

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Shape of Reality (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 was the use of color different between Cubism and traditional art? | | |
| | Key Concept: It was different because (gives at least one correct example of how color was used differently in both Cubism and in traditional art). | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• Cubism used different shades of the same color with a focus on browns, greens, and grays. Traditional art used realistic colors.• Cubism first used grays and browns, but later used brighter colors, while traditional painters only used realistic colors. | Sample responses: <ul style="list-style-type: none">• Cubism used dull colors.• Cubism used grays and greens.• Cubism used grays.• Traditional art used realistic colors. | Sample responses: <ul style="list-style-type: none">• Don't know• They used different colors.• Cubism was always brighter. |
| 10 | Question: How might Cubism help people look at the world in a new way? | | |
| | Key Concept: Cubism might help people look at the world in a new way because (includes one correct reason why). | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• It could help you take the perspective that everything is made out of basic shapes.• It focuses on one thing while other art looks at a whole scene. This could change how you look at the world.• It might help you see a “new” reality, where things are broken up into shapes or seen from different angles. | Sample responses: <ul style="list-style-type: none">• It is abstract.• It divides things up.• It makes you think. | Sample responses: <ul style="list-style-type: none">• Don't know• It's all in pieces.• It looks funny.• It looks flat. |

Inference subtotal _____

Comprehension total _____

grade 7

Oral Reading Progress Monitoring 4

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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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: = _____

Different Strokes

0 After almost an hour on the river, Michelle had started to relax. She 13
13 figured out how to match paddle strokes with others, so their raft glided 26
26 smoothly through the gently flowing water. Although Michelle’s mother 35
35 hadn’t paddled a boat in 15 years, she said it was like riding a bicycle: 50
50 you never forgot how to pedal or paddle. Michelle had never ridden 62
62 on a boat during her 12 years of life. She wasn’t afraid of water; 76
76 the opportunity had just never come up before. But, now that the local 89
89 recreation center was offering rafting lessons, her mother decided it was 100
100 time for Michelle to learn basic rafting. That’s why she was sitting in one 114
114 of two rubber rafts on the river, feeling like a sausage because of the life 129
129 jacket belted and buckled around her body. 136
136 Riffing over stones, the river began to flow faster, and the raft 148
148 picked up speed. Michelle quickly lost the rhythm of the paddling. The 160
160 raft shot off a half-submerged boulder and flew through the air, landing 173
173 downstream with a rugged bounce. Michelle dropped her paddle and 183

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Shape of Reality (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 | Cubism: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • A style of art that uses geometric shapes (or) • Art where things are broken down to shapes (or) • Abstract art made of shapes | • Art made from shapes (or) • Picasso’s art (or) • Abstract art | • Don’t know • Funny looking people • A kind of art • Shapes |
| | Other: | | |
| 6 | Avant-garde: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • New and very modern (or) • A modern style | • Something unusual (or) • Something new (or) • Modern art | • Don’t know • Some kind of art • Cubism |
| | Other: | | |
| 7 | Analytical Cubism: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • The first period of Cubism when artists broke down their subjects (or) • A style of art where artists look at the subject and re-arrange body parts from different angles (or) • Cubism is a style of painting that shows different views of something. | • One kind of Cubism (or) • The first kind of Cubism | • Don’t know • It is when artists put different things together. • Strange art |
| | Other: | | |
| 8 | Abstract: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • It is when an artist doesn’t show things in realistic ways. (or) • It is a non-realistic representation of something. | • Not really there (or) • A non-concrete idea (or) • A summary of writing | • Don’t know • Not real • A kind of math • A kind of art |
| | Other: | | |

Vocabulary subtotal _____

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Shape of Reality

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>Cubism was different from traditional art</i> (+) <i>because it broke down subjects into basic forms; (or) because it was abstract; (or) because it represented subjects as groups of geometric shapes.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What made Cubism different from traditional art? | <ul style="list-style-type: none">• Don't know• It isn't that different.• It has cubes. | | | |
| 2 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>Cubism led to another kind of art</i> (+) <i>called Modern Art; (or) Modern Art.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What kind of art did Cubism lead to? | <ul style="list-style-type: none">• Don't know• A different kind• Abstract art• Weird art | | | |
| 3 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>One of the famous Cubist artists was</i> (+) <i>Picasso; (or) Braque; (or) Cezanne.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | Who was one of the famous Cubist artists? | <ul style="list-style-type: none">• Don't know• Leonardo• Bob Ross• That one guy | | | |
| 4 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>Picasso and Braque were inspired when Cézanne said</i> (+) <i>that everything in nature takes its form from the sphere, the cone, and the cylinder; (or) that all things in life are made out of different shapes; (or) that things can be seen as spheres and cones.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What did Paul Cézanne say that inspired the work of Picasso and Braque? | <ul style="list-style-type: none">• Don't know• There are shapes in nature.• Nature is just spheres. | | | |

Passage-specific knowledge subtotal _____

1 Acadience Reading
Grade 7/Passage 1

Different Strokes (continued)

| | | |
|-----|---|-----|
| 183 | grabbed the raft. Then the river slowed again; they drifted into an eddy | 196 |
| 196 | and swirled around in lazy circles. | 202 |
| 202 | As they floated around and around, Michelle became aware of a | 213 |
| 213 | continuous roar of water; she spotted the foaming water that signaled a | 225 |
| 225 | strong rapid downstream. The guides were studying it, too, and taking | 236 |
| 236 | stock of their passengers. Finally, one guide explained that the rapid was | 248 |
| 248 | flowing faster than usual because of heavy spring rains. It could still be | 261 |
| 261 | run safely, but there was always the chance that they might flip over. They | 275 |
| 275 | could risk flipping, or they had the option of walking along the shore | 288 |
| 288 | while they pulled the raft on ropes through the water. | 298 |
| 298 | As Michelle's mother surveyed the rapids, excitement flashed across | 307 |
| 307 | her face. About half the passengers seemed to share her feelings, while the | 320 |
| 320 | others mirrored Michelle's own doubts. Michelle asked whether a | 329 |
| 329 | compromise was possible: those who wanted to attempt the rapids could; | 340 |
| 340 | the others could portage one raft around the rapids. The guides agreed. | 352 |
| 352 | Watching from the banks of the river, Michelle felt a surge of pride | 365 |
| 365 | and relief when the raft emerged safely and she saw her mother's arms | 378 |
| 378 | raised in triumph. Different strokes for different folks, Michelle thought. | 388 |

Notes:

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: Different Strokes

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>Michelle and her mom took rafting lessons</i> (+) <i>from the local recreation center; (or) from the recreation center.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | Who offered the rafting lessons? | | <ul style="list-style-type: none">• Don't know• The tourist center• The river rafters | | |
| 2 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>It was Michelle's first time rafting</i> (+) <i>because she had not had the opportunity before; (or) because the recreation center now offered rafting lessons; (or) because her mom wanted her to learn rafting.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | Why was it Michelle's first time rafting? | | <ul style="list-style-type: none">• Don't know• She was busy before.• She was scared of the water. | | |
| 3 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>The raft went over a submerged boulder and</i> (+) <i>it flew through the air; (or) it landed with a bounce; (or) she dropped her paddle and grabbed the raft.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What happened when the raft went over a submerged boulder? | | <ul style="list-style-type: none">• Don't know• It flipped over.• She was scared.• She fell out. | | |
| 4 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>Michelle knew/became aware that there was a large rapid downstream</i> (+) <i>because she heard the roar and saw foamy water; (or) because the guide informed the group of the upcoming rapid.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What led Michelle to believe that a strong rapid was downstream? | | <ul style="list-style-type: none">• Don't know• She could see it.• It was a very famous rapid. | | |

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 7/Passage 3

The Shape of Reality (continued)

| | | |
|-----|---|-----|
| 250 | especially browns, greens, and grays. Instead of taking up space the | 261 |
| 261 | way real objects do, the objects in these paintings either seemed flat or | 274 |
| 274 | appeared to come forward off the canvas. After 1912, Cubism moved to | 286 |
| 286 | another phase called Synthetic Cubism in which artists synthesized, or put | 297 |
| 297 | together, forms in their pictures. Brighter colors were used, and different | 308 |
| 308 | materials were often layered together. Smooth and rough surfaces were | 318 |
| 318 | combined in an attempt to make people question what was real. | 329 |
| 329 | At first, the public found this kind of art too radical, or extreme. Even | 343 |
| 343 | the name "Cubism" came from a critic who did not like the style and | 357 |
| 357 | described one painting as nothing more than a bunch of cubes. The name | 370 |
| 370 | stuck, though, and the influence on art lasted. The movement reached its | 382 |
| 382 | height in about 1914, but its styles and ideas changed art forever. | 394 |

Notes:

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

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The Shape of Reality

0 In the early 1900s in Paris, a new style of art appeared. This new 14
14 style, called Cubism, marked a huge change from the traditional idea 25
25 that art should show nature in lifelike ways. Instead, the Cubists broke 37
37 down subjects into basic forms. By fragmenting, or breaking apart, their 48
48 subjects, the Cubists hoped to show a new reality. They hoped their art 61
61 would invite people to look at the world in new ways. 72
72 This avant-garde, or new and very modern, style marked the start of 85
85 what we call modern art. The Cubists broke away from the views and 98
98 styles of traditional, Western art. They drew ideas from the art of so- 111
111 called primitive cultures, especially those of Africa. Cubism is 120
120 abstract, which means the artists do not show subjects in realistic ways. 132
132 Cubist painters Pablo Picasso and Georges Braque were inspired by the 143
143 words of another great artist, Paul Cézanne. Cézanne said, “Everything in 154
154 nature takes its form from the sphere, the cone, and the cylinder.” Picasso 167
167 and Braque used that idea in their work. They painted their subjects, 179
179 things like human figures, bottles, and musical instruments, as groups of 190
190 geometric shapes, especially cubes. 194
194 The first period of Cubism, from about 1908 to 1912, is called 206
206 Analytical Cubism because the artists analyzed, or broke down, their 216
216 subjects. Paintings showed different views of an object, as if several 227
227 photos taken from different angles had been cut into pieces and 238
238 rearranged. Often the shapes were painted in shades of the same color, 250

Oral Reading Comprehension: Different Strokes (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 | Glide: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • To move with a smooth, continuous motion (or) • To float along smoothly | • To move along (or) • To float (or) • To make an unpowered flight | • Don't know • To fly |
| | Other: | | |
| 6 | Submerge: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • To be under water (or) • To be completely covered by water (or) • To hide under the water | • Under (or) • Not floating | • Don't know • Submarine • Drowning • Can't see it |
| | Other: | | |
| 7 | Eddy: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • A circular movement of water (or) • A whirlpool | • Part of a river (or) • Moving water | • Don't know • A circle • In the water • Name of a boy |
| | Other: | | |
| 8 | Take stock: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • To review or make an overall assessment of a situation (or) • To observe before making a decision (or) • Gathering information about a situation to make a decision | • Review (or) • Observe (or) • Gather information | • Don't know • Stock the shelves • Count |
| | Other: | | |

Vocabulary subtotal _____

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: Different Strokes (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 pedaling a bike similar to paddling a boat? | | |
| | Key Concept: Both are easy to remember/involve doing repetitive motions continuously (includes a correct comparison with information from the passage). | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">Both pedaling a bike and paddling a boat are easy to remember because they both involve repetitive motions that you do over and over again.They are both simple tasks where you repeat the same movements over and over.They are both easy tasks that once you learn, you never forget. | Sample responses: <ul style="list-style-type: none">You do the same thing over and over. (or)They are both easy to remember. (or)They both go in circles | Sample responses: <ul style="list-style-type: none">Don't knowThey both use paddles.They are ways to exercise. |
| 10 | Question: What are at least two different pieces of evidence from the story that tell us that Michelle might have been uncomfortable? | | |
| | Key Concept: Michelle was uncomfortable because (correctly lists two relevant pieces of information from the passage). | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">She had never ridden in a boat before and the rapids made the boat bounce around.She felt like a sausage in her life jacket, and she did not want to ride in the boat down the big rapid. | Sample responses: <ul style="list-style-type: none">She had never ridden in a boat before.It was an hour into the trip before Michelle felt relaxed.She felt like a sausage. | Sample responses: <ul style="list-style-type: none">Don't knowShe got wet.She didn't like boats. |

Inference subtotal _____

Comprehension total _____

2 Acadience Reading
Grade 7/Passage 2

Oral Reading Comprehension: Black Holes (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 are gravity and nuclear reactions good partners in the life of a star? | | |
| | Key Concept: Gravity and pressure from nuclear reactions work together to keep a star in balance. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">In order for a star to survive, it must have the competing forces of energy pushing out and gravity pulling in.Energy from nuclear reactions in a star push out and the force of gravity pulls in to hold the star together.Gravity and nuclear reactions work together to keep the star in balance. | Sample responses: <ul style="list-style-type: none">The star won't explode.The star keeps living.Gravity pulls in.The explosions push out. | Sample responses: <ul style="list-style-type: none">Don't knowThey collapse the star.They make a black hole. |
| 10 | Question: What is the role of gravity in a black hole? | | |
| | Key Concept: Gravity is the force that pulls light and matter into a black hole. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">The force of gravity is so strong in a black hole that once something crosses the event horizon, it can not escape.Gravity is the force that draws light and matter into a black hole. | Sample responses: <ul style="list-style-type: none">It keeps light from escaping.It draws stuff into the black hole.Nothing can get out. | Sample responses: <ul style="list-style-type: none">Don't knowIt has no gravity.There is no light. |

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Black Holes (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 | Black hole: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">• A region where gravity is so great that no light can escape. (or)• A place where gravity is so strong that almost nothing can escape from it. | <ul style="list-style-type: none">• Where no light can escape (or)• It is what occurs when a massive star collapses. | <ul style="list-style-type: none">• Don't know• There is no light.• A big hole in space• It sucks things in. |
| | Other: | | |
| 6 | Supernova: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">• An enormous explosion of a star (or)• When a large star explodes | <ul style="list-style-type: none">• A big explosion (or)• It blows apart. (or)• Makes a black hole | <ul style="list-style-type: none">• Don't know• Event horizon• Black hole• Event |
| | Other: | | |
| 7 | Depleted: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">• Used up (or)• No longer available (or)• No more of it is left | <ul style="list-style-type: none">• Exhausted (or)• Empty (or)• Gone | <ul style="list-style-type: none">• Don't know• Black hole• Zero• None |
| | Other: | | |
| 8 | Singularity: | | |
| | Correct response2 | Partially correct response1 | Incorrect response0 |
| | <ul style="list-style-type: none">• A condition of zero volume and infinite density | <ul style="list-style-type: none">• A trait that makes you different (or)• A feature of a black hole (or)• Only one of something | <ul style="list-style-type: none">• Don't know• Not married• Very dense |
| | Other: | | |

Vocabulary subtotal _____

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Black Holes

0 Some of the most mysterious objects in space are called black holes, 12

12 regions where gravity is so great that almost nothing can escape no matter 25

25 how fast it is moving. Black holes are created as the life of a massive star 41

41 comes to an exploding, fiery end and the core of the star collapses into 55

55 itself. This enormous explosion is called a supernova. 63

63 During the normal life of a star, gravity and pressure balance each 75

75 other within the center of the star. Gravity pulls the material of the star 89

89 inward, while energy created by nuclear processes in the star’s core 100

100 pushes that material outward. After millions of years, when the nuclear 111

111 fuel in the core is depleted, the star’s life is over. In the case of a massive, 127

127 gigantic star, a supernova explosion can occur. This explosion sends the 138

138 outer layers of the star bursting forth, creating a light so bright it can 152

152 outshine the light of an entire galaxy. Because the star is out of nuclear 166

166 fuel, the energy in a star’s core is diminished, and no pressure remains 179

179 to exert force pushing out. At that point, there is no force strong enough 193

193 inside the star to battle gravity. Gravity then compresses the star, causing 205

205 the core to collapse inward under its own weight, creating a black hole. 218

218 A black hole has zero volume but infinite density, or a density that is 232

232 without limit or end. This condition of zero volume and infinite density is 245

245 known as a singularity. Around this singularity, there is a region called an 258

258 event horizon. If something is inside this event horizon, it cannot escape; 270

Black Holes (continued)

| | | |
|-----|---|-----|
| 270 | even light itself is not fast enough to escape the black hole’s strong | 283 |
| 283 | gravitational pull. The lack of light coming from the black hole makes it | 296 |
| 296 | invisible. | 297 |
| 297 | There is no need to worry about our sun experiencing a supernova | 309 |
| 309 | and becoming a black hole. Only exceptionally large stars can become | 320 |
| 320 | black holes. Our sun would need to be ten to fifteen times larger than it is. | 336 |
| 336 | Billions of years from now, at the end of our sun’s life, the core will run | 352 |
| 352 | out of energy. The sun will become very hot and then begin to cool down, | 367 |
| 367 | dying quietly. Only a few stars end up as mysterious black holes. | 379 |

Notes:

Oral Reading Comprehension: Black Holes

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 recall2 | Partial credit1 | Incorrect response0 |
| | Key concept + detail: <i>Black holes are created in space</i> (+) <i>when a massive star explodes and the core collapses in on itself; (or) when a star explodes and then collapses inward; (or) when there is a supernova.</i> | When are black holes created? | <ul style="list-style-type: none">• Don't know• A star explodes.• A star collapses. |
| 2 | Correct response provided during recall2 | Partial credit1 | Incorrect response0 |
| | Key concept + detail: <i>Inside a star there is a balance between</i> (+) <i>gravity and pressure; (or) gravity and pressure from nuclear explosions; (or) gravity pulling in and energy from nuclear processes pushing outward.</i> | What two things are in balance inside of a star? | <ul style="list-style-type: none">• Don't know• Gravity• Nuclear processes• Pressure |
| 3 | Correct response provided during recall2 | Partial credit1 | Incorrect response0 |
| | Key concept + detail: <i>A star's life ends</i> (+) <i>because nuclear fuel is no longer available; (or) when it runs out of fuel.</i> | What causes a star's life to end? | <ul style="list-style-type: none">• Don't know• The explosion destroys it.• It dies. |
| 4 | Correct response provided during recall2 | Partial credit1 | Incorrect response0 |
| | Key concept + detail: <i>A black hole has two conditions:</i> (+) <i>zero volume and infinite density; (or) a density with no limit and no volume.</i> | What are the two conditions of a black hole? | <ul style="list-style-type: none">• Don't know• Density• Volume |

Passage-specific knowledge subtotal _____