

3 Acadience Reading Grade 8/Passage 3

Oral Reading Comprehension: First Impressions (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: What might have been the reason that the reviewer thought Monet's painting was unfinished?		
	Key Concept: The reviewer thought Monet's painting was unfinished because...(lists at least one example based on a detail from the passage).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: • The reviewer thought his painting was unfinished because the lines and shapes were blurry which was different from traditional paintings. • Because Monet's art did not represent things realistically the reviewer must have thought it was unfinished.	Sample responses: • It looked more like a sketch. • Monet's painting looked out of focus. • Monet's painting was not realistic which was expected of paintings back then.	Sample responses: • Don't know • Because he left white spots that were not painted • Because he did not finish it
10	Question: What are two differences between art taught in the French Academy of Fine Arts and art done by Impressionists?		
	Key Concept: Art taught by the French Academy of Fine Arts was different than Impressionist art because...(student must list two examples based on details from the passage to get full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: • The French Academy of Fine Arts taught painters to use soft shades of brown and gray but impressionists were known for using bright colors. • The traditional style of painting depicted scenes from history in realistic ways whereas Impressionist's paintings were more focused on movement and feeling	Sample responses: • Impressionist paintings were different because they were unfocused and sometimes looked unfinished. • The French Academy of Fine Arts taught painters to use dull shades like brown and grey. • Unlike impressionists, the traditional style of art painted scenes from history in realistic ways.	Sample responses: • Don't know • They were the same. • They were very different.

Inference subtotal _____

Comprehension total _____

grade 8



acadience®
reading 7-8

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Oral Reading Progress Monitoring 2

Eighth Grade Scoring Booklet

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

Acadience Learning / 859 Willamette St., Suite 320 / Eugene, Oregon 97401 / www.acadiencelearning.org

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Please Recycle (Remove identifiable information)

1 Acadience Reading

Grade 8/Passage 1

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

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

► **Begin testing. *Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

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

Chugging Through the Alps

0	My family and I live in the city of Zurich, which is far from the	15
15	peaks and valleys of the Alps most people envision when they think of	28
28	Switzerland. My mother was recently attending a business seminar and it	39
39	was decided that my father and I would travel with her. During the time	53
53	she was occupied with business, we passed the hours wandering around	64
64	museums, exploring cathedrals, and lounging at sidewalk cafes. It was	74
74	certainly pleasant, but after 4 days, I was itching to see the mountains.	87
87	So when mother’s business finally wrapped up and she made	97
97	reservations for us on the Glacier Express, I was very excited. This	109
109	mountain railroad travels from Zermatt, at the foot of the Matterhorn,	120
120	to St. Moritz, a picturesque mountain village popular with tourists and	131
131	skiers. To reach St. Moritz, the Glacier Express winds its way through	143
143	181 miles of Alpine landscape.	148
148	We arrived in Zermatt several hours before our scheduled departure	158
158	time, so we strolled around the tiny town. It was so pretty we were	172

3 Acadience Reading

Grade 8/Passage 3

Oral Reading Comprehension: First Impressions (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	Impression:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>A sketch, not a finished work of art (or)</i> • <i>An imitation of a person or thing</i> 	<ul style="list-style-type: none"> • <i>An idea, feeling or opinion about something (or)</i> • <i>A graphic or pictorial representation of someone or something</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>Someone who has made an impression</i> • <i>An artist</i>
Other:			
6	Dominate:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>Control (or)</i> • <i>Command influence upon</i> 	<ul style="list-style-type: none"> • <i>The most important (or)</i> • <i>Having a commanding position over something</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>A domino</i> • <i>To win</i>
Other:			
7	Realistic:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>Lifelike (or)</i> • <i>Representing things in a way that is accurate or true to life</i> 	<ul style="list-style-type: none"> • <i>Sensible and practical expectations (or)</i> • <i>Real looking</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>To be real</i> • <i>A painting</i>
Other:			
8	Unfocused:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>Not seeing clearly (or)</i> • <i>Indistinct</i> 	<ul style="list-style-type: none"> • <i>Not in focus (or)</i> • <i>Blurry</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>To focus on something</i> • <i>Clear</i>
Other:			

Vocabulary subtotal _____

3 Acadience Reading Grade 8/Passage 3

Oral Reading Comprehension: First Impressions

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>Claude Monet's style of painting became known as Impressionism</i> (+) <i>because of criticism over his painting titled, "Impression: Sunrise"; (or) because a reviewer said his painting was an impression, not a finished work of art; (or) because he was not bothered by criticism of his paintings and embraced it instead</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How did Claude Monet's style of art become known as Impressionism? <ul style="list-style-type: none"> • Don't know • He told everyone he was calling it Impressionism. • It impressed everyone.
2	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	Key concept + detail: <i>The French Academy of Fine Arts taught painters</i> (+) <i>to use soft shades of brown and gray; (or) to paint scenes from history; (or) to paint subjects that looked realistic or lifelike.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What did the French Academy of Fine Arts teach painters? <ul style="list-style-type: none"> • Don't know • To paint what ever they wanted • To paint abstractly with bright colors
3	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	Key concept + detail: <i>The use of color is different in Impressionist paintings because</i> (+) <i>they used bright, sunny colors; (or) they used color to suggest light bouncing off moving surfaces; (or) they used short brush strokes to mix and layer colors.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How is the use of color different in Impressionist paintings? <ul style="list-style-type: none"> • Don't know • They used dull colors. • Their paintings were really dark.
4	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	Key concept + detail: <i>Impressionists commonly painted</i> (+) <i>common objects; (or) people; (or) flowers, haystacks, and ponds; (or) colorful city scenes; (or) people enjoying activities such as boating or swimming.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What subject matter did Impressionists commonly paint? <ul style="list-style-type: none"> • Don't know • Realistic looking landscapes • Realistic portraits

Passage-specific knowledge subtotal _____

1 Acadience Reading Grade 8/Passage 1

Chugging Through the Alps (continued)

172	almost tempted to stay right there and forego the Glacier Express! But	184
184	we knew we would miss out on many spectacular sights, so we readily	197
197	climbed aboard. Once we left the train station, any regret at leaving such	210
210	a charming spot melted completely away.	216
216	So many beautiful sights competed for our interest, such as craggy,	227
227	snowcapped mountain peaks stretching as far the eye could see, and	238
238	green fields dappled with edelweiss, a tiny beautiful white flower. Tiny	249
249	villages were nestled snugly in deep valleys, their buildings as dainty as	261
261	dollhouses. Serene cows wearing gigantic bells gazed into the distance as	272
272	we chugged along at 20 miles per hour.	280
280	Perhaps my favorite part of the trip, however, was going through	291
291	the countless tunnels that had been blasted through the mountainsides.	301
301	Entering a mountainside tunnel would plunge us into total darkness, and	312
312	we made a game of guessing how long it would take to reach the end. As	328
328	the train exited the tunnel, the sunlight would explode into our car and	341
341	another spectacular view would present itself to us.	349
349	The 8-hour journey flew by, and although I was almost sorry to	362
362	debar in St. Moritz and end the train portion of the trip, I was eager to	378
378	hit the hiking trails and experience the mountains up close.	388

Notes:

1 Acadience Reading

Grade 8/Passage 1

Oral Reading Comprehension: Chugging Through the Alps

Passage-Specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds).

Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.

After the student completes the Recall, look to see if *both* the concept *and* detail are missing for an item.

- If the student missed any items say **Now, I am going to ask you some questions**. Ask the corresponding follow-up question(s) and then proceed to the vocabulary questions.
 - The correct response to the follow-up question is the detail (after the +) in the key concept box. Circle the 1 for a correct response to the question. Circle the 0 for an incorrect response or no response.
- If the student did not miss any items say **Now, I am going to ask you some questions**. Proceed to the vocabulary questions.

	Student Recall	Follow-Up Question	Incorrect Response
1	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	Key concept + detail: <i>The main character lives in</i> (+) <i>Zurich; (or) Switzerland.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Where does the main character live? • Don't know • The United States • Some other country
2	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	Key concept + detail: <i>They were going to ride on the Glacier Express,</i> (+) <i>a mountain railroad through the Alps; (or) a railroad that travels from Zermatt to St. Moritz; (or) a mountain railroad that starts at the foot of the Matterhorn.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Where would the Glacier Express take you? • Don't know • On a glacier ride • On a glacier tour • On a train
3	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	Key concept + detail: <i>The family was tempted to forgo the train tour</i> (+) <i>because Zermatt was so pretty; (or) because the town they were in was charming; (or) because they strolled around the small town and wanted to stay there.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Why was the family tempted to forego the train tour? • Don't know • It was too dangerous. • They had conflicting plans.
4	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	Key concept + detail: <i>While on the train they saw many sights including</i> (+) <i>snowcapped mountain peaks; (or) green fields with flowers; (or) tiny villages; (or) deep valleys; (or) cows wearing gigantic bells.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What were some of the things they saw while on the train? • Don't know • Glaciers • Rivers • Lakes

Passage-specific knowledge subtotal _____

3 Acadience Reading

Grade 8/Passage 3

First Impressions (continued)

251	stations, and factories. Other painters emphasized people enjoying fun	260
260	activities such as boating or swimming. The thread that tied all these	272
272	paintings together was the painters' depiction of very ordinary people	282
282	carrying on everyday activities, suggesting that even the common things	292
292	we see are important.	296
296	The Impressionists proved they were worthy of attention and went	306
306	on to develop other styles that would influence a wide range of artists	319
319	into the 1900s. Indeed, much of the art of the 20th century can be traced	334
334	back to a key premise of Impressionism: that we all see and experience	347
347	the world in different but equally good ways.	355

Notes:

3 Acadience Reading Grade 8/Passage 3

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

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

First Impressions

0 In 1872, a French artist named Claude Monet created a painting 11
11 titled “Impression: Sunrise.” A reviewer suggested that the painting was 21
21 only an impression, or sketch, but not a finished work of art. This did 35
35 not bother Monet and other artists who used a similar style. They began 48
48 calling themselves Impressionists and continued to make paintings that 57
57 would shake the art world and change the course of art history. 69
69 At that time, the art world was dominated, or controlled, by the 81
81 French Academy of Fine Arts. The Academy taught painters to use soft 93
93 shades of brown and gray to paint scenes from history with subjects that 106
106 looked realistic, or lifelike. These elements defined “real art” for much 117
117 of society at that time. Monet and the others rejected this old style of 131
131 painting. They wanted their paintings to capture a passing moment in 142
142 time. Instead of using soft shades to create a formal scene, they used 155
155 bright, sunny colors to suggest the role light plays as it bounces off 168
168 moving surfaces. Instead of clear lines and tiny details, they used shapes 180
180 that blurred and blended into one another, much like the shapes you see 193
193 when your eyes are unfocused. They also used short brush strokes to 205
205 create a mix and layering of color. When viewed from a distance, these 218
218 layers became familiar objects. 222
222 Often, Impressionists painted common objects and people. Monet 230
230 became famous for his paintings of flowers, haystacks, and ponds, while 241
241 others painted bright colorful city scenes of crowded sidewalks, railroad 251

1 Acadience Reading Grade 8/Passage 1

Oral Reading Comprehension: Chugging Through the Alps (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	Seminar:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • A conference or other meeting for discussion or training (or) • A meeting for giving and discussing information 	<ul style="list-style-type: none"> • A meeting (or) • A training (or) • A conference 	<ul style="list-style-type: none"> • Don't know • Something adults do for work • For business
Other:			
6	Forego:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • To go without (or) • Omit or decline to take (or) • To not do something after all 	<ul style="list-style-type: none"> • Abstain (or) • Say no 	<ul style="list-style-type: none"> • Don't know • A city • To go somewhere • Go for something
Other:			
7	Craggy:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • A rough and uneven landscape (or) • A rugged and bumpy surface (or) • A jagged mountain face 	<ul style="list-style-type: none"> • Rough (or) • Bumpy 	<ul style="list-style-type: none"> • Don't know • Crabby • A mountain • Dangerous
Other:			
8	Edelweiss:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • A tiny beautiful white flower (or) • A small white flower that grows in the Alps 	<ul style="list-style-type: none"> • A flower (or) • Grows in the Alps 	<ul style="list-style-type: none"> • Don't know • A mountain • A plant • In the meadows
Other:			

Vocabulary subtotal _____

1 Acadience Reading

Grade 8/Passage 1

Oral Reading Comprehension: Chugging Through the Alps (continued)

Inference Questions

Say **Now**, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: <i>In the context of this passage, what is meant by the phrase, "I was itching to see the mountains"?</i>		
	Key Concept: The main character is anxious and excited to see the mountains.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none"> The phrase meant that the main character is excited to see the mountains. In the passage, "itching to see the mountains," meant that the character was anxious to see the mountains. 	Sample responses: <ul style="list-style-type: none"> He couldn't wait to go. He was excited. He was anxious. 	Sample responses: <ul style="list-style-type: none"> Don't know He was itchy. The mountains made him itchy. Waiting was uncomfortable.
10	Question: <i>What can we infer about the differences between Zermatt and Zurich?</i>		
	Key Concept: Zurich is large and far from the Alps, whereas Zermatt is right at the foot of them and is a very pretty town.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none"> Zurich, where the main character lives is not close to the Alps, whereas Zermatt is right at the foot of them. Zurich is not a typical town people think of when they think of Switzerland, whereas Zermatt is pretty and at the foot of the Alps. 	Sample responses: <ul style="list-style-type: none"> One is by the Alps, one is not. Zermatt is a pretty town. 	Sample responses: <ul style="list-style-type: none"> Don't know They are similar. They are both close to the Alps.

Inference subtotal _____

Comprehension total _____

2 Acadience Reading

Grade 8/Passage 2

Oral Reading Comprehension: The Reason for Seasons (continued)

Inference Questions

Say **Now**, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: <i>If it is the first day of summer in the Northern Hemisphere, what is happening in the Southern Hemisphere?</i>		
	Key Concept: It is the first day of winter, the shortest day of the year, the winter solstice...(student must give two of these responses for full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none"> If it is the first day of summer in the Northern Hemisphere then it is the first day of winter in the Southern Hemisphere and the shortest day of the year. Since their seasons are opposite, it would be the winter solstice, or the first day of winter. 	Sample responses: <ul style="list-style-type: none"> It is the first day of winter. It would be the shortest day of the year. That would mean it's the winter solstice. 	Sample responses: <ul style="list-style-type: none"> Don't know The longest day of the year The solstice An equinox
10	Question: <i>Why does it get dark earlier in the winter than in the summer?</i>		
	Key Concept: The earth is tilted away from the sun, thus creating a shorter duration of sunlight during the day.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none"> It gets dark earlier in the winter because the earth is tilted away from the sun which means there is less sunlight. Because the earth is tilted away from the sun there is less daylight which makes the days shorter. 	Sample responses: <ul style="list-style-type: none"> There is less sunlight. The earth is tilted away from the sun. The days are shorter. 	Sample responses: <ul style="list-style-type: none"> Don't know The earth is tilted toward the sun. The earth is rotating faster. It's winter.

Inference subtotal _____

Comprehension total _____

2 Acadience Reading Grade 8/Passage 2

Oral Reading Comprehension: The Reason for Seasons (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	Insolation:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> Duration and intensity of sunlight that reaches a planet's surface (or) The amount of solar radiation reaching a given area on a planet 	<ul style="list-style-type: none"> Relating to solar radiation (or) What makes the earth hotter (or) Sunlight 	<ul style="list-style-type: none"> Don't know It keeps a house warm. The sun has it.
	Other:		
6	Disperse:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> Distribute or spread over a wide area (or) Thinned out over an area 	<ul style="list-style-type: none"> To go, or cause to go, in different directions (or) To cause to disappear or vanish (or) Dissipate (or) Spread out 	<ul style="list-style-type: none"> Don't know To stay together What the sun does Move things
	Other:		
7	Constant:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> Remaining the same over a period of time (or) Continually occurring or recurring 	<ul style="list-style-type: none"> The same (or) Doesn't change 	<ul style="list-style-type: none"> Don't know Changes The seasons
	Other:		
8	Penetrate:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> Able to make a way through or into something (or) To diffuse through or into 	<ul style="list-style-type: none"> Enter (or) Go into (or) Discover the inner contents 	<ul style="list-style-type: none"> Don't know Hurt something The sun's rays
	Other:		

Vocabulary subtotal _____

2 Acadience Reading Grade 8/Passage 2

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Reason for Seasons

0	We all notice that temperatures change with the seasons. This change	11
11	in seasons is caused by the earth's axis tilting toward or away from the	25
25	sun as the earth revolves in its orbit around the sun. The earth's axis is an	41
41	imaginary line through the North and South Poles around which the earth	53
53	rotates. The earth's axis tilts at a constant angle of 23.5°. As the earth	67
67	orbits the sun, the tilt does not alter, but the direction of the tilt relative to	83
83	the sun continuously shifts.	87
87	The tilt of the axis toward or away from the sun affects the	100
100	insolation, or the duration and intensity of sunlight that reaches the	111
111	planet's surface. With greater insolation, more solar radiation is absorbed	121
121	and converted to thermal energy, which causes the earth to increase in	133
133	temperature. During winter, the Northern Hemisphere, or northern half	142
142	of the planet, tilts away from the sun. Fewer hours of daylight occur and	156
156	the sun's penetrating rays are dispersed over a broader area, so insolation	168
168	is lower. During summer, the Northern Hemisphere tilts toward the sun	179
179	and receives more direct sunlight over longer days, resulting in greater	190
190	insolation. When the Northern Hemisphere tilts toward the sun, the	200
200	Southern Hemisphere tilts in the opposite direction. As the north warms,	211
211	the south cools, thus the seasons are reversed.	219
219	Summer and winter begin on the solstices; the longest and shortest	230
230	days of the year. The solstices also mark when the sun appears at its most	245

2 Acadience Reading Grade 8/Passage 2

The Reason for Seasons (continued)

245 northern or most southern position in the sky. At the December solstice, 257
 257 the sun appears at its most southerly point. The Northern Hemisphere 268
 268 experiences the fewest daylight hours of any period during the year 279
 279 and winter begins; the Southern Hemisphere experiences its longest 288
 288 day and summer commences. At the June solstice, the conditions are 299
 299 reversed. The north sees its longest day as summer begins, and the south 312
 312 witnesses its longest night as it announces the start of winter. 323
 323 Spring and fall begin at the two periods called equinoxes, when 334
 334 the sun appears directly overhead at the equator and both hemispheres 345
 345 experience equal hours of daylight and nighttime. The March equinox 355
 355 marks spring's start in the northern latitudes and fall in the southern 367
 367 latitudes. In September, the equinox marks fall's start in the north and 379
 379 spring in the south. Every year, the cycle of seasons repeats as the earth 393
 393 circles the sun. 396

Notes:

2 Acadience Reading Grade 8/Passage 2

Oral Reading Comprehension: The Reason for Seasons

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: Seasons change (+) <i>because the earth's axis tilts toward or away from the sun as the earth orbits around it; (or) because of the way the earth is tilted as it revolves around the sun.</i>	<input type="checkbox"/> What causes the seasons to change?	<ul style="list-style-type: none"> • Don't know • The weather • The leaves change • It gets colder or warmer.
2	Correct response provided during recall 2	Partial credit 1	Incorrect response 0
	Key concept + detail: The earth's axis (+) <i>is an imaginary line through the North and South Poles that the earth rotates around; (or) a line through the earth tilted at a constant angle of 23.5 degrees.</i>	<input type="checkbox"/> What is the earth's axis?	<ul style="list-style-type: none"> • Don't know • A line • A line through the earth • The earth spins around it.
3	Correct response provided during recall 2	Partial credit 1	Incorrect response 0
	Key concept + detail: Sometimes the Northern Hemisphere tilts toward the sun and (+) <i>it receives more direct sunlight; (or) it is warmer there; (or) the days are longer there; (or) there is greater insolation; (or) the Southern Hemisphere tilts in the opposite direction.</i>	<input type="checkbox"/> What happens when the Northern Hemisphere is tilted toward the sun?	<ul style="list-style-type: none"> • Don't know • It is cooler. • The days are shorter. • It's winter.
4	Correct response provided during recall 2	Partial credit 1	Incorrect response 0
	Key concept + detail: A solstice (+) <i>is the longest/shortest day of the year in the north/south; (or) marks when the sun appears at its most northern/southern point in the sky; (or) is when summer/winter begins in the north/south; (or) occurs in both June and December.</i>	<input type="checkbox"/> What is a solstice?	<ul style="list-style-type: none"> • Don't know • The best day of summer • A day in summer • Begins Spring/Fall

Passage-specific knowledge subtotal _____