

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: • <i>Cubism used different shades of the same color with a focus on browns, greens, and grays. Traditional art used realistic colors.</i> • <i>Cubism first used grays and browns, but later used brighter colors, while traditional painters only used realistic colors.</i>	Sample responses: • <i>Cubism used dull colors.</i> • <i>Cubism used grays and greens.</i> • <i>Cubism used grays.</i> • <i>Traditional art used realistic colors.</i>	Sample responses: • <i>Don't know</i> • <i>They used different colors.</i> • <i>Cubism was always brighter.</i>
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: • <i>It could help you take the perspective that everything is made out of basic shapes.</i> • <i>It focuses on one thing while other art looks at a whole scene. This could change how you look at the world.</i> • <i>It might help you see a "new" reality, where things are broken up into shapes or seen from different angles.</i>	Sample responses: • <i>It is abstract.</i> • <i>It divides things up.</i> • <i>It makes you think.</i>	Sample responses: • <i>Don't know</i> • <i>It's all in pieces.</i> • <i>It looks funny.</i> • <i>It looks flat.</i>

Inference subtotal _____

Comprehension total _____

grade 7



acadience®
reading 7-8

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Oral Reading Progress Monitoring 4 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: = _____

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	Riffling 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:	2	1	0
	Correct response	Partially correct response	Incorrect response	
	<ul style="list-style-type: none"> • A style of art that uses geometric shapes (or) • Art where things are broken down to shapes (or) • Abstract art made of shapes 	<ul style="list-style-type: none"> • Art made from shapes (or) • Picasso’s art (or) • Abstract art 	<ul style="list-style-type: none"> • Don’t know • Funny looking people • A kind of art • Shapes 	
Other:				
6	Avant-garde:	2	1	0
	Correct response	Partially correct response	Incorrect response	
	<ul style="list-style-type: none"> • New and very modern (or) • A modern style 	<ul style="list-style-type: none"> • Something unusual (or) • Something new (or) • Modern art 	<ul style="list-style-type: none"> • Don’t know • Some kind of art • Cubism 	
Other:				
7	Analytical Cubism:	2	1	0
	Correct response	Partially correct response	Incorrect response	
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • One kind of Cubism (or) • The first kind of Cubism 	<ul style="list-style-type: none"> • Don’t know • It is when artists put different things together. • Strange art 	
Other:				
8	Abstract:	2	1	0
	Correct response	Partially correct response	Incorrect response	
	<ul style="list-style-type: none"> • It is when an artist doesn’t show things in realistic ways. (or) • It is a non-realistic representation of something. 	<ul style="list-style-type: none"> • Not really there (or) • A non-concrete idea (or) • A summary of writing 	<ul style="list-style-type: none"> • 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? • 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? • 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? • 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? • 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:

3 Acadience Reading Grade 7/Passage 3

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

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

The 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

1 Acadience Reading Grade 7/Passage 1

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
	<ul style="list-style-type: none"> To move with a smooth, continuous motion (or) To float along smoothly 	<ul style="list-style-type: none"> To move along (or) To float (or) To make an unpowered flight 	<ul style="list-style-type: none"> Don't know To fly 	
	Other:			
6	Submerge:	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> To be under water (or) To be completely covered by water (or) To hide under the water 	<ul style="list-style-type: none"> Under (or) Not floating 	<ul style="list-style-type: none"> Don't know Submarine Drowning Can't see it 	
	Other:			
7	Eddy:	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> A circular movement of water (or) A whirlpool 	<ul style="list-style-type: none"> Part of a river (or) Moving water 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Review (or) Observe (or) Gather information 	<ul style="list-style-type: none"> 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.

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
9	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 know They both use paddles. They are ways to exercise.
	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
10	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 know She 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.

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
9	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 know They collapse the star. They make a black hole.
	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
10	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 know It has no gravity. There is no light.

Inference subtotal _____

Comprehension total _____

2 Acadience Reading Grade 7/Passage 2

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 response 2	Partially correct response 1	Incorrect response 0
	<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 response 2	Partially correct response 1	Incorrect response 0
	<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 response 2	Partially correct response 1	Incorrect response 0
	<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 response 2	Partially correct response 1	Incorrect response 0
	<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 _____

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: = _____

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

2 Acadience Reading Grade 7/Passage 2

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:

2 Acadience Reading Grade 7/Passage 2

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 recall 2	Partial credit 1	Incorrect response 0
	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>	<input type="checkbox"/> (+) <input type="checkbox"/>	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 recall 2	Partial credit 1	Incorrect response 0
	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>	<input type="checkbox"/> (+) <input type="checkbox"/>	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 recall 2	Partial credit 1	Incorrect response 0
	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>	<input type="checkbox"/> (+) <input type="checkbox"/>	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 recall 2	Partial credit 1	Incorrect response 0
	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>	<input type="checkbox"/> (+) <input type="checkbox"/>	What are the two conditions of a black hole? <ul style="list-style-type: none"> • Don't know • Density • Volume

Passage-specific knowledge subtotal _____