

### 3 Acadience Reading Grade 7/Passage 3

#### Oral Reading Comprehension: A Nation's Fate (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.

<b>9</b>	Question: <b>How might expansion influence the cohesiveness of the country?</b>		
	Key Concept: Expansion might influence the cohesiveness of the country by...(includes one reasonable example with an explanation).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: <ul style="list-style-type: none"> <li>If the country is expanding, groups of people might become more spread out which would make it harder to communicate and work together leading to less cohesion.</li> <li>If the country expands more, people would immigrate to the U.S. Having different groups of people living together could cause divisions and break up the unity of the country.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>It would cause people to live farther apart.</li> <li>There might be disagreements about how to manage new territories.</li> <li>Without proper transportation, people could become isolated.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>More space means more cohesiveness.</li> <li>It wouldn't make a difference.</li> </ul>
<b>10</b>	Question: <b>Why might having a wealth of land provide a secure economic future for a country?</b>		
	Key Concept: Acquiring land would provide a country with more resources, which means more economic benefits.		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: <ul style="list-style-type: none"> <li>With more land you have the ability to harvest more resources, like lumber, which can provide money to strengthen the economy.</li> <li>If you acquire more land you have more room for people to settle and start farms. More people and more crops would help the economy long term.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>You can grow more crops.</li> <li>You can harvest more lumber.</li> <li>You can negotiate the sale of land for profit.</li> <li>You have more resources.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>You would lose money.</li> <li>You would have to travel farther.</li> <li>You'd have more people.</li> </ul>

Inference subtotal \_\_\_\_\_

Comprehension total \_\_\_\_\_

grade 7



acadience®  
reading 7-8

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

# Oral Reading Progress Monitoring 5

## Seventh Grade Scoring Booklet

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

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# 1 Acadience Reading

## Grade 7/Passage 1

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

- ▶ **I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say “Stop.” Be ready to tell me all about the passage when you finish.** (Set the timer for 90 seconds and place the passage in front of the student.)
- ▶ Begin testing. **Put your finger under the first word** (point to the first word of the passage). **Ready, begin.**

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

### Be the Change

0	Staring into the mirror, Jack rehearsed his International Day of Peace	11
11	speech. He had been asked by Principal McMillan to give the speech at	24
24	the student assembly on Friday. His speech included information about	34
34	when and how the United Nations established the day, how various	45
45	countries and cultures celebrated the day, and what Wilcock Middle	55
55	School would do in celebration this year.	62
62	Jack was in the middle of his speech when his younger sister,	74
74	Amelia, barged into the room, riffled through his stuff and located her	86
86	dictionary. “You’re welcome,” Amelia sneered sarcastically. Jack grunted	94
94	and scowled, losing his place in the speech.	102
102	Jack felt anger rise in him as if he were a thermometer on a broiling	117
117	hot day. He wanted to rush after Amelia to provoke an argument. He	130
130	stopped himself, realizing that if he had honored his promise to return	142
142	the dictionary after he had finished with it, she wouldn’t be so hostile.	155
155	Amelia could have been more diplomatic, it’s true, but he didn’t have to	168

# 3 Acadience Reading

## Grade 7/Passage 3

### Oral Reading Comprehension: A Nation’s Fate (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.

<b>5</b>	<b>Manifest Destiny:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>The belief that the United States was fated to push its boundaries west across North America (or)</i></li> <li>• <i>The belief that expansion of the U.S. was both justified and inevitable</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A future event accepted as inevitable (or)</i></li> <li>• <i>A belief in western expansion</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don’t know</i></li> <li>• <i>Expansion</i></li> <li>• <i>Growth</i></li> </ul>
<b>Other:</b>			
<b>6</b>	<b>Dispute:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>A disagreement, argument, or debate (or)</i></li> <li>• <i>To discuss heatedly (or)</i></li> <li>• <i>To not agree</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Oppose (or)</i></li> <li>• <i>Question whether something is true (or)</i></li> <li>• <i>Discuss something</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don’t know</i></li> <li>• <i>Talk about something</i></li> <li>• <i>Agreement</i></li> <li>• <i>Friendship</i></li> </ul>
<b>Other:</b>			
<b>7</b>	<b>Cohesiveness:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>The action of forming a united whole (or)</i></li> <li>• <i>When everyone is together and united</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To stay together (or)</i></li> <li>• <i>Exhibiting cohesion (or)</i></li> <li>• <i>Being a team</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don’t know</i></li> <li>• <i>Sticky</i></li> <li>• <i>A group</i></li> </ul>
<b>Other:</b>			
<b>8</b>	<b>Morality:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>Principles concerning the distinction between right and wrong or good and bad behavior (or)</i></li> <li>• <i>Ideas about what is right and wrong</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A system of values (or)</i></li> <li>• <i>Right and wrong</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don’t know</i></li> <li>• <i>A moral</i></li> <li>• <i>Beliefs</i></li> <li>• <i>Ideas</i></li> </ul>
<b>Other:</b>			

**Vocabulary subtotal** \_\_\_\_\_

### 3 Acadience Reading Grade 7/Passage 3

#### Oral Reading Comprehension: A Nation's Fate

##### 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
	<b>Key concept + detail:</b> <i>As a result of Manifest Destiny, the United States acquired the state of</i> (+) <i>Oregon; (or) Texas; (or) New Mexico; (or) California.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What is one state that was acquired by the United States as a result of Manifest Destiny?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Virginia</li> <li>• Western states</li> </ul>
2	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	<b>Key concept + detail:</b> <i>Some people were opposed to manifest destiny</i> (+) <i>because they were against any growth/wanted growth to happen slowly; (or) because the territories would eventually become states; (or) because they feared rapid growth would weaken the country's cohesiveness.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why were some people opposed to the idea of Manifest Destiny?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• They wanted more growth.</li> <li>• They didn't care.</li> <li>• They were afraid.</li> </ul>
3	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	<b>Key concept + detail:</b> <i>Some people were in favor of Manifest Destiny</i> (+) <i>because the U.S. must grow in order to survive; (or) because they felt that a wealth of land was needed to secure the economy; (or) because they saw it as a chance to increase land holdings and make money.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why were some people in favor of the idea of Manifest Destiny?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• They didn't want more growth.</li> <li>• They wanted another country to take the land.</li> </ul>
4	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	<b>Key concept + detail:</b> <i>Slavery played a role in the debate over Manifest Destiny</i> (+) <i>because people wanted to use slaves to make money; (or) because there were disagreements over the morality of slavery; (or) because the debate eventually led to a civil war.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How did slavery factor into the debate over Manifest Destiny?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Everyone agreed about slavery.</li> <li>• Everyone thought slavery was wrong.</li> <li>• Not much of a role</li> </ul>

Passage-specific knowledge subtotal \_\_\_\_\_

### 1 Acadience Reading Grade 7/Passage 1

#### Be the Change (continued)

168	engage. Peace begins at home, Jack reminded himself as he scanned back	180
180	over his speech. That was the emphasis of his speech anyway.	191
191	Jack read through the entire speech again. Not only did it include	203
203	the history of International Day of Peace and how various countries	214
214	celebrated, it also included a challenge to the students. Jack, at one	226
226	time or another, had witnessed war at most of his friends' homes: wars	239
239	between children and parents, between siblings, and even between	248
248	parents. The anger could be exhausting, and he just didn't understand	259
259	why everyone couldn't try to be nicer. So when Principal McMillan	270
270	encouraged him to make the day relevant to students, he decided to	282
282	challenge students to be the change they wanted in their own life.	294
294	Jack knocked at his sister's door and she grunted that he could enter.	307
307	He sucked in his pride and apologized for not returning the dictionary	319
319	and then asked if she would listen to his speech and let him know what	334
334	she thought.	336
336	Amelia hugged Jack as he finished his speech, whispering that she	347
347	would try harder as well and thanked him. Jack was still nervous about	360
360	standing up in front of everyone, but he hoped it would go as well as it	376
376	just had in practice.	380

Notes:

# 1 Acadience Reading

## Grade 7/Passage 1

### Oral Reading Comprehension: Be the Change

#### 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
	<b>Key concept + detail:</b> Jack was rehearsing (+) his International Day of Peace Speech; (or) his speech for the student assembly on Friday.	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What was Jack rehearsing?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• A speech</li> <li>• Something for school</li> </ul>		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> Jack's speech included information (+) about when and how the United Nations established the day; (or) about how different countries and cultures celebrate the day; (or) about what Wilcock Middle School is doing to celebrate.	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What information did Jack include in his speech?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Peace treaties</li> <li>• Celebration</li> </ul>		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> Jack upset his sister Amelia (+) because he borrowed her dictionary and forgot to return it.	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What did Jack do to upset his sister Amelia?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• He was mean to her.</li> <li>• He made her listen to his speech.</li> </ul>		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> The emphasis of Jack's speech was (+) that peace begins at home; (or) that you can spread peace starting at home.	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What was the emphasis of Jack's speech?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Don't fight with your siblings</li> <li>• Peace</li> </ul>		

Passage-specific knowledge subtotal \_\_\_\_\_

# 3 Acadience Reading

## Grade 7/Passage 3

### A Nation's Fate (continued)

249	would be available to support these new groups. In addition, new ways	261
261	to travel like the steamboat and railway systems, as well as new ways to	275
275	communicate long distance, became available. Some believed that new	284
284	advances such as these made it possible for the country to become vast	297
297	but united.	299
299	Another important argument for gaining land in the West was to open	311
311	opportunities for trade with Asia and other parts of the world. Related to	324
324	this was the desire to keep Great Britain from controlling Pacific ports.	336
336	Not everyone could agree on the best direction for the United States.	348
348	The people who disagreed with Manifest Destiny were not able to slow	360
360	the growth. The country grew by more than 60 percent in just a few	374
374	years, and by the 1850s, the United States stretched from "sea to shining	387
387	sea."	388

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: = _____

#### A Nation's Fate

0 Manifest Destiny was a belief that came about in the 1840s that said 13  
 13 the United States was fated to push its boundaries west across North 25  
 25 America. This idea drove the nation to acquire Oregon, Texas, New 36  
 36 Mexico, and California, as well as other territories. It also started a war 49  
 49 with Mexico and a dispute with Great Britain over Oregon. 59  
 59 During this time, Manifest Destiny resulted in bold and rapid growth 70  
 70 of the United States that not all Americans liked. Some people were 82  
 82 against any growth at all, while others wanted the country to expand 93  
 93 slowly. Many believed that the territories would sooner or later become 104  
 104 states. Some Americans feared that rapid growth would weaken the 114  
 114 cohesiveness of the country. 118  
 118 Several different reasons were behind the desire for growth. Many 128  
 128 people were of the viewpoint that the United States must grow in order 141  
 141 to survive. This thinking was partly based on Thomas Jefferson's opinion 152  
 152 that a nation needed a wealth of land in order to secure its economic 166  
 166 future. Some people in the South agreed with this. They saw this idea as 180  
 180 a chance to increase land holdings and make money using slaves to work 193  
 193 the land. This point of view caused heated debates and disagreements 204  
 204 about the morality of slavery that would eventually lead to civil war. 216  
 216 For those who wanted growth, another reason to expand was to 227  
 227 provide land for the many people coming to the United States from 239  
 239 other countries. Expanding the United States meant that more land 249

### 1 Acadience Reading Grade 7/Passage 1

#### Oral Reading Comprehension: Be the Change (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.

<b>5</b>	<b>Barge:</b>	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>To intrude or interrupt rudely (or)</li> <li>To enter a room forcefully or roughly</li> </ul>	<ul style="list-style-type: none"> <li>To be forceful (or)</li> <li>To quickly enter a room (or)</li> <li>A type of large boat</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>Push</li> <li>Impolite</li> </ul>	
	Other:			
<b>6</b>	<b>Rifle:</b>	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>To search quickly through something, especially as to cause disorder (or)</li> <li>To look through hastily</li> </ul>	<ul style="list-style-type: none"> <li>To leaf through, as in a book (or)</li> <li>To shuffle</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>Look at a book</li> <li>A rifle</li> </ul>	
	Other:			
<b>7</b>	<b>Provoke:</b>	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>To deliberately make someone annoyed or angry (or)</li> <li>To stir up purposely (or)</li> <li>To start a fight</li> </ul>	<ul style="list-style-type: none"> <li>To arouse to a feeling or action (or)</li> <li>Excite</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>Make someone happy</li> <li>Poke</li> </ul>	
	Other:			
<b>8</b>	<b>Diplomatic:</b>	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>Having an ability to deal with people in a sensitive and effective way (or)</li> <li>Using tact and kindness in situations of stress</li> </ul>	<ul style="list-style-type: none"> <li>Concerning the profession of managing international relations (or)</li> <li>Polite</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>A diploma</li> <li>Nice</li> </ul>	
	Other:			

Vocabulary subtotal \_\_\_\_\_

# 1 Acadience Reading

## Grade 7/Passage 1

### Oral Reading Comprehension: Be the Change (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: <b>How is Jack's temper like a "thermometer on a broiling hot day"?</b>			
Key Concept: Temperature rises quickly on a hot day similar to how Jack had a quick-rising temper and became angry quickly.			
Correct response <b>2</b>		Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>9</b>	Sample responses: <ul style="list-style-type: none"> <li>Jack's anger rose quickly, this is similar to what happens to the temperature gauge on a thermometer on a hot day.</li> <li>On a hot day the temperature rises quickly. Jack became angry quickly in a similar way to how rising temperature affects a thermometer.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>His temper was quick to rise.</li> <li>He got angry quickly.</li> <li>They both rise quickly.</li> <li>He has a hot temper.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>They are both slow.</li> <li>They are unpredictable.</li> </ul>
	Question: <b>Give one example of how Jack took a lesson from his speech and applied it to his life.</b>		
Key Concept: Jack took the message of peace beginning at home and applied it to his life by...(includes one correct example from the passage).			
Correct response <b>2</b>		Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>10</b>	Sample responses: <ul style="list-style-type: none"> <li>The emphasis of Jack's speech was that peace begins at home. He applied this lesson to his life by apologizing to his sister even though he was still upset.</li> <li>In his speech, Jack challenged other students to join him in creating peace at home by trying to be nicer to friends and family.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>He apologized to his sister.</li> <li>He called on other students to create peace at home.</li> <li>He decided not to start an argument with his sister.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>He started a fight with his sister.</li> <li>He did nothing.</li> </ul>

Inference subtotal \_\_\_\_\_

Comprehension total \_\_\_\_\_

# 2 Acadience Reading

## Grade 7/Passage 2

### Oral Reading Comprehension: Measuring Hurricanes (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: <b>Based on information from the passage, what areas of the United States are most at risk for hurricanes, and why are these areas at high risk?</b>			
Key Concept: Since hurricanes form over the waters of the Atlantic Ocean, Caribbean Sea, and Gulf of Mexico, the east coast and states around the Gulf of Mexico are most at risk.			
Correct response <b>2</b>		Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>9</b>	Sample responses: <ul style="list-style-type: none"> <li>The east coast and states like Florida are most at risk for hurricanes because hurricanes can form over the Atlantic Ocean.</li> <li>The Gulf of Mexico and the Atlantic Ocean are areas where hurricanes are formed which would make the east coast and Gulf states most at risk for hurricanes.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Many hurricanes hit land on the east coast.</li> <li>The states around the Gulf of Mexico are at high risk.</li> <li>States along the east coast have to worry about hurricanes.</li> <li>Florida gets a lot of hurricanes.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>The west coast</li> <li>Hawaii</li> </ul>
	Question: <b>How might categorizing hurricanes help save lives?</b>		
Key Concept: It allows people to gauge how best to prepare for an upcoming storm. More lives can be spared with better preparation.			
Correct response <b>2</b>		Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>10</b>	Sample responses: <ul style="list-style-type: none"> <li>If people know how strong a hurricane is they know how to get ready for it. When people can prepare for a hurricane there is better chance of survival.</li> <li>Based on a hurricane's rating, cities can evacuate or prepare for the storm ahead of time which can help save lives.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>People can get prepared.</li> <li>Cities can be evacuated.</li> <li>It lets people know which storms are serious.</li> <li>People can get out of the way.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>If you can categorize it you can control it.</li> <li>It doesn't help.</li> </ul>

Inference subtotal \_\_\_\_\_

Comprehension total \_\_\_\_\_

## 2 Acadience Reading Grade 7/Passage 2

### Oral Reading Comprehension: Measuring Hurricanes (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.

<b>5</b>	<b>Hurricane:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>Water-based storm with sustained winds of more than 74 mph (or)</i></li> <li>• <i>A storm with very high-speed winds</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A tropical cyclone (or)</i></li> <li>• <i>Wind storm (or)</i></li> <li>• <i>A destructive storm</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>A tornado</i></li> <li>• <i>Storm</i></li> </ul>
	Other:		
<b>6</b>	<b>Tornado:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>Land-based spinning storm/windstorm that touches the ground (or)</i></li> <li>• <i>A windstorm over land that creates a funnel-shaped cloud</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Windy conditions on land (or)</i></li> <li>• <i>A person or thing characterized by violent actions and emotions (or)</i></li> <li>• <i>Spinning storm</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>A storm</i></li> <li>• <i>Spinning</i></li> <li>• <i>Like a hurricane</i></li> </ul>
	Other:		
<b>7</b>	<b>Saffir-Simpson Hurricane Wind Scale:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>A scale that rates 5 different categories of hurricanes according to sustainable wind speed (or)</i></li> <li>• <i>A scale that defines the strength of hurricanes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A hurricane scale (or)</i></li> <li>• <i>Tells you how bad a hurricane is</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>A wind scale</i></li> <li>• <i>Measures wind</i></li> </ul>
	Other:		
<b>8</b>	<b>Sustainable:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>Something that remains similar over a length of time (or)</i></li> <li>• <i>Able to be maintained at a certain rate or level</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Able to be upheld or defended (or)</i></li> <li>• <i>Harvesting a resource so that the resource is not depleted</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>A hurricane that keeps going</i></li> <li>• <i>Wind that doesn't stop</i></li> </ul>
	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: = \_\_\_\_\_

### Measuring Hurricanes

0 In the warm waters of the Atlantic Ocean, the Caribbean Sea, and 12  
12 the Gulf of Mexico, large storms can group together to form a large, 25  
25 spinning super-storm. When winds in such a storm reach more than 37  
37 74 miles per hour (mph), the storm is called a hurricane. Hurricanes 49  
49 produce very high winds and heavy rain. When they make landfall, they 61  
61 can produce land-based spinning storms called tornadoes, as well as 72  
72 extensive flooding which can destroy property and endanger lives. While 82  
82 hurricanes cannot be controlled, preparing for them before they make 92  
92 landfall can help to save lives and protect property. 101  
101 When the strength of an approaching hurricane is known, people 111  
111 can prepare for the worst. In 1971, Herbert Saffir and Bob Simpson, 123  
123 wind engineers from the National Hurricane Center, created the Saffir- 133  
133 Simpson Hurricane Wind Scale. This scale rates five different categories 143  
143 of hurricane according to sustainable wind speeds. Sustainable wind 152  
152 speeds are winds that remain at a similar speed over a length of time. The 167  
167 higher the sustainable wind speed, the more destructive the hurricane can 178  
178 be. In Category 1, the wind speeds range from 74 to 95 mph and cause 193  
193 the least amount of damage. Even this lowest category of storm can 205  
205 cause large tree branches to snap and buildings to be damaged. As the 218  
218 winds increase, more severe damage from heavy rain and flying objects 229  
229 results. The winds from a Category 2 storm range from 96 to 110 mph, 243

## 2 Acadience Reading Grade 7/Passage 2

### Measuring Hurricanes (continued)

243 while in a Category 3 storm, winds range from 111 to 130 mph. In a 258  
 258 Category 4 storm, winds range from 131 to 155 mph. 268  
 268 The most dangerous storm is a Category 5, with winds greater than 280  
 280 155 miles per hour. Even if they are inside buildings, many people and 293  
 293 animals can get injured or killed. Homes can be totally ruined by wind 306  
 306 and flooding. The Saffir-Simpson Hurricane Wind Scale is used to 317  
 317 measure the storms as they develop and reach landfall and finally weaken 329  
 329 and lose sustainable wind speeds. As the number on the wind scale 341  
 341 rises, so do the dangers. Using the scale, along with models that predict 354  
 354 the direction of the storm, meteorologists forecast the storm's path and 365  
 365 intensity. This gives people and towns in the storm's path time to prepare 378  
 378 and stay safe. 381

Notes:

## 2 Acadience Reading Grade 7/Passage 2

### Oral Reading Comprehension: Measuring Hurricanes

#### 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
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>1</b>	<b>Key concept + detail:</b> <i>Hurricanes form</i> (+) <i>over the warm waters of the Atlantic Ocean; (or) over the Caribbean Sea; (or) over the Gulf of Mexico.</i>	<b>Where do hurricanes form?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They are a funnel of water.</li> <li>• They flood towns.</li> <li>• Over water</li> </ul>
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>2</b>	<b>Key concept + detail:</b> <i>A storm becomes a hurricane</i> (+) <i>when winds reach more than 74 mph; (or) when there are high winds and heavy rain.</i>	<b>When is a storm categorized as a hurricane?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Really windy</li> <li>• Lots of water</li> <li>• Tornadoes form</li> </ul>
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>3</b>	<b>Key concept + detail:</b> <i>The Saffir-Simpson Hurricane Wind Scale was created by</i> (+) <i>Saffir and Simpson; (or) two wind engineers from the National Hurricane Center.</i>	<b>Who created the Saffir-Simpson Hurricane Wind Scale?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Two guys</li> <li>• Wind engineers</li> <li>• Meteorologists</li> </ul>
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>4</b>	<b>Key concept + detail:</b> <i>There are different categories of hurricanes</i> (+) <i>defined by sustainable wind speed; (or) defined by how fast the wind is; (or) defined by how destructive the hurricane can be.</i>	<b>How are the different categories of hurricanes defined?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• By how big they are</li> <li>• By how much rain</li> <li>• By where they are</li> </ul>

Passage-specific knowledge subtotal \_\_\_\_\_