

Oral Reading Comprehension: “Free at Last!” (continued)

Inference Questions

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>What similarities are there between apartheid in South Africa and historical discrimination in the United States?</i>		
	Key Concept: Both systems unfairly discriminated against Black people by not allowing them to vote and by segregating them from other people.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<b>Sample responses:</b> <ul style="list-style-type: none"><li>• In South Africa, and in the United States, there were periods when Black people were similarly discriminated against. Black people were segregated from White people and were not allowed to vote.</li><li>• Both countries unfairly discriminated against Black people by segregating them and not allowing them to vote.</li></ul>	<b>Sample responses:</b> <ul style="list-style-type: none"><li>• Black people were not allowed to vote.</li><li>• Black people were made to live in different areas than White people.</li><li>• Black people did not have as many rights as White people.</li><li>• Black people were kept separate from White people.</li></ul>	<b>Sample responses:</b> <ul style="list-style-type: none"><li>• Don't know</li><li>• Apartheid is different from what happened in the United States.</li><li>• Both allowed Black people to vote.</li><li>• There was no discrimination</li></ul>
10	Question: <i>What can we infer about the time it takes to obtain equal rights for everyone?</i>		
	Key Concept: It can take decades to change laws and beliefs that involve discrimination.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<b>Sample responses:</b> <ul style="list-style-type: none"><li>• Nelson Mandela was fighting for equal rights for decades before any change was seen, so it can take a very long time.</li><li>• Based on Nelson Mandela's experiences it seems like it could take many years, if not decades, to change laws that are unfair.</li></ul>	<b>Sample responses:</b> <ul style="list-style-type: none"><li>• It takes a long time.</li><li>• It's a slow process.</li><li>• Nelson Mandela was fighting for equal rights for many years.</li></ul>	<b>Sample responses:</b> <ul style="list-style-type: none"><li>• Don't know</li><li>• It doesn't take very long.</li><li>• It happens quickly.</li><li>• Only a few years</li></ul>

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

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

grade 8



acadience®  
reading 7-8

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
School: \_\_\_\_\_

Oral Reading Benchmark 2  
Eighth Grade Scoring Booklet

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

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2 Acadience Reading
Grade 8/Passage 2.1

Directions: 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: = \_\_\_\_\_

Moving Away

0 Allison leaned on the handlebars of her bicycle and gazed at the 12
12 fixtures of her neighborhood and the gas station convenience store down 23
23 the street from her house. This had been her home of the last 5 years 38
38 and her best friend’s home was right across the street. Today she was 51
51 filled with nostalgia, and as she heaved a sigh and pedaled onward, she 64
64 swerved to avoid the pothole that had been there for months and months. 77
77 “Goodbye, pothole,” she said silently. 82
82 At times, Allison was thrilled that her mom had gotten the job in 95
95 Carlinville, especially at the thought of the high school’s fabulous 105
105 volleyball opportunities. But at other times, the thought of leaving 115
115 Appleton behind was a bit overwhelming. Appleton had been her home 126
126 for nearly 5 years, and though it lacked the amenities of Carlinville, 138
138 like a mall and a public swimming pool, it was comfortable and familiar. 151
151 More importantly, her best friends lived in Appleton. 159
159 Arriving home, she leaned her bike against the porch and trudged 170

2 Acadience Reading
Grade 8/Passage 2.3

Oral Reading Comprehension: “Free at Last!” (continued)

Vocabulary Questions

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	Descendent:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A direct blood relative of someone (or) • A relative of someone who lived generations before	• A relative (or) • An ancestor	• Don't know • A person • To descend • Going down
	Other:		
6	Apartheid:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A practice that discriminates against a race of people (or) • A system of segregation and discrimination based on the grounds of race (or) • A political system in South Africa that treated the Black population unfairly	• Treat people differently (or) • Discrimination (or) • Unfairness (or) • Not equal	• Don't know • What happened in South Africa • A government in South Africa • A system
	Other:		
7	Minority:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A relatively small group of people within a larger group (or) • A smaller part of a population who are often treated differently or discriminated against	• The smaller number or part (or) • A group of people treated differently	• Don't know • Small • A minor
	Other:		
8	Sabotage:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To deliberately and secretly destroy property or plans (or) • Deliberately destroy, damage, or obstruct something for political reasons	• Destroy (or) • Damage (or) • Ruin (or) • A secret plan	• Don't know • Build something • A kind act
	Other:		

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

Oral Reading Comprehension: “Free at Last!”

Passage-Specific Knowledge Questions

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>Nelson Mandela did many things in his adult life (+)</i>  <i>including becoming a freedom fighter for Black people's rights; (or) including being a prisoner of the government; (or) including being elected as the first Black president of South Africa.</i>	<input type="checkbox"/> (+)  <input type="checkbox"/>	<b>Describe one part of Nelson Mandela's adult life.</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• He was born in 1918.</li><li>• He didn't do much.</li></ul>			
2	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	<b>Key concept + detail:</b> <i>Apartheid treated black people unfairly in South Africa (+)</i>  <i>by not allowing Black people to vote; (or) by not allowing Black people to live outside of certain neighborhoods; (or) by not allowing Black people to go to White schools.</i>	<input type="checkbox"/> (+)  <input type="checkbox"/>	<b>What was one of the discriminative practices of apartheid?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• Black people had the same rights as White people.</li><li>• Black people were not allowed to do anything.</li></ul>			
3	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	<b>Key concept + detail:</b> <i>In the 1940s, Nelson Mandela joined (or became the leader of) the group (+)</i>  <i>the African National Congress; (or) the ANC; (or) that worked for political and social change.</i>	<input type="checkbox"/> (+)  <input type="checkbox"/>	<b>What group did Nelson Mandela join in the 1940s?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• A study group</li><li>• An angry group</li><li>• A political group</li></ul>			
4	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	<b>Key concept + detail:</b> <i>In the 1960s, Nelson Mandela (+)</i>  <i>organized a group that sabotaged government buildings; (or) was arrested for damaging government buildings; (or) was tried and sentenced to life in prison.</i>	<input type="checkbox"/> (+)  <input type="checkbox"/>	<b>What was one event that Nelson Mandela experienced in the 1960s?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• He joined the ANC.</li><li>• He lived in South Africa.</li><li>• He became president.</li></ul>			

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

Moving Away (continued)

170	inside the house. Lacking the energy to do anything useful, she flopped	182
182	onto the sofa and stared at the little zigzag crack in the corner of the	197
197	ceiling, reminiscing about the stories she and her brother Simon had	208
208	invented about an imaginary monster living in the crack.	217
217	When Simon entered the room, he stared for a moment before	228
228	casually asking what was the matter. Allison tried to articulate her	239
239	contradictory feelings about the exciting new opportunities in Carlinville	248
248	verses the comforts of the known neighborhood, the pothole, and even	259
259	the ceiling crack. Simon just rolled his eyes and complained, “What’s	270
270	happened to that sense of adventure you had just yesterday? I thought	282
282	you were looking forward to competing with a top-ranked volleyball	293
293	team; you have no hope of playing in college if you don’t start getting	307
307	noticed now.”	309
309	Allison considered Simon’s words thoughtfully. “I know this is the	319
319	start of an exciting new chapter,” she said, “but I’m a little anxious.	332
332	At least I can video-chat with my friends. What would it be like if we	348
348	couldn’t stay connected that way?!” Simon chuckled in agreement. He	358
358	noted that even in the same school, much of his communication with	370
370	friends was through technology.	374

Notes:

2 Acadience Reading
Grade 8/Passage 2.1

Oral Reading Comprehension: Moving Away

Passage-Specific Knowledge Questions

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>Allison has lived in Appleton</i> (+) <i>for 5 years; (or) for nearly 5 years.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How long has Allison lived in Appleton?</b> <ul style="list-style-type: none"><li>• Don't know</li><li>• For awhile</li><li>• For a few years</li><li>• All her life</li></ul>			
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Allison has to move</i> (+) <i>because her mom got a new job; (or) because her mom got a job in Carlinville.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why does Allison have to move?</b> <ul style="list-style-type: none"><li>• Don't know</li><li>• Her mom wanted them to move.</li><li>• She wanted to move.</li></ul>			
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Allison was excited about moving to Carlinville</i> (+) <i>because it has good volleyball opportunities; (or) because it has more amenities; (or) because it has a mall; (or) because it has a swimming pool.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What is one thing that made Allison excited about moving to Carlinville?</b> <ul style="list-style-type: none"><li>• Don't know</li><li>• All of her friends are there.</li><li>• It is comfortable and familiar.</li><li>• She likes the school there.</li></ul>			
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Allison came home</i> (+) <i>and didn't have the energy to do anything useful; (or) and sat on the sofa and stared at the ceiling; (or) and stared at a crack in the ceiling and remembered stories she made up with her brother about a monster living in the crack; (or) and talked to her brother.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What did Allison do when she came home?</b> <ul style="list-style-type: none"><li>• Don't know</li><li>• She packed her stuff.</li><li>• She cried.</li></ul>			

Passage-specific knowledge subtotal

2 Acadience Reading
Grade 8/Passage 2.3

"Free at Last!" (continued)

242	time, Mandela became more famous as people around the world became	253
253	aware of his cause. People and nations pressured the government to free	265
265	Mandela and to pass fair and just laws for all South Africans. At last, in	280
280	1990, a new president who believed that apartheid should be changed	291
291	was elected. Mandela was freed from prison and walked out weak in	303
303	body but strong in spirit.	308
308	Mandela and the new president of South Africa worked together to	319
319	change their country into a democracy. In 1994, Black people voted in	331
331	their first election and elected Mandela to be the first Black president. In	344
344	his speech the day he took office, Mandela declared, "We can loudly	356
356	proclaim from the rooftops: Free at last! Free at last!"	366

Notes:

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

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

“Free at Last!”

0 Nelson Mandela, a descendant of Thembu kings, was born in 10  
10 South Africa in 1918. As an adult, he was first a freedom fighter for 24  
24 Black people’s rights, then a prisoner of the government, and in 1994 37  
37 he was elected as the first Black president of South Africa. 46  
46 As a young lawyer, Mandela became angry about the South African 57  
57 political system of apartheid that treated the Black majority of the 67  
67 population unfairly. Black people could not vote or live outside of Black 80  
80 neighborhoods and were not allowed to go to White schools. In public, 92  
92 Black people were kept separate from the White, ruling minority. To 103  
103 help right these wrongs, in the late 1940s, he joined the African National 116  
116 Congress (ANC), a group that worked for political and social change, 127  
127 and he quickly became an ANC leader. 134  
134 During the 1950s, Mandela and the ANC held strikes and protests 145  
145 that were peaceful, but these events were met with violent police 156  
156 attacks and new laws that were stricter. As government attacks on Black 168  
168 people grew more violent, Mandela decided that action was needed. 178  
178 He organized a group whose purpose was to sabotage, or deliberately 189  
189 destroy or damage, government buildings. In 1962 Mandela was arrested, 199  
199 tried, and in 1964 he was sentenced to life in prison. 210  
210 The government hoped this would cause Mandela’s followers 219  
219 to give up. In fact, the opposite occurred. As living conditions for Black 232  
232 people grew worse, the freedom movement grew stronger, and over 242

Oral Reading Comprehension: Moving Away (continued)

Vocabulary Questions

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	Nostalgia:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	<ul style="list-style-type: none"> <li>• Sentimental thoughts about the past that are typically happy (or)</li> <li>• Wistful contemplation or thinking about past events</li> </ul>	<ul style="list-style-type: none"> <li>• Being homesick (or)</li> <li>• Good memories</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• To be upset</li> <li>• Bad memories</li> </ul>
	Other:		
6	Amenity:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	<ul style="list-style-type: none"> <li>• A desirable or useful feature of a place (or)</li> <li>• Something that provides comfort or convenience</li> </ul>	<ul style="list-style-type: none"> <li>• What something has to offer (or)</li> <li>• An attractive feature of a structure or building</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• How big a city is</li> <li>• Drawbacks</li> </ul>
	Other:		
7	Articulate:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	<ul style="list-style-type: none"> <li>• To express an idea/feeling clearly and distinctly (or)</li> <li>• Speaking coherently about something</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking (or)</li> <li>• Saying an idea (or)</li> <li>• To pronounce</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Talking loudly</li> <li>• Speaking up</li> </ul>
	Other:		
8	Reminisce:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	<ul style="list-style-type: none"> <li>• To indulge in enjoyable memories of past events (or)</li> <li>• To favorably recall past events</li> </ul>	<ul style="list-style-type: none"> <li>• To think fondly of (or)</li> <li>• To recall the past</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Forget</li> <li>• Think about</li> </ul>
	Other:		

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

Oral Reading Comprehension: Moving Away (continued)

Inference Questions

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>What conclusion can we draw about how Allison feels about the move?</i>		
	Key Concept: Allison feels conflicted, both excited and nervous, about the move. (Student includes at least one correct example from the passage.)		
	Correct response	Partially correct response	Incorrect response
	2	1	0
10	Question: <i>Describe two ways that Carlinville and Appleton are different.</i>		
	Key Concept: Carlinville is different from Appleton because...(student describes two correct differences).		
	Correct response	Partially correct response	Incorrect response
	2	1	0

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

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

Oral Reading Comprehension: A Mystery of Solar Proportions (continued)

Inference Questions

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>How is heat radiation in the sun different than heat radiating from a campfire?</i>		
	Key Concept: As heat from a campfire radiates out it cools down. In the sun, the temperature drops and then rises again before leaving the sun's atmosphere.		
	Correct response	Partially correct response	Incorrect response
	2	1	0
10	Question: <i>What can we predict will happen as heat radiates away from the outermost layer of the sun?</i>		
	Key Concept: As heat radiates away from the outermost layer of the sun it will cool down gradually.		
	Correct response	Partially correct response	Incorrect response
	2	1	0

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

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

Oral Reading Comprehension: A Mystery of Solar Proportions (continued)

Vocabulary Questions

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	Radiate:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>• Spread out from a source (or)</li><li>• Emit heat in the form of rays or waves</li></ul>	<ul style="list-style-type: none"><li>• Move outward (or)</li><li>• Spread out (or)</li><li>• Emit heat (or)</li><li>• Clearly express a feeling</li></ul>	<ul style="list-style-type: none"><li>• Don't know</li><li>• A radius</li><li>• Heat</li><li>• Like the sun</li><li>• Radiation</li></ul>
	Other:		
6	Photosphere:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>• The visible layer of the sun (or)</li><li>• The outer layer of the sun</li></ul>	<ul style="list-style-type: none"><li>• A sphere of light (or)</li><li>• A layer of the sun</li></ul>	<ul style="list-style-type: none"><li>• Don't know</li><li>• The hot part</li><li>• The sun</li><li>• Heat</li></ul>
	Other:		
7	Chromosphere:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>• The layer of the sun just above the sun's visible layer (or)</li><li>• The layer of the sun between the photosphere and the corona</li></ul>	<ul style="list-style-type: none"><li>• A layer of the sun (or)</li><li>• Part of a star's outer atmosphere</li></ul>	<ul style="list-style-type: none"><li>• Don't know</li><li>• The sun</li><li>• The atmosphere</li></ul>
	Other:		
8	Phenomenon:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>• An unusual fact or situation that is observed to exist or happen (or)</li><li>• A rare or significant fact or event</li></ul>	<ul style="list-style-type: none"><li>• An event (or)</li><li>• Something without explanation</li></ul>	<ul style="list-style-type: none"><li>• Don't know</li><li>• Something common</li><li>• The sun</li></ul>
	Other:		

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

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

Total words: \_\_\_\_\_

Errors (include skipped words): – \_\_\_\_\_

Words correct: = \_\_\_\_\_

A Mystery of Solar Proportions

0 It is a cold and clear night at the campsite, but heat from the campfire 15

15 keeps you and your family warm. As the heat from the fire radiates, or 29

29 spreads out from its source, its energy weakens as it gets farther away. It 43

43 makes sense that the temperature drops as you move farther away from 55

55 a heat source. However, in the case of our sun, something quite different 68

68 happens. 69

69 The sun has a core where heat energy is first produced. The 81

81 temperature in the sun's core is 15 million degrees Celsius. The 92

92 energy moves out through the sun's radiative zone, and as it moves 104

104 away from its heat source, the temperature drops from 15 million to 1 117

117 million degrees. The next layer of the sun is the convection zone, where 130

130 temperatures are as low as 6,000 degrees. The visible layer of the sun, 143

143 called the photosphere, is an even cooler 5,500 degrees. 152

152 At this point, something odd happens. The chromosphere, just 161

161 above the sun's visible layer, heats up to about 50,000 degrees. This is 174

174 significantly hotter than the photosphere. The next layer is the corona, 185

185 which is a thin outer layer of the sun, and it is a sizzling 1 million 201

201 degrees! Why are these two layers of the sun that are furthest from the 215

215 energy source hotter than those closer to the source? 224

224 This amazing mystery has puzzled solar physicists for years. Finally, 234

234 scientists believe there is a plausible explanation for this mysterious 244

A Mystery of Solar Proportions (continued)

244 phenomenon. They have discovered that jets of plasma explode up from 255  
255 just above the sun’s surface. The plasma in these jets, which are called 268  
268 spicules, has been heated to millions of degrees, and the energy from 280  
280 these spicules heats the corona. This recent discovery helps to explain 291  
291 the remarkable contrast in temperatures that exists between the sun’s 301  
301 photosphere and corona layers. 305  
305 Scott McIntosh, a solar physicist at the High Altitude Observatory 315  
315 of the National Center for Atmospheric Research, explains why solving 325  
325 this mystery is important. “By identifying that these jets insert heated 336  
336 plasma into the sun’s outer atmosphere, we can gain a much greater 348  
348 understanding of that region and possibly improve our knowledge of the 359  
359 sun’s subtle influence on the earth’s atmosphere.” Radiating heat that has 370  
370 been infused with a new heat source can cause the radiating heat to get 384  
384 hotter, not cooler. 387

Notes:

Oral Reading Comprehension: A Mystery of Solar Proportions

Passage-Specific Knowledge Questions

**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>The sun produces heat energy</i> (+) <i>in the core; (or) in the center of the sun.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Where is the sun's heat energy first produced?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• On the outside</li><li>• In one of the layers</li><li>• Inside</li></ul>			
2	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	<b>Key concept + detail:</b> <i>Heat energy moves through the radiative and convection zones</i> (+) <i>and the temperature drops; (or) and the temperature drops from 14 million to 1 million degrees (radiative); (or) and temperatures are as low as 6,000 degrees.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What happens as the heat energy moves through the radiative and convection zones?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• The temperature rises.</li><li>• It is not very hot.</li></ul>			
3	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	<b>Key concept + detail:</b> <i>When heat energy moves through the chromosphere something odd happens:</i> (+) <i>it heats up to 50,000 degrees; (or) it gets significantly hotter than the photosphere; (or) it is hotter than previous layers.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What happens in the chromosphere that is odd?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• It gets cooler.</li><li>• The temperature stays the same.</li></ul>			
4	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	<b>Key concept + detail:</b> <i>The outer layer of the sun is the corona</i> (+) <i>and it is 1 million degrees; (or) and it gets even hotter than the chromosphere.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How hot is the corona, the outer layer of the sun?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• Not very hot</li><li>• Cooler than the previous layers</li><li>• It's the hottest</li></ul>			

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