

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: From a World War to a Cold War (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: <i>How did WWII set the stage for the USSR to spread communism to new countries? Be sure to explain your answer.</i>		
	Key Concept: There were countries that were freed from Germany's rule as a result of WWII which left them in a vulnerable state, making it easier for the USSR to set them up with communist governments.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• Countries under Germany's rule in WWII were freed and did not have a solid government in place which made it easier for the USSR to convert them to communist governments.• It was easy for the USSR to set up communist governments in countries who were newly freed after WWII because they did not have strong governments in place.	Sample responses: <ul style="list-style-type: none">• Many countries were starting over after the war.• Countries that used to be controlled by Germany were vulnerable.• There were countries that did not have strong governments in place after the war.	Sample responses: <ul style="list-style-type: none">• Don't know• The countries were demolished in the war.• Germany gave control of the countries they ruled to the USSR.
10	Question: <i>Give an example of and explain one way that containment helped stop the spread of communism.</i>		
	Key Concept: Containment helped stop the spread of communism by strengthening countries who had not embraced communism so that they could remain in control of their government and fight against communist countries.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• The purpose of containment was to support other non-communist countries so that they could remain strong and defend themselves from other communist countries.• Containment helped to stop communism from spreading by giving countries money so that they would not need the assistance of communist countries that might try to force them to adapt their ideals.	Sample responses: <ul style="list-style-type: none">• It made it so they didn't get help from communist countries.• It helped the countries grow stronger.• Countries would stay on the side of the U.S.	Sample responses: <ul style="list-style-type: none">• Don't know• It allowed the U.S. to take military action against communist countries.• It made everyone stay home so they could not go out and learn about communism.

Inference subtotal _____

Comprehension total _____

grade 8



acadience®
reading 7-8

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Oral Reading Benchmark 3
Eighth Grade Scoring Booklet

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

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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: = _____

Sandstorm Surprise

0 The Arizona desert was beautiful, but as Lorenzo and his father 11
11 were discovering, it was also incredibly windy. When they’d left their 22
22 campsite this morning for a hike along the trail, a stiff but pleasant 35
35 breeze had been blowing. That breeze had steadily increased over the 46
46 hour they’d been walking. Eventually, the wind became a gusty gale 57
57 that whipped Lorenzo’s hair across his face and threatened to practically 68
68 tumble him off the trail. 73
73 Eventually, Lorenzo and his father decided they’d been blown about 83
83 enough, and turned to retrace their steps back to the campground. The 95
95 sight that greeted them gave them pause; the sky in the direction they 108
108 were headed was no longer blue, but beige. They stood dumbfounded for 120
120 several moments before it finally registered: sandstorm! 127
127 Leaning into the wind, they began trudging toward the campsite, 137
137 but with the wind blowing so fiercely, it was a struggle. The cinnamon 150
150 curtain ahead of them loomed closer and denser, and they blinked and 162

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: From a World War to a Cold War (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	Emerge:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To become apparent, important, or prominent (or) • To become known	• To appear from a hidden place (or) • To rise from a lesser position (or) • To come into view	• Don't know • To combine together • To win • To lose
	Other:		
6	Allies:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Two countries that are in a partnership to fight a common enemy (or) • A group of nations taking military action together	• People that cooperate together (or) • Two or more members who have formed an alliance	• Don't know • People fighting against each other • The U.S.
	Other:		
7	Superpower:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The most powerful nation in the world (or) • Country that is a very influential world power	• The U.S. and the USSR (or) • A country with a lot of influence (or) • Lots of power	• Don't know • Strength • To be in control
	Other:		
8	Embrace:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To accept or support something willingly and enthusiastically (or) • To use an opportunity eagerly	• To hold or hug someone (or) • To be willing to do something	• Don't know • To have a brace • To like something
	Other:		

Vocabulary subtotal _____

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: From a World War to a Cold War

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>The conflict between the U.S. and the USSR was called a “Cold War”</i> <i>(+)</i> <i>because neither side declared war; (or) because there were stockpiled weapons but no combat; (or) because they took sides but didn’t fight each other directly.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What made the conflict between the U.S. and the USSR a “Cold War”?	<ul style="list-style-type: none">• Don’t know• It was very cold during the war.• They didn’t like each other.			
2	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	Key concept + detail: <i>The U.S. began to distrust Russia after WWII</i> <i>(+)</i> <i>because the U.S. felt that Russia was trying to spread communism; (or) because Russia was helping countries set up communist governments.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Why did the U.S. begin to distrust Russia after WWII?	<ul style="list-style-type: none">• Don’t know• Russia and the U.S. never got along.• Russia attacked the U.S.			
3	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	Key concept + detail: <i>Individuals lose personal freedoms in a communist government</i> <i>(+)</i> <i>because the government owns and operates businesses; (or) because the government has more control; (or) because the government takes them away.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Why do individuals lose personal freedoms in a communist government?	<ul style="list-style-type: none">• Don’t know• Because people willingly give up their freedom.• Because most people are put in jail.			
4	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	Key concept + detail: <i>The United States worked to counter the spread of communism</i> <i>(+)</i> <i>by using a plan called “containment”; (or) by supporting countries who were fighting communism; (or) by giving economic aid (money/supplies) to countries fighting communism.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How did the United States counter the spread of communism?	<ul style="list-style-type: none">• Don’t know• They fought against communist countries.• They made laws against communism.			

Passage-specific knowledge subtotal _____

1 Acadience Reading
Grade 8/Passage 1

Sandstorm Surprise (continued)

162	squinted as grains of sand landed in their eyes. As the quantity of sand	176
176	swirling in the air increased, so did their discomfort. Needles of sand	188
188	stung their exposed legs and arms.	194
194	The dust sweeping over the ground made it difficult to determine	205
205	whether they were still on the trail. Lorenzo's father got Lorenzo's	216
216	attention by tapping his shoulder, then he pointed to a nearby	227
227	outcropping of boulders. Lorenzo nodded, and the hapless hikers	236
236	stumbled over and hunkered down behind the largest boulder. "Excellent	246
246	idea," Lorenzo started to shout, but was treated to a mouthful of grit.	259
259	With the boulder shielding them from the brunt of the wind and their	272
272	faces covered, they were slightly less uncomfortable, remaining there	281
281	until the wind lessened.	285
285	When they finally reached their campsite, their tent was flat on the	297
297	ground and one of the poles had snapped. Fortunately, when they pitched	309
309	the tent, they had been unable to drive the tent stakes into the rocky	323
323	surface and they'd weighed it down by placing numerous heavy rocks	334
334	around the tent's edge. Their supplies were safe, too, since they'd stashed	346
346	them in the car. They were able to repair their pole enough so the tent	361
361	would stand. Lorenzo fetched bottles of water to wash the grit out of	374
374	their mouths and to celebrate successfully surviving their first sandstorm.	384

Notes:

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Sandstorm Surprise

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>Lorenzo and his father went for a hike (+) along a trail near their campsite; (or) in the Arizona desert.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Where did Lorenzo and his father go hiking?	<ul style="list-style-type: none">• Don't know• In the middle of nowhere• In a desert		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>They decided to retrace their steps back to their campsite (+) because the wind became a gusty gale; (or) because they decided they had been blown about by the wind enough; (or) because it had gotten too windy.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Why did Lorenzo and his father decide to retrace their steps back to their campsite?	<ul style="list-style-type: none">• Don't know• Because they were tired.• Because it was getting late.		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>They figured out there was a sandstorm (+) when they looked in the direction of the sky and saw that it was beige, not blue; (or) because the sky was beige instead of blue; (or) when all they could see was sand.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How did Lorenzo and his father know they were in a sandstorm?	<ul style="list-style-type: none">• Don't know• The weather report called for a sandstorm.• Their guide told them there was a sandstorm.• There was sand.		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The wind blew the sand around (+) and grains of sand landed in their eyes; (or) and the sand stung their skin/legs/arms like needles; (or) and made it difficult to tell if they were still on the trail.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What happened as a result of the wind blowing sand around?	<ul style="list-style-type: none">• Don't know• They had to hide in their tents.• They had to wait an hour to finish the hike.		

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 8/Passage 3

From a World War to a Cold War (continued)

245	between North and South Korea and North and South Vietnam.	255
255	Another issue was the race between the U.S. and the USSR to build	268
268	nuclear weapons. The USSR began building a nuclear program and	278
278	tested its first atom bomb in 1949. Both the U.S. and the USSR began	292
292	to stockpile nuclear weapons. This began an arms race to see who could	305
305	build the greatest number and largest nuclear bombs.	313
313	Gradually, changes in the world economy and treaties that limited	323
323	the number of nuclear weapons altered the Cold War relationship. Both	334
334	nations realized that it was in their best interest to work together to limit	348
348	nuclear weapons. Stockpiles of nuclear weapons began to be reduced.	358
358	The formal end to the Cold War took place in 1991 when the USSR	372
372	collapsed as a nation and turned back into separate, smaller countries.	383
383	Peoples from both the U.S. and the USSR were relieved the Cold War	396
396	was over.	398

Notes:

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: = _____

From a World War to a Cold War

0 World War II had ended in 1945, but for the next 40 plus years, the 15
15 United States (U.S.) and the Union of Soviet Socialist Republics (USSR) 26
26 were part of a conflict referred to as the Cold War. In a Cold War, neither 42
42 side ever declares war or launches a weapon against the other. Instead, 54
54 the Cold War between the U.S. and the USSR included a costly weapons 67
67 race and the taking of sides in conflicts around the world. 78
78 The seeds of the Cold War were planted during World War II when 91
91 the U.S. and the USSR emerged as superpowers, or the most powerful 103
103 nations in the world. They had been allies, fighting together against 114
114 Germany and Japan. Divisions in political and economic points of view 125
125 caused distrust between the two superpowers. Part of this distrust came 136
136 from what the U.S. saw as the USSR’s desire to spread communism. In 149
149 communism, the government owns and operates businesses and services, 158
158 while individuals lose personal freedom. During World War II, the USSR 169
169 had freed Eastern European countries from Germany and then set up 180
180 communist governments in them. 184
184 To counter the spread of communism to other countries, the U.S. 195
195 created a strategic plan called “containment.” Under this strategic 204
204 plan, the U.S. supported countries fighting communism and gave them 214
214 economic aid. The USSR responded by providing support and economic 224
224 aid to countries who embraced communistic ideals. Conflicts in which 234
234 the U.S. and USSR provided support to opposing sides included wars 245

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Sandstorm Surprise (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	Gale:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A very strong wind (or) • An outburst of wind (or) • A strong current of air	• A burst of sound, especially laughter (or) • Wind (or) • A person’s name	• Don’t know • The weather • A storm
	Other:		
6	Dumbfounded:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• Greatly astonished or amazed (or) • To be confounded or bewildered at something	• Surprised (or) • Shocked	• Don’t know • When someone is not smart • When you find something
	Other:		
7	Hapless:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• Very unfortunate (or) • To have bad luck (or) • Ill-fated	• Clumsy (or) • Accident-prone	• Don’t know • Unhappy • Tired
	Other:		
8	Hunker:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• To take shelter in a crouched or low position (or) • To squat or crouch down	• To bend down (or) • To settle in for a long period of time	• Don’t know • To hide • To lay down
	Other:		

Vocabulary subtotal _____

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Sandstorm Surprise (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: <i>What might have happened if Lorenzo and his father hadn't stopped and taken shelter?</i>					
	Key Concept: They might have gotten lost or injured since they couldn't see the trail with all of the sand and dust in the air.					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>Their skin could have been damaged by the strong winds.</i>• <i>They might not have been able to breathe from all of the sand that was in the windstorm.</i>• <i>The strong winds of the sandstorm could have caused them to get injured by flying debris.</i>• <i>They might have gotten lost and walked over a cliff.</i>		Sample responses: <ul style="list-style-type: none">• <i>They would have gotten lost.</i>• <i>They might have gotten injured.</i>• <i>The wind might have blown them over.</i>		Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>It would have been windy.</i>• <i>The wind could be bad.</i>	
10	Question: <i>What was the author describing when he said that a "cinnamon curtain ahead of them loomed closer and denser"?</i>					
	Key Concept: The author was describing how the sandstorm looked. The sand, picked up by the wind, clouded the view in front of them so that all they could see was sand.					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>The author was describing the fact that the wind was blowing around so much sand that it was all they could see around them.</i>• <i>The cinnamon curtain the author described was the sandstorm around them. The sand being blown around was so thick that it looked like a curtain.</i>		Sample responses: <ul style="list-style-type: none">• <i>He was talking about the sandstorm.</i>• <i>It was the sand being blown around by the wind.</i>• <i>It was a cloud of sand in front of them.</i>		Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>There was a brown curtain in front of them.</i>• <i>They were getting close to the campsite.</i>	

Inference subtotal _____

Comprehension total _____

2 Acadience Reading
Grade 8/Passage 2

Oral Reading Comprehension: Desert Plant Adaptations (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: <i>Some desert plants have an adaptation that allows them to access water other than rainwater. Describe what the other water source is and explain how some desert plants access it.</i>					
	Key Concept: Some desert plants are able to access underground water sources by having a long tap/main root that goes deep underground.					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>Some plants, like sagebrush, have a long main root that goes deep underground which allows it to access underground water sources.</i>• <i>Another water source for plants in the desert is underground water. Some desert plants have a long tap root that allows them to access the underground water.</i>		Sample responses: <ul style="list-style-type: none">• <i>Plants can also get water from deep underground.</i>• <i>Some plants have tap roots.</i>• <i>Desert plants can get water from rainwater or underground water.</i>		Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>Some plants have better leaves.</i>• <i>Some plants get water from animals.</i>	
10	Question: <i>What is surprising about desert ecosystems given the fact that they are typically thought of as harsh environments? Please be sure to explain your answer.</i>					
	Key Concept: It is surprising that desert ecosystems...(student must give one plausible example with an explanation for full credit).					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>It is surprising that desert ecosystems are home to such a variety of plants and animals because deserts have very little water.</i>• <i>It is surprising that so many plants have adapted and found ways to survive in the desert because plants need water and there is very little of it in the desert.</i>		Sample responses: <ul style="list-style-type: none">• <i>It is surprising that so many different plants live in the desert.</i>• <i>It is surprising that plants can survive there.</i>• <i>It is surprising that desert ecosystems are so diverse.</i>		Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>There are very few animals that live there.</i>• <i>The ecosystem has very few plants.</i>• <i>Deserts are so barren.</i>	

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Desert Plant Adaptations (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	Ecosystem:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• A group of organisms and the environment in which they live (or)• A community of interacting plants and animals and their environment	<ul style="list-style-type: none">• A community of living things (or)• An environment	<ul style="list-style-type: none">• Don't know• A system that is outside• The outdoors
	Other:		
6	Tap root:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• A main root (or)• The long main root of a plant from which smaller roots grow	<ul style="list-style-type: none">• A root that grows straight down (or)• The biggest root	<ul style="list-style-type: none">• Don't know• Where you tap the root to get water• The top root
	Other:		
7	Barren:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Having very few plants (or)• Not suitable for plants	<ul style="list-style-type: none">• A plant that doesn't produce fruit or seed (or)• Not able to become pregnant (or)• Desolate (or)• A wasteland	<ul style="list-style-type: none">• Don't know• Plentiful• Deserts• Harsh
	Other:		
8	Arid:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Having very little rain or water (or)• Too dry for plants to grow	<ul style="list-style-type: none">• Lacking in excitement (or)• Dry	<ul style="list-style-type: none">• Don't know• An area with a lot of open air• When something is in the air• To get rid of something
	Other:		

Vocabulary subtotal _____

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Desert Plant Adaptations

0 An ecosystem consists of a group of organisms and the environment 11

11 in which they live. Although desert landscapes appear harsh and barren, 22

22 deserts are important ecosystems that cover about one third of the earth’s 34

34 land surface and are home to a surprising variety of plants. The plants 47

47 that inhabit deserts have adaptations that make it possible to survive in 59

59 the arid environment. 62

62 A desert plant faces two principal challenges. The first is to capture 74

74 enough water, and the second is to minimize evaporation, or plant water 86

86 loss. To capture enough water, some plants have developed extremely 96

96 long roots that run just below the ground surface. When it rains, these 109

109 shallow root systems capture the water and pipe it to the plants. Other 122

122 plants, like sagebrush, have a deep tap root, or main root, that enables 135

135 the plant to use underground water sources and not rely as much on the 149

149 scarce rain that falls in deserts. 155

155 The mulga tree has a different method of capturing an adequate 166

166 amount of water. Its roots lie close to the base of the tree and its 181

181 tiny leaves grow upward. When it rains, the leaves act like funnels, 193

193 channeling the rain to the base of the tree where the roots can quickly 207

207 absorb the water. 210

210 A desert plant’s second challenge is evaporation, which threatens 219

219 to deplete any moisture that the plants manage to absorb. Some plants 231

Desert Plant Adaptations (continued)

231	have adapted to this challenge by developing thick, waxy leaves, stems,	242
242	or roots to contain the water and seal it in. Plants that store water in this	258
258	way are called succulents. Other plants have surfaces that look like fans.	270
270	These plants swell when they absorb water and fold back up like an	283
283	accordion as the water is used or lost. There are plants that have small	297
297	or spiny leaves that lessen the exposed surface area, and still others that	310
310	have developed glossy, reflective leaves.	315
315	The yucca plant faces evaporation with a different adaptation. On	325
325	the skin of yucca plants there are stomatas, or small pores that exchange	338
338	gas between the plant and the atmosphere. When they are open they also	351
351	enable evaporation. The yucca plant closes its pores throughout the day	362
362	and opens them only at night when there are lower evaporation rates.	374
374	Plant adaptations vary by location and desert conditions, but each	384
384	enables the plant to survive such an unforgiving environment.	393

Notes:

Oral Reading Comprehension: Desert Plant Adaptations

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>Deserts are important ecosystems</i> (+) <i>that cover one third of the earth's land surface.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How much of the earth's land surface do desert ecosystems cover?	<ul style="list-style-type: none">• Don't know• The dry parts• A very small area		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Desert plants face challenges</i> (+) <i>one is to capture enough water; (or) one is to minimize evaporation/plant water loss.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What is one of the principal challenges that desert plants face?	<ul style="list-style-type: none">• Don't know• The roots are above ground.• The roots are big.• It is hot in the desert.		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The mulga tree is able to capture the amount of water it needs</i> (+) <i>by using its leaves to funnel rain water close to the tree's base where the roots are; (or) because it has leaves like funnels that direct the water to where the roots are.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How is the mulga tree able to capture the water it needs?	<ul style="list-style-type: none">• Don't know• The roots are very spread out.• It has giant leaves.		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Some desert plants avoid losing water to evaporation</i> (+) <i>by developing thick, waxy leaves/stems/roots to seal the water in; (or) by adapting and growing thick, waxy leaves.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How do some plants avoid losing water to evaporation?	<ul style="list-style-type: none">• Don't know• They only grow in the shade.• They grow where it is cooler.• They get watered often.		

Passage-specific knowledge subtotal _____