

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The U.S. Enters World War II (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: The passage states that there were many “twists and turns” in the path the United States took before joining WWII. Describe what is meant by this phrase and give one example of something the U.S. did before joining the war. | | |
| | Key Concept: The path the U.S. took before joining WWII was not direct, it was complicated. For example, they...(student gives at least one correct example from the passage). | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• <i>Saying there were many “twists and turns” means that the path wasn’t direct. The U.S. didn’t want to go to war and passed neutrality laws at first.</i>• <i>It means the U.S. didn’t directly jump into WWII. They did send war supplies to their allies though.</i> | Sample responses: <ul style="list-style-type: none">• <i>The U.S. passed neutrality laws to avoid war.</i>• <i>It means they didn’t take a direct route to war, like Europe did.</i>• <i>The U.S. avoided war until Japan attacked.</i> | Sample responses: <ul style="list-style-type: none">• <i>Don’t know</i>• <i>They were willing to fight.</i>• <i>There were a lot of stops.</i> |
| 10 | Question: Why was it difficult for the U.S. to stay neutral after Germany invaded Poland? | | |
| | Key Concept: It was difficult for the United States to stay neutral because its allies were fighting in the war. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• <i>It was hard for the U.S. to stay neutral because their allies were fighting against Germany and they needed help.</i>• <i>Friends of the U.S. were fighting against Germany and the U.S. wanted to stay on good terms with them.</i> | Sample responses: <ul style="list-style-type: none">• <i>Their allies were at war.</i>• <i>They didn’t like what Germany was doing.</i>• <i>They wanted to help their allies.</i> | Sample responses: <ul style="list-style-type: none">• <i>Don’t know</i>• <i>They stayed neutral.</i>• <i>They didn’t like Germany.</i>• <i>Japan got involved.</i> |

Inference subtotal _____

Comprehension total _____

grade 7



acadience®
reading 7-8

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Oral Reading Benchmark 3
Seventh Grade Scoring Booklet

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

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1 Acadience Reading
Grade 7/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: = _____

The Challenge

0 Samantha stared at the map detailing the route through the Texas 11
11 Hill Country. On the map, the 100-mile course looked like a crooked 24
24 little circle. As she trained each week with Aunt Claire and compared 36
36 distances, the route appeared manageable. But, straddling her bicycle 45
45 and gazing around at the mass of people crowding the starting line, 57
57 Samantha wondered whether she had sufficiently prepared for the 66
66 event. If necessary, they could ride the 50-mile course instead. She 78
78 hoped she would have the strength and stamina to complete the entire 90
90 event. Her sponsors had pledged a certain donation for each mile she 102
102 rode, which meant there was an incentive to complete the entire course. 114
114 This bicycling adventure through the countryside was a benefit for the 125
125 local Humane Society and part of an effort to raise awareness about 137
137 pet adoption. Samantha was determined not to disappoint her aunt or 148
148 the numerous pets living in shelters. She thought of Henry, the dog she 161
161 visited and played with last week when she volunteered at the shelter. 173

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The U.S. Enters World War II (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 | Allied: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">• In combination or working together with (or)• Countries who are joined in alliance (or)• United forces | <ul style="list-style-type: none">• Connected (or)• Joined together (or)• Friendly forces (or)• Fighting together | <ul style="list-style-type: none">• Don't know• Friends• Enemies• Fighting |
| | Other: | | |
| 6 | Eager: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">• A strong desire to do something (or)• Enthusiastic interest | <ul style="list-style-type: none">• Excited (or)• Hurried | <ul style="list-style-type: none">• Don't know• Ready• To want |
| | Other: | | |
| 7 | Neutrality: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">• The state of not supporting either side in a fight/conflict/war (or)• Being impartial during a fight/conflict/war | <ul style="list-style-type: none">• Detachment (or)• Indifferent | <ul style="list-style-type: none">• Don't know• A compromise• No fighting• Neutral |
| | Other: | | |
| 8 | Invade: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">• To enter forcefully as an enemy (or)• To go to war with hostile intent | <ul style="list-style-type: none">• To spread over or into (or)• Raid | <ul style="list-style-type: none">• Don't know• What armies do• War |
| | Other: | | |

Vocabulary subtotal _____

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The United States Enters World War II

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 | Correct response provided during recall 2 Partial credit 1 Incorrect response 0 |
| 2 | Correct response provided during recall 2 Partial credit 1 Incorrect response 0 | Correct response provided during recall 2 Partial credit 1 Incorrect response 0 |
| 3 | Correct response provided during recall 2 Partial credit 1 Incorrect response 0 | Correct response provided during recall 2 Partial credit 1 Incorrect response 0 |
| 4 | Correct response provided during recall 2 Partial credit 1 Incorrect response 0 | Correct response provided during recall 2 Partial credit 1 Incorrect response 0 |

Passage-specific knowledge subtotal

1 Acadience Reading
Grade 7/Passage 1

The Challenge (continued)

| | | |
|-----|--|-----|
| 173 | Samantha pushed off to a wobbly start, but she began to feel more | 186 |
| 186 | confident as she pedaled after her aunt through the outskirts of town. | 198 |
| 198 | As they continued into the country, cows grazed on the hillsides, and | 210 |
| 210 | rolled hay bales sat like massive pillows in mowed fields. It would be the | 224 |
| 224 | perfect home for a dog or cat, Samantha thought. | 233 |
| 233 | I can do this, I can do this, Sam chanted to herself as she peddled. | 248 |
| 248 | She thought how lonely Henry looked last week and how the money she | 261 |
| 261 | raised would be used to purchase toys and food for the shelter animals. | 274 |
| 274 | She also wondered how many miles they had ridden, but she managed to | 287 |
| 287 | keep that question to herself. | 292 |
| 292 | Stopping for a morning snack, Claire announced they had completed | 302 |
| 302 | approximately one third of the 100-mile course. Samantha was surprised; | 313 |
| 313 | earlier, she would not have guessed that 35 miles would pass so | 325 |
| 325 | quickly. Claire asked whether she felt capable of continuing on the | 336 |
| 336 | 100-mile course: this was decision time. Samantha remembered that there | 347 |
| 347 | would be steep inclines and winding roads on the rest of the course | 360 |
| 360 | and considered her fatigued muscles and aching backside. Then, she | 370 |
| 370 | thought about the animals they would be helping. She grinned at her aunt | 383 |
| 383 | and grabbed her helmet, saying, "Let's conquer this course...Henry is | 393 |
| 393 | depending on us!" | 396 |

Notes:

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: The Challenge

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: <i>Samantha prepared for the bike ride</i> (+) <i>by training each week with her Aunt Claire; (or) by training weekly with her aunt.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | How did Samantha prepare for the bike ride? | <ul style="list-style-type: none">• Don't know• By training• Working out• By riding a lot | | |
| 2 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | 0 |
| | Key concept + detail: <i>Participants in the bike race had a choice</i> (+) <i>to ride the full course or ride the shorter course instead; (or) to ride 100 or 50 miles.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What choice did participants have to make in the bike race? | <ul style="list-style-type: none">• Don't know• Do the full race• Do the short one• Quit | | |
| 3 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | 0 |
| | Key concept + detail: <i>The bike ride was a benefit</i> (+) <i>for the local Humane Society; (or) to raise awareness about pet adoption; (or) to raise money to buy food/toys for the local animal shelter.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What was the bike ride a benefit for? | <ul style="list-style-type: none">• Don't know• For animals• To raise money• For cats and dogs | | |
| 4 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | 0 |
| | Key concept + detail: <i>The bike ride took place</i> (+) <i>in Texas Hill Country; (or) in the outskirts of town; (or) in the countryside; (or) in Texas.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | Where did the bike ride take place? | <ul style="list-style-type: none">• Don't know• On a road• A circle of roads• A bike trail | | |

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 7/Passage 3

The United States Enters World War II (continued)

| | | |
|-----|---|-----|
| 255 | Harbor, Hawaii. The attack was a surprise, and the destruction was | 266 |
| 266 | serious. Eight U.S. battleships were sunk or badly damaged, and over | 277 |
| 277 | 300 aircraft were destroyed or damaged. Thousands of Americans were | 287 |
| 287 | killed. The next day, Congress declared war on Japan, and on December | 299 |
| 299 | 11th, Congress declared war on Germany. The United States was no | 310 |
| 310 | longer isolated, or separated, from the war. | 317 |
| 317 | The United States was not eager to go to war, but world events led | 331 |
| 331 | the nation to take a stand. Hitler marched through Europe, and the United | 344 |
| 344 | States supported countries fighting against him. It was Japan's surprise | 354 |
| 354 | attack on Pearl Harbor in 1941, though, that finally forced the United | 366 |
| 366 | States into the war it had tried to avoid. | 375 |

Notes:

3 Acadience Reading
Grade 7/Passage 3

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

Total words:
Errors (include skipped words): -
Words correct: =

The United States Enters World War II

In the early 20th century, after fighting in World War I, the United States wanted to stay out of world conflicts. The government tried to avoid the political and military problems of other countries as Europe prepared for war again in the 1930s. The path followed by the United States into World War II took many twists and turns. After the terrible losses of World War I, most Americans were not eager to join another war. As Hitler rose to power in the 1920s and 1930s, President Herbert Hoover kept the United States out of Europe's struggles. When Franklin Roosevelt became president in 1932, he and Congress put in place neutrality laws; these laws were meant to keep the United States from being tied to any side in the conflict. In 1939, Germany invaded Poland, and the Allied, or united, forces of Britain and France went to war against Germany. After these events, it became more difficult for the United States to stand by and watch the world go to war. In March 1941, the United States decided to provide supplies to countries fighting Germany, mainly Great Britain and the Soviet Union. By late summer of that year, the U.S. Navy was helping Allied ships in the Atlantic ocean. The United States also supported China in its war against Japan, who was allied to Germany. The United States, though, was still not officially at war. This neutral status changed on December 7, 1941. Early that morning, Japanese planes bombed the United States naval base in Pearl

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: The Challenge (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 | Stamina: | | |
| | Correct response | 2 | Partially correct response 1 Incorrect response 0 |
| | • The ability to sustain prolonged physical effort (or) • The ability to keep going even when fatigued (or) • Endurance | | |
| | • To keep going (or) • Staying power | | |
| 6 | Wobbly: | | |
| | Correct response | 2 | Partially correct response 1 Incorrect response 0 |
| | • Moving unsteadily from side to side (or) • Weak and unsteady from tiredness | | |
| | • Uncertain or insecure (or) • Not straight or regular (or) • Shaky | | |
| 7 | Outskirts: | | |
| | Correct response | 2 | Partially correct response 1 Incorrect response 0 |
| | • The outer parts of a town or city (or) • The surrounding area of a town or city | | |
| | • The fringes of something (or) • The countryside (or) • In the country | | |
| 8 | Chant: | | |
| | Correct response | 2 | Partially correct response 1 Incorrect response 0 |
| | • To repeat a rhythmic phrase (or) • To recite something in a repetitive way (or) • To say something over and over again | | |
| | • To celebrate or praise in song (or) • Repeat | | |

Vocabulary subtotal

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: The Challenge (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: If Samantha has the option of taking a shorter route, why would she complete the whole 100-mile course? | | | | | |
| | Key Concept: Samantha gets donations for each mile she rides, so finishing the course would result in more donations. | | | | | |
| | Correct response | 2 | Partially correct response | 1 | Incorrect response | 0 |
| | Sample responses: | | | Sample responses: | | |
| | <ul style="list-style-type: none">• <i>Samantha wanted to help out the local Humane Society. Since she earns donations based on how many miles she rides, she would get more donations if she rode the whole course.</i>• <i>The donations are based on how many miles a person rides. Samantha wanted to finish the 100-mile course so she could earn more money for dogs like Henry.</i> | | <ul style="list-style-type: none">• <i>She wanted to earn more money.</i>• <i>She wanted to help the pets as much as she could.</i>• <i>She didn't want to let down the animals.</i> | | <ul style="list-style-type: none">• <i>The short route was too easy.</i>• <i>She had to.</i>• <i>She wanted to do it for her aunt.</i> | |
| 10 | Question: How did meeting Henry, a dog from the shelter, influence Samantha during the ride? | | | | | |
| | Key Concept: She thought about the shelter animals, especially Henry, during the ride and was more determined to help them. | | | | | |
| | Correct response | 2 | Partially correct response | 1 | Incorrect response | 0 |
| | Sample responses: | | | Sample responses: | | |
| | <ul style="list-style-type: none">• <i>Samantha felt more determined to finish the course and help the Humane Society after meeting one of the animals that would be helped by the donations.</i>• <i>During her ride Samantha thought about Henry and that helped her to keep going and finish the course.</i> | | <ul style="list-style-type: none">• <i>It made her want to finish the course.</i>• <i>It helped her to keep going.</i>• <i>She had something to think about while she rode.</i> | | <ul style="list-style-type: none">• <i>It made her happy.</i>• <i>She got to take him with her.</i> | |

Inference subtotal _____

Comprehension total _____

2 Acadience Reading
Grade 7/Passage 2

Oral Reading Comprehension: El Niño and La Niña (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: How is the warming of ocean surface air related to rainfall? | | | | | |
| | Key Concept: When the air above the ocean warms up, it creates clouds, rain, and thunderstorms. | | | | | |
| | Correct response | 2 | Partially correct response | 1 | Incorrect response | 0 |
| | Sample responses: | | | Sample responses: | | |
| | <ul style="list-style-type: none">• <i>When the air above the ocean warms up, it creates rain clouds that carry rain to other areas.</i>• <i>In order for rain clouds to form over the ocean the air has to warm up first.</i> | | <ul style="list-style-type: none">• <i>The warm air makes rain.</i>• <i>When it warms up, clouds form.</i>• <i>It affects where the rain goes.</i> | | <ul style="list-style-type: none">• <i>Don't know</i>• <i>It makes rain.</i>• <i>They are not related</i> | |
| 10 | Question: What are two possible effects of rainfall being diverted away from the tropics? | | | | | |
| | Key Concept: It is possible that there would be less rain in areas used to high rainfall, farming could be negatively impacted, animal/plant life could be effected, and it could potentially cause a drought...(student must provide two correct examples in order to receive full credit). | | | | | |
| | Correct response | 2 | Partially correct response | 1 | Incorrect response | 0 |
| | Sample responses: | | | Sample responses: | | |
| | <ul style="list-style-type: none">• <i>If there is less rain in the tropics it could cause a drought and might negatively impact farming.</i>• <i>Farmers in the tropics might have difficulties with their crops if they get less rain than normal. It could also be bad for animals and plants in the rainforests which depend on heavy rainfall.</i> | | <ul style="list-style-type: none">• <i>It would cause a drought.</i>• <i>It would be bad for farmers.</i>• <i>Plants might not get enough water.</i> | | <ul style="list-style-type: none">• <i>Don't know</i>• <i>Less rain</i>• <i>Fewer storms.</i> | |

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: El Niño and La Niña (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 | Trade winds: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">Winds that circulate over the ocean surface (or)Winds that blow from east to west | <ul style="list-style-type: none">Wind patterns (or)A specific cycle of wind | <ul style="list-style-type: none">Don't knowWesterly windsWindsEl Niño |
| | Other: | | |
| 6 | Alter: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">To make different (or)Change in appearance or form | <ul style="list-style-type: none">Modify (or)Sew clothing so it fits better | <ul style="list-style-type: none">Don't knowThe sameThe wind |
| | Other: | | |
| 7 | Impact: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">To have a direct effect on something (or)To influence something | <ul style="list-style-type: none">To come into forcible contact with (or)To run into something (or)Cause change | <ul style="list-style-type: none">Don't knowWhen something falls to the groundA pact |
| | Other: | | |
| 8 | Reversal: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">A change in direction (or)To go the opposite way | <ul style="list-style-type: none">The opposite (or)To back up | <ul style="list-style-type: none">Don't knowRising upTo increase |
| | Other: | | |

Vocabulary subtotal _____

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

El Niño and La Niña

| | | |
|-----|---|-----|
| 0 | Perhaps you’ve heard reports about abnormal weather patterns | 8 |
| 8 | occurring in different parts of the world. While abnormal weather events | 19 |
| 19 | are out of our control, science experts are studying their cycles. One of | 32 |
| 32 | these is known as El Niño. The context under which it occurs has to do | 47 |
| 47 | with abnormal warming of air at the surface of the ocean and air pressure | 61 |
| 61 | reversal. | 62 |
| 62 | To make sense of an El Niño cycle, we must first grasp normal | 75 |
| 75 | weather patterns in the South Pacific Ocean. Normally, tropical trade | 85 |
| 85 | winds that circulate over the ocean surface move from east to west; | 96 |
| 96 | that is, the winds blow from the eastern shores of South America to the | 110 |
| 110 | western shores of Indonesia. As the water moves westward, it heats up | 122 |
| 122 | and warms the air above the ocean, then comes down as rain. As a result | 137 |
| 137 | of this western water movement, the eastern side of the ocean is much | 150 |
| 150 | cooler and dryer. | 153 |
| 153 | Within an El Niño weather cycle, western Pacific trade winds | 163 |
| 163 | weaken and change direction. The once warm waters along the western | 174 |
| 174 | shores of Indonesia now move back toward South America. As the | 185 |
| 185 | waters move east, it warms the air and alters, or changes, the weather | 198 |
| 198 | patterns. As the warm air moves east, it creates clouds, rain, and | 210 |
| 210 | thunderstorms. These rains, which would normally have fallen in the | 220 |
| 220 | tropics, now flood dry plains. | 225 |

El Niño and La Niña (continued)

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The abnormal warming of the ocean’s surface air has a deep impact, or effect, on the earth’s atmosphere. The impact causes varying high and low pressure systems, which are then felt around the world. For example, on the eastern coast of the United States, people feel the effects of warm balmy weather in the dead of winter. Folks living in the southern states feel much colder weather patterns during the winter.

Perhaps most unusual is that this abnormal weather pattern can change again. Where winter conditions were very mild during an El Niño year, extremely harsh cold weather follows a few years later. This reversal effect so soon after El Niño is known as La Niña; a pattern caused by the cooling of the surface water in the Pacific Ocean.

To make sense of these cycles, weather experts collect data from buoys placed in the Pacific Ocean. Data on humidity, air current, and wind speed help make forecasts; useful given the far-reaching effects the cycles have on people.

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Notes:

Oral Reading Comprehension: El Niño and La Niña

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: <i>El Niño is a weather cycle</i> (+) <i>that appears when air at the surface of the ocean warms; (or) that appears when ocean pressure reverses.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What is the context in which an El Niño weather cycle will appear? • Don't know • When it's warmer • When it's colder • When it's windy |
| 2 | Correct response provided during recall | 2 | Partial credit 1 Incorrect response 0 |
| | Key concept + detail: <i>Under normal weather patterns, tropical trade winds blow</i> (+) <i>from east to west; (or) from the eastern shores of South America to the western shores of Indonesia.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | Under normal weather patterns, what direction do tropical trade winds blow? • Don't know • West to east • Across the ocean |
| 3 | Correct response provided during recall | 2 | Partial credit 1 Incorrect response 0 |
| | Key concept + detail: <i>During an El Niño weather cycle, the trade winds</i> (+) <i>weaken and change direction; (or) flow from west to east.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What happens to the trade winds during an El Niño weather cycle? • Don't know • East to west • Nothing different • Get stronger |
| 4 | Correct response provided during recall | 2 | Partial credit 1 Incorrect response 0 |
| | Key concept + detail: <i>During El Niño, rain that would normally fall in the tropics</i> (+) <i>floods the dry plains; (or) falls on the dry plains instead.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | During an El Niño weather cycle, what happens to the rain that would normally fall in the tropics? • Don't know • Rains in the ocean • It disappears |

Passage-specific knowledge subtotal