3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Two-Party Political System (continued)

Inference Questions

Say ***Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.***

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: ***According to the passage, what can be predicted about the early Democratic-Republican Party's reaction to something like federal taxes and federal programs?***		
	Key Concept: They would object to signs of a strong federal government.		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	Sample responses: • *They wouldn't like them because they didn't want a strong government.* • *They supported states' rights so they wouldn't want federal taxes.* • *They wouldn't like it because they would be afraid it was like a monarchy.*	Sample responses: • *They didn't want taxes.* • *They didn't like the federal government.* • *They wouldn't want those.*	Sample responses: • *Don't know* • *Would like them* • *No one likes taxes.* • *My parents pay taxes.*
10	Question: ***If you were an average business owner in the southern United States as the two parties were forming, what can we predict about your beliefs regarding the federal government?***		
	Key Concept: I would probably not want a strong federal government.		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	Sample responses: • *I would not like the federal government telling me what to do.* • *I would not like having to pay federal taxes.* • *I would not want the central government controlling my business.* • *I would want my state to have more power than the federal government.*	Sample responses: • *I wouldn't want to pay taxes.* • *I would not have wanted a king.* • *I wouldn't like the other party.*	Sample responses: • *Don't know* • *Like strong government* • *Would support taxes* • *Support federal laws*

Inference subtotal _____

Comprehension total _____

© 2011–2018 Acadience Learning Inc.

grade 8

Oral Reading Benchmark 1
Eighth Grade Scoring Booklet

acadience reading 7–8

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Passage	1 +	2 +	3 =	Total
Correct Words Read				
Errors				
Comprehension				

Acadience Learning / 859 Willamette St., Suite 320 / Eugene, Oregon 97401 / www.acadiencelearning.org
© 2011–2018 Acadience Learning Inc. Revised 8/20/20.

acadience learning

Acadience is a registered trademark of Acadience Learning Inc.

Please Recycle (Remove identifiable information)

1 Acadience Reading
Grade 8/Passage 1

Make sure you have reviewed the directions in the *Acadience Reading 7–8 Assessment Manual* and have them available. Say these specific directions to the student:

▶ ***I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say "Stop." Be ready to tell me all about the passage when you finish.*** (Set the timer for 90 seconds and place the passage in front of the student.)

▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage)***. Ready, begin.***

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Leaving Liberty

0 I grew up near Liberty, Missouri, in the cabin Papa constructed 11
11 before my birth. Because my friends and family all live in Liberty, too, 24
24 planning to move elicited a flood of emotions, and tears came forth along 37
37 with excitement over the prospect of a grand adventure. How could 48
48 I be simultaneously enthusiastic about embarking on a new life and 59
59 despondent about leaving my old life behind? 66
66 Papa had arranged for us to join a wagon train heading westward 78
78 into unsettled territory. We would find no merchants to provide goods or 90
90 services, meaning we had to pack into our wagon everything required 101
101 for subsistence. After food, bedding, clothing, and other necessities, little 111
111 room remained, even for people in the wagon, so we could not cling to 125
125 unnecessary objects, no matter how dear. 131
131 Mama allotted each of us children a small wooden box and explained 143
143 that we could take along only what could fit into it. Dismayed, I surveyed 157
157 the treasures spread across my bed. Most of them seemed as much a 170

© 2011–2018 Acadience Learning Inc.

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Two-Party Political System (continued)

Vocabulary

For each vocabulary word, ask the student ***What is the meaning of the word _____ in the passage?*** Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.

5	**Republican party:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *It is a political party that believed in a weak central government. (or)* • *They wanted a weak government. (or)* • *It is the party that wanted a weak federal government.*	• *Didn't believe in government (or)* • *They didn't like government. (or)* • *Was formed by Thomas Jefferson*	• *Don't know* • *State's rights* • *Like Jefferson* • *No monarchy*
	Other:		
6	**Geographic:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *A regional area (or)* • *One area of a country (or)* • *A specific area of a country*	• *An area (or)* • *Has to do with geography (or)* • *Some area in the world*	• *Don't know* • *To do with graphs* • *Like the south*
	Other:		
7	**Monarchy:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *A government ruled by a king or queen (or)* • *When a king is the ruler (or)* • *Ruled by a king or queen*	• *Has a king or queen (or)* • *When there is a king or queen (or)* • *A government like England*	• *Don't know* • *Kind of butterfly* • *A government*
	Other:		
8	**Union:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *States with a central government (or)* • *Groups like states that come together (or)* • *States that make up the U.S.*	• *Like a credit union (or)* • *Like a labor union (or)* • *Like a marriage (or)* • *The U.S.*	• *Don't know* • *Government* • *A lot of people* • *A group*
	Other:		

Vocabulary subtotal _____

© 2011–2018 Acadience Learning Inc.

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Two-Party Political System

Passage-Specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds). Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.

After the student completes the Recall, look to see if *both* the concept *and* detail are missing for an item.

- If the student missed any items say ***Now, I am going to ask you some questions***. Ask the corresponding follow-up question(s) and then proceed to the vocabulary questions.
  - The correct response to the follow-up question is the detail (after the +) in the key concept box. Circle the 1 for a correct response to the question. Circle the 0 for an incorrect response or no response.
- If the student did not miss any items say ***Now, I am going to ask you some questions***. Proceed to the vocabulary questions.

	Student Recall		Follow-Up Question	Incorrect Response
1	Correct response provided during recall **2**		Partial credit **1**	Incorrect response **0**
	Key concept + detail: *The Federalists* (+) *believed in a strong central government; (or) wanted strong government.*	☐ (+) ☐	***What did the Federalists believe about the central government?***	• *Don't know* • *Feared strong government* • *Wanted less* • *Supported Jefferson*
2	Correct response provided during recall **2**		Partial credit **1**	Incorrect response **0**
	Key concept + detail: *Republicans feared a strong central government* (+) *because they thought it would be like a monarchy; (or) because they thought it would be like having a king.*	☐ (+) ☐	***Why did the early Republican party fear a strong central government?***	• *Don't know* • *Favored states' rights* • *Didn't want more rules* • *Too strict*
3	Correct response provided during recall **2**		Partial credit **1**	Incorrect response **0**
	Key concept + detail: *Thomas Jefferson was elected president* (+) *and the Federalist party faded away; (or) and the Federalists fell apart; (or) and they faded away, there was only one major party left.*	☐ (+) ☐	***What happened to the Federalist Party after Thomas Jefferson was elected president?***	• *Don't know* • *It got bigger* • *One Party left* • *Happy he was elected*
4	Correct response provided during recall **2**		Partial credit **1**	Incorrect response **0**
	Key concept + detail: *The Democrats were popular* (+) *in the south and west; (or) not in the east; (or) in the south and west with Andrew Jackson.*	☐ (+) ☐	***Where were the Democrats popular?***	• *Don't know* • *In the east* • *In the north* • *To the south*

Passage-specific knowledge subtotal _____

© 2011–2018 Acadience Learning Inc.

1 Acadience Reading
Grade 8/Passage 1

Leaving Liberty (continued)

170 part of me as the freckles on my nose. The raggedy old corncob doll 184
184 had been a willing listener whenever I poured out my heart. The well- 197
197 worn storybook was a magical carpet that carried me off to spectacular 209
209 adventures in exotic locales. My framed charcoal drawing of our cabin, 220
220 which I displayed proudly for everyone to see, was too large to fit into the 235
235 box. 236
236 Fighting back tears, I attempted to focus positively on the few 247
247 significant possessions I could fit into the box. First, I selected the dainty 260
260 locket that Grandmother gave me on my 10th birthday. I opened it and 273
273 looked at the pictures smiling out at me. Those images of Grandmother 285
285 and Grandfather would be comforting when I was miles away from them. 297
297 Then I picked up the tiny sewing kit that my best friend Priscilla had 311
311 given me, and I placed it next to the locket. Enough room remained in the 326
326 box for a short pencil and a few tightly folded leaflets of paper. Even if I 342
342 could not speak with my friends and family in Liberty, I could correspond 355
355 with an occasional letter. 359
359 When we were finally on our way, my thoughts turned toward the 371
371 adventure ahead. I realized that everything comfortable and familiar was 381
381 behind me, but I knew that each new dawn would break with the promise 395
395 of exciting opportunities. 398

Notes:

© 2011–2018 Acadience Learning Inc.

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Leaving Liberty

Passage-Specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds). Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.

After the student completes the Recall, look to see if *both* the concept *and* detail are missing for an item.

- If the student missed any items say ***Now, I am going to ask you some questions***. Ask the corresponding follow-up question(s) and then proceed to the vocabulary questions.
  - The correct response to the follow-up question is the detail (after the +) in the key concept box. Circle the 1 for a correct response to the question. Circle the 0 for an incorrect response or no response.
- If the student did not miss any items say ***Now, I am going to ask you some questions***. Proceed to the vocabulary questions.

	Student Recall		Follow-Up Question	Incorrect Response
1	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *The main character grew up/lived* (+) *in Liberty, Missouri; (or) in Liberty; (or) in Missouri.*	☐ (+) ☐	***What is the name of the city or state where the main character grew up?***	• *Don't know* • *Some state* • *On a wagon train*
2	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *The family was getting ready* (+) *to join a wagon train heading west; (or) to move away and head west; (or) to embark on a new life.*	☐ (+) ☐	***What was the family getting ready to do?***	• *Don't know* • *Go west* • *Move away*
3	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *They had to pack everything they would need for the journey in the wagon* (+) *because there would be no merchants to provide goods or services along the way; (or) because there wouldn't be anywhere to get supplies.*	☐ (+) ☐	***Why did they have to pack everything they needed for their journey in the wagon?***	• *Don't know* • *Needed food* • *No fast food then* • *Didn't need to*
4	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *The main character was allowed to bring with her* (+) *whatever she could fit into a small wooden box; (or) a small wooden box with a few things; (or) (student names two): locket, sewing kit, paper, pencil; (or) only a few personal items.*	☐ (+) ☐	***What was the main character allowed to bring with her?***	• *Don't know* • *A lot of stuff* • *What she wanted* • *Not very much* • *Names only one thing in the wooden box (locket, sewing kit, paper, pencil)*

Passage-specific knowledge subtotal _____

© 2011–2018 Acadience Learning Inc.

3 Acadience Reading
Grade 8/Passage 3

The Rise of the Two-Party Political System (continued)

237 back and forth. Andrew Jackson beat John Quincy Adams for the 248
248 presidency in 1828 and was elected again in 1832. Jackson's opponents, 259
259 including Adams, were afraid that he was too king-like and formed a 272
272 new party called the Whigs. The Whigs won in 1840, but the Democrats 285
285 would soon return to office. 290
290 Power continued to shift back and forth until the issue of slavery 302
302 caused splits in both parties. This set the stage for today's two-party 315
315 system. The Whigs did not get the votes needed to gain power, and most 329
329 members joined a new, anti-slavery Republican Party. Two factions, 338
338 or separate groups, in the Democratic Party each ran a candidate for 350
350 president in 1860. As a result, Abraham Lincoln, a Republican, was 361
361 elected. Most scholars agree that the election of 1860 was the one that 374
374 set the Republican and Democratic Parties as the two major parties in the 387
387 United States. These are the parties we know today. 396

Notes:

© 2011–2018 Acadience Learning Inc.

3 Acadience Reading
Grade 8/Passage 3

▶ ***Now read this story to me. Please do your best reading. Ready, begin.***

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Rise of the Two-Party Political System

0 The political party system in the United States traces its roots back 12
12 to the early years of its government and differing beliefs about the role 25
25 of government and its powers. Thomas Jefferson began the Democratic- 35
35 Republican Party, while Alexander Hamilton and his supporters formed 44
44 the Federalist Party. 47
47 The Federalists believed in a strong central government. The 56
56 Democratic-Republicans feared that a strong central government would 65
65 be like a monarchy run by a king and, instead, favored states' rights. 78
78 The parties also split along regional, or geographic, lines. The Federalist 89
89 Party was stronger in the North; the Democratic-Republican Party was 100
100 strong in the South. A Federalist was elected as the second president, but 113
113 Thomas Jefferson and his party won in the next election. Over the next 126
126 few years, the Federalist Party faded away, leaving just one major party. 138
138 During this time, the nation was young but growing, and as new 150
150 states joined the union and new voting laws were passed, a division in 163
163 the Democratic-Republicans occurred. The split was again rooted in 173
173 beliefs about the role of the federal government and again fell along 185
185 regional lines. A group led by Andrew Jackson became the Democrats 196
196 and held control mostly in the South and West. John Quincy Adams and 209
209 his followers formed the short-lived National Republicans and held more 220
220 support in the Northeast. 224
224 For the first half of the 19th century, the parties and power changed 237

© 2011–2018 Acadience Learning Inc.

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Leaving Liberty (continued)

Vocabulary

For each vocabulary word, ask the student ***What is the meaning of the word _____ in the passage?*** Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.

5	**Elicit:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *Request a response (or)* • *To pull a response from someone*	• *Ask someone something (or)* • *Draw forth into existence (or)* • *To get sympathy from someone*	• *Don't know* • *Talk* • *Speak*
	Other:		
6	**Embark:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *Begin a journey (or)* • *Start a new adventure (or)* • *Begin something that is important*	• *Traveling (or)* • *Going somewhere (or)* • *Starting something (or)* • *Getting on a ship or plane*	• *Don't know* • *A dog barks* • *Going* • *Coming*
	Other:		
7	**Despondent:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *In low spirits from a loss of hope (or)* • *Feeling hopeless and sad (or)* • *Profound sadness over a situation*	• *Sad (or)* • *Unhappy*	• *Don't know* • *Talking to someone* • *Happy*
	Other:		
8	**Subsistence:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *Having the minimal level of what you need to survive (or)* • *Barely having enough food and supplies to stay alive*	• *Not having much to live on (or)* • *Almost out of food and supplies (or)* • *Survival*	• *Don't know* • *Under something* • *Food* • *Shelter*
	Other:		

Vocabulary subtotal _____

© 2011–2018 Acadience Learning Inc.

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Leaving Liberty (continued)

Inference Questions

Say ***Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.***

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: ***When the main character talked about her possessions, what did she mean when she said, "they seemed as much a part of me as the freckles on my nose"?***		
	Key Concept: Her possessions were as much a part of her as her own body.		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	Sample responses: • *Her possessions were so important that they seemed like they were a part of her, not just objects.* • *The objects had great sentimental value and she felt tied to them in a strong way.* • *The items were so precious to her that she could not imagine being separated from them.*	Sample responses: • *She didn't want to leave her things.* • *Her stuff was important to her.* • *They were her favorite things.*	Sample responses: • *Don't know* • *She had freckles.* • *Couldn't take everything*
10	Question: ***What predictions can we make about the westward journey based on the information that was provided?***		
	Key Concept: The family will only be able to rely on themselves and the supplies that they have with them.		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	Sample responses: • *The family is headed into unsettled territory where there won't be many other people to help them.* • *To survive, they will have to rely on the things they brought.* • *It will be a long, difficult trip, and they will have to rely only on what they brought.*	Sample responses: • *It will not be easy.* • *They might get lonely.* • *There won't be stores.* • *It could be dangerous.*	Sample responses: • *Don't know* • *They will travel.* • *They went west.*

Inference subtotal _____

Comprehension total _____

© 2011–2018 Acadience Learning Inc.

2 Acadience Reading
Grade 8/Passage 2

Oral Reading Comprehension: Reef Matters (continued)

Inference Questions

Say ***Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.***

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: ***What information in the passage leads us to believe that crabs are higher on the food chain than shrimp?***		
	Key Concept: We know that crabs are higher on the food chain than shrimp because... (includes examples with specific information from the passage).		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	Sample responses: • *Shrimp are small enough to live and hide in the oyster reef and crabs are predators that use the oyster reef as a hunting ground.* • *Crabs are bigger and eat smaller animals like shrimp.* • *Crabs are predators that hunt smaller animals like shrimp.*	Sample responses: • *Shrimp live in oyster reefs, crabs do not.* • *Crabs are bigger.* • *Crabs are predators.* • *Shrimp are small.* • *One hunts the other.*	Sample responses: • *Don't know* • *Both live in water* • *Crabs have claws.*
10	Question: ***Based on information from the passage, make a prediction about what would happen to an oyster reef that has been damaged by a storm.***		
	Key Concept: The reef will rebuild slowly overtime because... (includes a prediction based on information from the passage).		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	Sample responses: • *It will take many years for the reef to rebuild because generations of oysters have to die in order to re-create the reef.* • *More oysters will come along and fuse to the reef and it will slowly rebuild.* • *Over a long period of time oysters will live and die on the reef helping to rebuild it.*	Sample responses: • *More oysters will come and it will get bigger.* • *The oysters will come back.* • *Eventually it will get bigger again.*	Sample responses: • *Don't know* • *Everything will die.* • *It will go away.*

Inference subtotal _____

Comprehension total _____

© 2011–2018 Acadience Learning Inc.

Oral Reading Comprehension: Reef Matters (continued)

Vocabulary

For each vocabulary word, ask the student ***What is the meaning of the word _____ in the passage?*** Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.

5	**Estuary:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *A place where fresh water and salt water mixes as rivers flow into the sea (or)* • *The tidal mouth of a large river, where the tide meets the river*	• *A mix of fresh and salt water (or)* • *A place where oyster reefs form*	• *Don't know* • *Salt water* • *Fresh water* • *In river*
	Other:		
6	**Oyster reef:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *Underwater structure of fused dead oyster shells created over time (or)* • *Underwater reef made of fused oyster shells*	• *Where oysters live (or)* • *Dead oyster shells*	• *Don't know* • *It's underwater.* • *Shells*
	Other:		
7	**Habitat:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *The natural home or environment of an animal, plant, or other organism (or)* • *The place around where an animal lives that allows the animal to survive*	• *Where oysters live (or)* • *An animal's shelter (or)* • *Home*	• *Don't know* • *Underwater* • *Like a forest* • *Like a reef*
	Other:		
8	**Predator:**		
	Correct response **2**	Partially correct response **1**	Incorrect response **0**
	• *An animal that naturally preys on others (or)* • *Hunters that eat other animals*	• *Hunts animals (or)* • *Eats animals (or)* • *Organisms that exploit other organisms*	• *Don't know* • *Animal* • *Bad person*
	Other:		

Vocabulary subtotal _____

© 2011–2018 Acadience Learning Inc.

▶ ***Now read this story to me. Please do your best reading. Ready, begin.***

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Reef Matters

0 Oyster reefs are important to coastal waters. Not only do they produce 12
12 oysters for eating, the reefs support many animals, clean the water, and 24
24 stabilize shorelines and estuaries, places where fresh and salt water mix as 36
36 rivers flow into the sea. 41
41 An oyster reef is an underwater structure made up of dead oyster 53
53 shells that have fused together over time. In their earliest stage of 65
65 development, tiny and soft oysters land on an oyster reef and become 77
77 attached to its rigid surface. To complete their growth, they develop 88
88 protective shells and then spawn to produce more oysters. As the cycle 100
100 continues over many years and several generations, an oyster reef 110
110 can grow massive and complex, with millions of miniature cave-like 121
121 structures. 122
122 The oyster reef is useful to young oysters as well as many other life 136
136 forms. The tiny caves serve as habitats, or homes, for smaller creatures 148
148 such as clams, scallops, worms, and shrimp. The hard walls of the reef 161
161 protect these animals from larger predators, or hunters that eat them. 172
172 Because oyster reefs are home to so many types of sea animals, they also 186
186 make an excellent hunting ground for smaller creatures. For example, 196
196 many varieties of crabs find food in oyster reefs. 205
205 While oyster reefs serve as a habitat for many sea creatures, each 217
217 oyster helps the entire estuary. Oysters are filter feeders, which means 228

© 2011–2018 Acadience Learning Inc.

Reef Matters (continued)

228 that they move water through their gills and filter food particles out of the 242
242 water for nourishment. They also filter particles that make water unclean. 253
253 A single oyster can filter up to 20 gallons of water a day! Just think of 269
269 how much water gets cleaned by a reef made up of thousands of oysters. 283
283 Oyster reefs are often located in bays and estuaries, but they are 295
295 also present along shorelines. Along these shores, oyster reefs act 305
305 as a protective barrier, breaking up waves and protecting the shore 316
316 from erosion. Because of overharvesting and natural disasters such as 326
326 hurricanes, oyster reefs have become an endangered habitat. As a result, 337
337 many people along coastlines around the world are working to enhance or 349
349 reintroduce oyster reef systems for their many benefits. 357

Notes:

© 2011–2018 Acadience Learning Inc.

Oral Reading Comprehension: Reef Matters

Passage-Specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds). Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.

After the student completes the Recall, look to see if *both* the concept *and* detail are missing for an item.

- If the student missed any items say ***Now, I am going to ask you some questions***. Ask the corresponding follow-up question(s) and then proceed to the vocabulary questions.
  – The correct response to the follow-up question is the detail (after the +) in the key concept box. Circle the 1 for a correct response to the question. Circle the 0 for an incorrect response or no response.
- If the student did not miss any items say ***Now, I am going to ask you some questions***. Proceed to the vocabulary questions.

	Student Recall		Follow-Up Question	Incorrect Response
1	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *Oyster reefs are important to coastal waters* (+) *because they produce oysters for eating; (or) because they support many other animals; (or) because they clean the water; (or) because they stabilize shorelines and estuaries.*	☐ (+) ☐	***Why are oyster reefs important to coastal waters?***	• *Don't know* • *Pretty to look at* • *Replace coral reefs*
2	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *Oyster reefs are formed* (+) *when oysters shells fuse together and layers build up over time; (or) when oysters die their shells fuse together, over time this builds a reef.*	☐ (+) ☐	***How are oyster reefs formed?***	• *Don't know* • *They float together* • *Die and make reef* • *Shells make it*
3	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *Oyster reefs are beneficial to other organisms or animals* (+) *because they serve as homes for small creatures; (or) because they protect small animals from predators; (or) because they serve as a hunting ground.*	☐ (+) ☐	***How are oyster reefs beneficial to other organisms?***	• *Don't know* • *Sharks eat oysters.* • *Keeps them in one place*
4	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	Key concept + detail: *Oysters feed themselves* (+) *by filtering water through their gills to capture food; (or) by getting food out of the water through their gills; (or) by filtering the water for food.*	☐ (+) ☐	***How do oysters feed themselves?***	• *Don't know* • *Eat like fish* • *Chew their food* • *Drink the water*

Passage-specific knowledge subtotal _____

© 2011–2018 Acadience Learning Inc.