

3 Acadience Reading Grade 7/Passage 3

Oral Reading Comprehension: End of an Empire (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 did the size of the Inca Empire help it to thrive? | | |
| | Key Concept: The large population and territory of the Inca allowed for development, infrastructure, and food distribution. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none"> The enormity of the empire allowed the Inca leaders to collectively use manpower as well as resources to build infrastructure such as roads and food storage to help the empire prosper. The large population provided manpower for the roads, armies, and farming of food. Their large army helped them defeat neighboring tribes. | Sample responses: <ul style="list-style-type: none"> They had a lot of farms. They were able to build 10,000 miles of roads. They had a large inventory of resources. | Sample responses: <ul style="list-style-type: none"> Don't know Their armies Their farmers |
| 10 | Question: What evidence is there to support the idea that successful quests to gain power are influenced by new technology and the availability of resources? | | |
| | Key Concept: The Incas used their resources to defeat smaller tribes and the Spaniards used new technology to defeat the Incas. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none"> The Inca Empire had the resources, population and food, for a large army. This allowed them to defeat smaller tribes. The conquistadors had new technology, horses, and guns which allowed them to defeat the Inca. The Inca had a lot of food and people which helped them to gain power, and the conquistadors had new technology, like guns, which helped them to gain power. | Sample responses: <ul style="list-style-type: none"> The conquistadors had new technology allowing them to defeat the Inca. The Inca used their large population to gain power. If you have a lot of resources, you can build a large army. | Sample responses: <ul style="list-style-type: none"> Don't know The conquistadors won. Newer is better. More is better. |

Inference subtotal _____

Comprehension total _____

grade 7

Oral Reading Progress Monitoring 1

Seventh Grade Scoring Booklet



acadience®
reading 7-8

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

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

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Please Recycle (Remove identifiable information)

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: = _____ |

A Few Crumbs

| | | |
|-----|--|-----|
| 0 | A solitary oatmeal blueberry muffin remained. Samuel had eaten | 9 |
| 9 | two muffins, and his grandson, Justin, who loved blueberry muffins, had | 20 |
| 20 | consumed three. Samuel wrapped the last muffin in aluminum foil to | 31 |
| 31 | save for his granddaughter to enjoy. When Samuel entered the kitchen | 42 |
| 42 | later, he discovered the aluminum foil on the counter surrounded by | 53 |
| 53 | several stray crumbs. Justin was sitting on the front porch, trying not to | 66 |
| 66 | look guilty as he licked crumbs from the corner of his mouth. | 78 |
| 78 | Samuel smiled, recalling a time when he had been in a similar | 90 |
| 90 | position, and sat beside Justin on the top step and asked Justin if he could | 105 |
| 105 | share a story with him. Justin grinned, knowing how much he loved | 117 |
| 117 | Samuel’s stories. | 119 |
| 119 | Samuel told Justin about a time when Justin’s great-grandmother | 129 |
| 129 | had made cookies for a student council bake sale. Each family who | 141 |
| 141 | volunteered was required to bake 10 platters of a dozen cookies each. | 153 |
| 153 | If all the cookies were sold, the student council would have just enough | 166 |

3 Acadience Reading

Grade 7/Passage 3

Oral Reading Comprehension: End of an Empire (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 | Conquistadors: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • Spanish explorers (or) • Spanish conquerors | <ul style="list-style-type: none"> • Spaniards (or) • Men from Spain (or) • Explorers | <ul style="list-style-type: none"> • Don't know • The Incas • Fighters |
| Other: | | | |
| 6 | Origins: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • The beginning of something's existence (or) • Where something/someone started | <ul style="list-style-type: none"> • The beginning (or) • The start | <ul style="list-style-type: none"> • Don't know • Original • Spain |
| Other: | | | |
| 7 | Ethnic Groups: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • Distinct tribes of people (or) • Distinct groups of people (or) • People grouped together by common factors | <ul style="list-style-type: none"> • A group of people from the same place (or) • A family of people that are similar (or) • A tribe | <ul style="list-style-type: none"> • Don't know • Groups of people • The Incas |
| Other: | | | |
| 8 | Emperor: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • A ruler of great power and rank, especially one ruling an empire (or) • A ruler of an empire (or) • A leader such as Atahualpa of the Inca empire | <ul style="list-style-type: none"> • A ruler (or) • A leader (or) • Atahualpa | <ul style="list-style-type: none"> • Don't know • Someone powerful • Someone important |
| Other: | | | |

Vocabulary subtotal _____

3 Acadience Reading Grade 7/Passage 3

Oral Reading Comprehension: End of an Empire

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 |
| | Key concept + detail: <i>The conquistadors traveled in South America</i> (+) <i>and reached the highlands in Peru.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What area in South America did the conquistadors reach in 1532? | • Don't know • Lowlands in Peru • Spain |
| 2 | Correct response provided during recall | 2 | Partial credit | 1 |
| | Key concept + detail: <i>The Inca built their empire</i> (+) <i>by defeating neighboring tribes; (or) by building an army of tens of thousands.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | How did the Inca build their empire? | • Don't know • By building stuff • By fighting people |
| 3 | Correct response provided during recall | 2 | Partial credit | 1 |
| | Key concept + detail: <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000 mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What leads us to believe that the Inca were an advanced civilization? | • Don't know • They had an army. • They had land. |
| 4 | Correct response provided during recall | 2 | Partial credit | 1 |
| | Key concept + detail: <i>Pizarro and his men arrived at the Inca camp for a meeting</i> (+) <i>and saw an army of tens of thousands of Incas; (or) and saw an enormous army of Incas.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What did Pizarro's men see when they first came to the Inca camp for a meeting? | • Don't know • A thousand soldiers • A huge city • Farmland |

Passage-specific knowledge subtotal _____

1 Acadience Reading Grade 7/Passage 1

A Few Crumbs (continued)

| | | |
|-----|---|-----|
| 166 | money to purchase a new school banner for the parade. | 176 |
| 176 | Samuel's mother toiled most of one Sunday afternoon preparing | 185 |
| 185 | batch after batch of cookies. Samuel was responsible for arranging the | 196 |
| 196 | cookies on the platters and covering the cookies with clear plastic wrap. | 208 |
| 208 | Samuel loved his job because as he packaged the cookies, he could | 220 |
| 220 | munch to his heart's delight. | 225 |
| 225 | When the last batch of cookies slid into the oven, Samuel's mother | 237 |
| 237 | sighed in relief, knowing that batch would just round out the 10th platter. | 250 |
| 250 | The next day as they loaded the cookies into the station wagon, Samuel | 263 |
| 263 | couldn't resist and impulsively gobbled up a couple more scrumptious | 273 |
| 273 | cookies. He snatched one from each of two platters, hoping no one | 285 |
| 285 | would notice. But, of course, his mother caught him as the last crumb | 298 |
| 298 | disappeared. Out of time, the student council sale was shorted a platter. | 310 |
| 310 | Samuel explained to Justin that he still cringed thinking of his mother's | 322 |
| 322 | disappointment and his inability to rectify the situation. | 330 |
| 330 | After listening to Samuel's story, Justin sat motionless with his eyes | 341 |
| 341 | downcast and his mind churning. Justin realized that he had shorted his | 353 |
| 353 | sister just the way Samuel had shorted the student council fundraiser. | 364 |
| 364 | Then he looked up at Samuel and asked permission to bake oatmeal | 376 |
| 376 | blueberry muffins for his sister. Samuel smiled, congratulating Justin for | 386 |
| 386 | figuring out a way to make things right. | 394 |

Notes:

1 Acadience Reading

Grade 7/Passage 1

Oral Reading Comprehension: A Few Crumbs

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 blueberry muffin that Samuel saved for his granddaughter</i> (+) <i>was eaten by Justin; (or) was left on the counter so Justin ate it/was eaten by his grandson.</i> | What happened to the last blueberry muffin? <input type="checkbox"/> (+) <input type="checkbox"/> | • Don't know • Justin's sister ate it. |
| 2 | Correct response provided during recall 2 | Partial credit 1 | Incorrect response 0 |
| | Key concept + detail: <i>When Samuel realized that Justin ate the last muffin</i> (+) <i>he told him a story; (or) he told him a story about a similar situation he was in; (or) he told him about a time when his mom made cookies and he ate some.</i> | What did Samuel do after he discovered that Justin ate the last muffin? <input type="checkbox"/> (+) <input type="checkbox"/> | • Don't know • He got mad. • He went home. |
| 3 | Correct response provided during recall 2 | Partial credit 1 | Incorrect response 0 |
| | Key concept + detail: <i>Samuel's mother was baking cookies</i> (+) <i>for the student council bake sale; (or) for a bake sale for the school; (or) so they could raise money to buy a new school banner.</i> | Why was Samuel's mother baking cookies? <input type="checkbox"/> (+) <input type="checkbox"/> | • Don't know • She likes cookies. • Samuel wanted cookies. |
| 4 | Correct response provided during recall 2 | Partial credit 1 | Incorrect response 0 |
| | Key concept + detail: <i>While Samuel was arranging cookies</i> (+) <i>he munched to his hearts delight; (or) he ate some of the cookies; (or) he ate too many cookies.</i> | What did Samuel do while he was arranging cookies? <input type="checkbox"/> (+) <input type="checkbox"/> | • Don't know • His mother told him he could have a cookie. • He was hungry. |

Passage-specific knowledge subtotal _____

3 Acadience Reading

Grade 7/Passage 3

End of an Empire (continued)

| | | |
|-----|--|-----|
| 216 | Pizarro's men went to Cajamarca to meet the Inca leader. As they | 228 |
| 228 | came near the town, they saw an army of tens of thousands of Incas. | 242 |
| 242 | The Spaniards were frightened and did not go farther. They made camp | 254 |
| 254 | that night, and Pizarro sent one of his men to meet with Atahualpa. The | 268 |
| 268 | meeting did not go well, but Atahualpa said that he would meet with | 281 |
| 281 | Pizarro the next day. | 285 |
| 285 | That next morning, Atahualpa and several thousand Inca warriors | 294 |
| 294 | came to Cajamarca. Soon after this, the Spaniards launched a surprise | 305 |
| 305 | attack against the Incas. They rode their large horses among the Incas, | 317 |
| 317 | firing guns and using swords and other weapons the Incas had never seen | 330 |
| 330 | before. The poorly armed Incas were helpless in the face of the attack. | 343 |
| 343 | Within a few hours, the Spaniards had killed 7,000 Incas and had | 355 |
| 355 | captured their emperor, whom they later killed. The one-day massacre | 366 |
| 366 | marked the beginning of the end of the mighty Inca Empire. In just a few | 381 |
| 381 | decades following this defeat, Spain would gain control of most of South | 393 |
| 393 | America. | 394 |

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: = _____ |

End of an Empire

0 In 1532, a group of about two hundred conquistadors led by Francisco 12
 12 Pizarro had been traveling through South America for two years in search 24
 24 of gold and other treasures. Spanish conquistadors were explorers and 34
 34 conquerors. By November, the men had reached the highlands of what we 46
 46 know as Peru. They were the first Europeans to set foot in the heart of the 62
 62 Inca Empire. 64
 64 The Inca people had their origins about one thousand years ago and 76
 76 built a large empire by defeating neighboring tribes. By the early 16th 88
 88 century, the Inca Empire stretched for 2,500 miles along the west coast of 101
 101 South America. 103
 103 At their height, the Incas had a population of 12 million people 115
 115 from more than 80 ethnic groups, or distinct tribes. A powerful and 127
 127 advanced civilization, they developed a network of mountain roads that 137
 137 extended for 10,000 miles. They also developed high-altitude farming, a 148
 148 system for storing food, and a way to control inventory using colored and 161
 161 knotted cords. 163
 163 When the Spaniards first appeared, the Incas had never seen horses 174
 174 or White men. They were not sure what to make of these strange men 188
 188 and their animals. They sent a messenger to their emperor, Atahualpa, 199
 199 who asked the strangers to join him at a camp near Cajamarca, a town in 214
 214 northern Peru. 216

1 Acadience Reading Grade 7/Passage 1

Oral Reading Comprehension: A Few Crumbs (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 | Solitary: | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> Existing alone (or) To be alone (or) The only one | <ul style="list-style-type: none"> Set apart from others (or) To live by yourself | <ul style="list-style-type: none"> Don't know Nothing else A game | Other: |
| | Other: | | | |
| 6 | Consume: | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> To eat or drink something | <ul style="list-style-type: none"> Use something (or) Buy something | <ul style="list-style-type: none"> Don't know Consume something Take something | Other: |
| | Other: | | | |
| 7 | Recalling: | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> To bring a fact, event, or situation back into one's mind (or) To remember and retell an event or story | <ul style="list-style-type: none"> To tell a story (or) To remember (or) To cancel | <ul style="list-style-type: none"> Don't know Tell someone Retell | Other: |
| | Other: | | | |
| 8 | Toil: | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> To work extremely hard (or) To do something that is challenging or difficult | <ul style="list-style-type: none"> To work (or) Struggle | <ul style="list-style-type: none"> Don't know Do something Sweat | Other: |
| | Other: | | | |

Vocabulary subtotal _____

1 Acadience Reading

Grade 7/Passage 1

Oral Reading Comprehension: A Few Crumbs (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.

| | | | |
|---|---|--|--|
| Question: What led Samuel to conclude that Justin took the last muffin? | | | |
| Key Concept: Samuel knew Justin took the muffin because (must include relevant information from the passage). | | | |
| Correct response 2 | | Partially correct response 1 | Incorrect response 0 |
| 9 | Sample responses: <ul style="list-style-type: none"> Justin loved blueberry muffins. Justin was the only one there who could have eaten the muffin. Justin licked crumbs from the side of his mouth. | Sample responses: <ul style="list-style-type: none"> Samuel did not eat the muffin. Samuel knew Justin took it. | Sample responses: <ul style="list-style-type: none"> Don't know Justin eats everything. Justin told him he ate it. |
| | Question: How is Samuel's story similar to Justin eating the last muffin? | | |
| Key Concept: In both instances the boys acted selfishly and their actions affected others (includes a comparison with specific information from the passage). | | | |
| Correct response 2 | | Partially correct response 1 | Incorrect response 0 |
| 10 | Sample responses: <ul style="list-style-type: none"> They are similar because their actions were selfish and affected other people. Justin ate the last muffin so his sister did not get any. Samuel ate too many cookies and his grandmother was not able to raise enough money for the school. They both made poor decisions. Justin's sister would not get a muffin because Justin ate the last one, and Samuel's mother did not have enough cookies for the bake sale because he ate too many. | Sample responses: <ul style="list-style-type: none"> They both ate too much. They both acted impulsively. | Sample responses: <ul style="list-style-type: none"> Don't know They both ate cookies. They didn't listen. |

Inference subtotal _____

Comprehension total _____

2 Acadience Reading

Grade 7/Passage 2

Oral Reading Comprehension: Germ Warfare (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.

| | | | |
|--|---|---|---|
| Question: What prevents people from getting sick even after they have come into contact with a virus? | | | |
| Key Concept: The body has lines of defense that prevent symptoms/illness. | | | |
| Correct response 2 | | Partially correct response 1 | Incorrect response 0 |
| 9 | Sample responses: <ul style="list-style-type: none"> There are several lines of defense that fight germs before they invade the body and cause symptoms. The digestive system kills germs before they can make you sick. The skin blocks germs from entering the body. | Sample responses: <ul style="list-style-type: none"> The immune system White blood cells The skin | Sample responses: <ul style="list-style-type: none"> Don't know The virus was weak. They are healthy. |
| | Question: According to the passage, how are phagocytes like a rescue team? | | |
| Key Concept: A phagocyte is like a rescue team because they each have different jobs and divide up the work (includes a comparison with information from the passage). | | | |
| Correct response 2 | | Partially correct response 1 | Incorrect response 0 |
| 10 | Sample responses: <ul style="list-style-type: none"> Phagocytes attacks germs and call for additional support. This is similar to how a rescue team solves problems. Like a rescue team, individual phagocytes have different jobs. Some attack and kill germs while others mark germs so that other germ fighting cells can help out. | Sample responses: <ul style="list-style-type: none"> They rescue the body from disease/germs They attack disease/germs | Sample responses: <ul style="list-style-type: none"> Don't know They rescue you. They are heroes. |

Inference subtotal _____

Comprehension total _____

2 Acadience Reading Grade 7/Passage 2

Oral Reading Comprehension: Germ Warfare (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 | Microscopic: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • <i>Too small to be seen by the human eye (or)</i> • <i>Requires a microscope to be seen</i> | <ul style="list-style-type: none"> • <i>Too small to be seen</i> | <ul style="list-style-type: none"> • <i>Don't know</i> • <i>Something small</i> • <i>Tiny</i> |
| | Other: | | |
| 6 | Immune system: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • <i>Different kinds of white blood cells in a network of vessels that protect the body</i> | <ul style="list-style-type: none"> • <i>A system that helps your body fight off disease/germs (or)</i> • <i>White blood cells (or)</i> • <i>A system of vessels</i> | <ul style="list-style-type: none"> • <i>Don't know</i> • <i>Cells</i> • <i>Chemicals</i> • <i>Skin</i> |
| | Other: | | |
| 7 | Antigen: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • <i>A chemical marker produced by a white blood cell (or)</i> • <i>A "flag" that calls for help from other white blood cells</i> | <ul style="list-style-type: none"> • <i>A chemical marker (or)</i> • <i>White blood cell flag</i> | <ul style="list-style-type: none"> • <i>Don't know</i> • <i>An organ</i> • <i>A cell</i> • <i>A helper</i> |
| | Other: | | |
| 8 | Phagocyte: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none"> • <i>Specialized white blood cells that attack and mark germs for more advanced germ fighting (or)</i> • <i>Produces a chemical marker called an antigen</i> | <ul style="list-style-type: none"> • <i>White blood cells (or)</i> • <i>They help fight viruses</i> | <ul style="list-style-type: none"> • <i>Don't know</i> • <i>B cells</i> • <i>T cells</i> |
| | Other: | | |

Vocabulary subtotal _____

2 Acadience Reading Grade 7/Passage 2

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Germ Warfare

0 The human body is under constant attack, not by other people, but 12
 12 by things the eye cannot see. Microscopic germs including viruses, 22
 22 bacteria, fungi, and parasites can infect, or invade, cells in the body to 35
 35 cause illness. Fortunately, the body has many ways of protecting itself 46
 46 from these invaders. The first line of defense is to simply prevent germs 59
 59 from entering the body. Germs may attack body cells through the skin 71
 71 and through the air we breathe; and they may be in our food and drink. 86
 86 The skin, the body's largest organ, provides a physical barrier against 97
 97 germs. As a person breathes, foreign invaders are trapped by fine hairs and 110
 110 mucus in the nose, throat, and lungs. When a person sneezes or coughs, 123
 123 the invaders are expelled from the body. As a person eats, saliva, mucus, 136
 136 enzymes, and stomach acid in the digestive track attack foreign invaders 147
 147 before they can affect our cells. 153
 153 When germs manage to get past the first line of defense, a powerful 166
 166 internal army known as the immune system is ready to attack. The 178
 178 immune system consists of many kinds of white blood cells and a network 191
 191 of vessels and organs that protect the body. This system transports the 203
 203 germ-fighting white blood cells in a special fluid called lymph throughout 215
 215 a large system of vessels and tissues. 222
 222 When a microscopic germ such as the common cold virus enters the 234
 234 body, a white blood cell called a phagocyte attacks it. The phagocyte may 247
 247 also produce a chemical marker, much like a flag, called an antigen. This 260

2 Acadience Reading

Grade 7/Passage 2

Germ Warfare (continued)

260 antigen “flag” is a call for help from other white blood cells. Different 273
 273 white blood cells called T cells come to the rescue. They divide rapidly 286
 286 and release chemicals that call for reinforcement from germ-fighting white 297
 297 blood cells called B cells. These B cells produce proteins called antibodies 309
 309 that mark the virus for special killer white blood cells. 319
 319 Some B cells do not make antibodies. Instead, they remain on the look 332
 332 out for the virus. If the virus makes another attack, these patrolling B cells 345
 345 will remember the virus and call for reinforcements. The immune system 356
 356 is then able to fight off a second attack quite easily. When this happens, 370
 370 the person has developed immunity to the virus and will not get sick 383
 383 from it again. A strong immune system is important to keep us safe from 397
 397 microscopic germ invaders. 400

Notes:

2 Acadience Reading

Grade 7/Passage 2

Oral Reading Comprehension: Germ Warfare

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>One of the body’s first lines of defense against germs</i> (+) <i>is the skin; (or) are nose hairs; (or) is mucus in the nose/throat/lungs.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What is the body’s first line of defense against illness? • Don’t know • The immune system • White blood cells |
| 2 | Correct response provided during recall | 2 | Partial credit 1 Incorrect response 0 |
| | Key concept + detail: <i>The digestive system kills germs with</i> (+) <i>saliva; (or) mucus; (or) enzymes; (or) stomach acid.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | How is the body defended from germs while we are eating? • Don’t know • Healthy foods • B cells |
| 3 | Correct response provided during recall | 2 | Partial credit 1 Incorrect response 0 |
| | Key concept + detail: <i>The second line of defense against germs</i> (+) <i>is the immune system; (or) is a network of vessels and tissues that protect the body.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What is the second line of defense against germs? • Don’t know • The skin • Your nose • Your lungs |
| 4 | Correct response provided during recall | 2 | Partial credit 1 Incorrect response 0 |
| | Key concept + detail: <i>A kind of cell that fights germs</i> (+) <i>is a white blood cell; (or) is a phagocyte; (or) is a T cell; (or) is a B cell.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What kinds of cells fight germs? • Don’t know • Your body’s cells • Good cells |

Passage-specific knowledge subtotal _____