube Goldberg Machine Contest 1975." When I asked my father about it, he said, "If you bring me the box, I assure you I will tell you all about its strange contents."

I opened the box and pulled out a set of dominoes, a marble, a string, a pulley, a small car, a track, a rubber band, a weight, and a mousetrap. "What is this stuff?" I asked.

"Those are the parts of a machine to turn off the lights," Dad answered.

"Are you serious?" I asked. "Couldn't you just get up?"    107

"Have you ever heard of Rube Goldberg?" he asked. "He came up with complicated ways of doing simple tasks. When I was your age, I entered a contest to build a humorous machine that could turn out my bedroom light. You want to try it?"

Here is how it worked. When I was in bed, I pulled the covers over me. This would pull a string that would start a marble rolling down a track. When the marble reached the end of the track, it started a chain reaction of the dominoes. When the last domino fell, it set off the mousetrap, which shot a toy car across the table. The car hit a weight, knocking it off the table. The weight was tied to a string that pulled the light switch down. Lights out!

It was fun. Now I am working on a machine to turn the pages of my book!    259

**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 "Lights Out."  Read aloud to find out what a Rube Goldberg Machine is. 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.

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

| Rate | 1  INTERVENTION | 2  INSTRUCTIONAL | 3  INDEPENDENT | 4  ADVANCED |
|---|---|---|---|---|
| Minutes:Seconds | 3:04 or more | 3:03–2:16 | 2:15–1:44 | 1:43 or less |
| WPM | 84 or fewer | 85–114 | 115–150 | 151 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 | 10–11 | 6–9 | 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 response: *the narrator's house*) ***What do you know about the characters in this story?*** (Possible responses: *The narrator is eleven years old. He finds a box in the attic and asks his dad about it. His dad built a machine to turn off his bedroom lights when he was eleven. His dad helps him rebuild the machine.*)

| 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: ***What happens at the beginning, in the middle, and at the end of this story?*** (Possible responses: *Beginning: The narrator finds a box in the attic that contains strange contents. Middle: The narrator asks his father about the box, and his father demonstrates a Rube Goldberg-like machine he made to turn off his bedroom lights. End: The narrator thinks the machine is fun and decides to make one to turn the pages of a book.*)

| Comprehension | 1  INTERVENTION | 2  INSTRUCTIONAL | 3  INDEPENDENT | 4  ADVANCED |
|---|---|---|---|---|
| Retell: Plot | Does not identify plot events or does not respond | Gives a partially correct response, such as identifies 1 plot event; may misinterpret 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 Cause and Effect

Say: ***The Rube Goldberg-like machine required many cause-and-effect events to take place in order for the machine to turn off the lights. List two causes and the effect of each.*** (Possible responses: *When the string on the machine was pulled, it caused a marble to roll down the track. The marble hit the dominoes, causing them to fall. The dominoes set off a mousetrap, which shot a car across the table. The car knocked a weight off the table, which pulled a string attached to the light switch.*)

| 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 reasonable cause-and-effect relationships using information from the story | Identifies 2 reasonable cause-and-effect relationships using information and specific vocabulary from the story |

### VOCABULARY Context Clues

- Point to the words *chain reaction* in the sixth paragraph. Say: ***What does* chain reaction *mean?*** (*a series of events, each caused by the preceding one or ones*) ***What words in the passage help you know what* chain reaction *means?*** (Possible responses: *The passage explains how one event causes something else to happen, such as the dominoes falling, which sets off a mousetrap, which shoots a toy car across the table, which hits a weight, and so on.*)

- Point to the word *humorous* in the fifth paragraph. Say: ***What does* humorous *mean?*** (*funny*) ***What words in the passage help you know what* humorous *means?*** (Possible responses: *When reading about how the machine worked, it sounded humorous, or funny; in the last paragraph, the narrator says it was fun.*)

| 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 gives the meaning of 1 word or a context clue | Gives the intended meaning of each word and identifies a context clue for one word | Gives the intended meaning and identifies a context clue for each word using specific vocabulary and details from the story |

- End the conference.

### WORD READING Common Syllables *-sure, -ious, -ous* Return to the Record of Oral Reading to determine whether the student read these words correctly: *assure, serious, humorous*.

| Word Reading | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|---|---|---|---|---|
| Common Syllables *-sure, -ious, -ous* | 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 |