

3 Acadience Reading
Level 7/Passage 3.3

Oral Reading Comprehension: British Colonization of India (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: How were the French at a disadvantage when trying to establish a strong trade relationship with India? | | |
| | Key Concept: The French were at a disadvantage in trying to build trade with India because the British already had a strong hold on India and were victorious in battles with France during that time. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• The French were at a disadvantage because they did not have an established trade relationship with India like the British, and they lost in battles.• France was at a disadvantage because Britain already had a strong hold on trade in India. France was also defeated by Britain in battles during that time. | Sample responses: <ul style="list-style-type: none">• They had not already established trade with India, but Britain had.• They lost in battles to Britain. | Sample responses: <ul style="list-style-type: none">• Don't know• They traded too much.• They had a smaller military.• They had less money. |
| 10 | Question: Based on information from the passage, give two examples of what a country must do in order to control trade in an area outside of their borders. | | |
| | Key Concept: In order for a country to control trade, it must have control over the region's people, their resources, and be able to defend the area against other countries...(student must give at least two correct examples for full credit). | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• A country must have control over the people and resources in an area in order to control the trade there.• In order for a country to control trade in an area, it must have influence over the people who live there and be able to defend the area against other countries. | Sample responses: <ul style="list-style-type: none">• It must be able to control the resources in that area.• It must be able to defend the area against outside invaders.• To control trade, it needs to stay on good terms with the people that live there. | Sample responses: <ul style="list-style-type: none">• Don't know• It needs to have the biggest military.• It needs to be friends with the surrounding countries.• It needs tons of money. |

Inference subtotal _____

Comprehension total _____

level 7

Oral Reading Progress Monitoring 3

Level 7 Scoring Booklet



acadience®
reading 7-8

Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____

| Passage | 3.1 + | 3.2 + | 3.3 = | Total |
|--------------------|-------|-------|-------|-------|
| Correct Words Read | | | | |
| Errors | | | | |
| Comprehension | | | | |

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3 Acadience Reading
Level 7/Passage 3.1

Directions: Make sure you have reviewed the scoring rules 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: = _____

Alaska Surprise

0 Although I grew up in Alaska, I’d never been much farther away 12
12 from home than to Anchorage with Grandpa for an occasional movie. 23
23 However, last summer my Alaskan adventures took a decisive turn when 34
34 a local radio station announced that, for the next month, they would offer 47
47 daily roundtrip railroad tickets to promote a new cross-state tour. My 59
59 grandpa decided that every day he would strive to be the ninth caller and 73
73 win us two tickets. Imagine my surprise when one day he was the ninth 87
87 caller. I did not even try to hide my excitement when Grandpa produced 100
100 those two train tickets and listed the parks and sights we would see. 113
113 The day of our trip arrived, and we settled into our seats on the train. 128
128 Our journey began in Anchorage and would finish about 350 miles later, 140
140 in Fairbanks. As the train pulled away from the station, I opened the 153
153 travel brochure that the train company provided. 160
160 It wasn’t long, however, before the brochure lay forgotten beside me. 171
171 The buildings and streets of Anchorage disappeared and were replaced 181

3 Acadience Reading
Level 7/Passage 3.3

Oral Reading Comprehension: British Colonization of India (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 | Dependence: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • To rely on the help or assistance from someone else (or) • The state of relying on or being controlled by someone else | • Receiving financial support (or) • Being dependent on someone | • Don't know • Not needing support • Helping someone out • Opposite of independent |
| | Other: | | |
| 6 | Viceroy: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • A ruler (or) • The person exercising control over a colony on behalf of a sovereign | • The leader (or) • Queen Victoria | • Don't know • The victor • Some lady |
| | Other: | | |
| 7 | Prosperity: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • A state of wealth (or) • A state of increased income | • The state of being successful (or) • Doing well | • Don't know • Not doing well • Money |
| | Other: | | |
| 8 | Sepoys: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | • Indian soldiers (or) • Indian soldiers serving under British orders | • Soldiers | • Don't know • British soldiers • Indian men |
| | Other: | | |

Vocabulary subtotal _____

3 Acadience Reading
Level 7/Passage 3.3

Oral Reading Comprehension: British Colonization of India

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 |
| | Key concept + detail: <i>The British East India Company was set up (+) to encourage trade with India; (or) to manage trade in India.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | Why was the British East India Company set up? | <ul style="list-style-type: none">• Don't know• To manage trade in Britain• To control India• To rule in India | | |
| 2 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | 0 |
| | Key concept + detail: <i>France also wanted to control trade in India, resulting in (+) battles between the French and British; (or) a conflict between Britain and France during the early 1700s; (or) battles between the French and British which eventually resulted in British victory.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What happened when France also wanted to control trade in India? | <ul style="list-style-type: none">• Don't know• France and Britain shared control of trade in India.• France took control of trade in India.• France gained power. | | |
| 3 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | 0 |
| | Key concept + detail: <i>The East India Company had an army (+) which consisted of British officers and Indian soldiers; (or) which consisted of British officers and Indian sepoys; (or) which consisted of both British and Indian soldiers.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | Who made up the East India Company's army? | <ul style="list-style-type: none">• Don't know• All Indian soldiers• All British soldiers | | |
| 4 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | 0 |
| | Key concept + detail: <i>The Indian soldiers revolted against the British and (+) weakened the control of the East India Company; (or) it eventually resulted in Britain taking control of India; (or) it eventually resulted in Britain declaring Queen Victoria as the Empress of India.</i> | <input type="checkbox"/> (+) <input type="checkbox"/> | What happened when the Indian soldiers revolted against the British? | <ul style="list-style-type: none">• Don't know• The sepoys took control of India.• They remained at war indefinitely. | | |

Passage-specific knowledge subtotal

3 Acadience Reading
Level 7/Passage 3.1

Alaska Surprise (continued)

| | | |
|-----|--|-----|
| 181 | by thick forests and fields of waving grasses and wildflowers. I gazed | 193 |
| 193 | dreamily out the window as farms and villages, rivers and lakes glided | 205 |
| 205 | past us in a blur of blue, gold, and green. As we neared Talkeetna, | 219 |
| 219 | Grandpa excitedly pointed out the spectacular peaks of Denali, North | 229 |
| 229 | America's highest mountain. It was truly a breathtaking and gorgeous | 239 |
| 239 | view. | 240 |
| 240 | The route wound northward as we began following a ribbon of river | 252 |
| 252 | unspooling across the landscape. Grandpa told me to be on the lookout | 264 |
| 264 | for beaver lodges, and although I didn't spot any, I did see a startled bear | 279 |
| 279 | scurry away from the riverbank and disappear into the forest! | 289 |
| 289 | We began climbing higher into the towering mountains, the train | 299 |
| 299 | hugging the rocky slopes. It made me feel a little dizzy to look down | 313 |
| 313 | into the valley yawning underneath us. Even more exciting was crossing | 324 |
| 324 | Hurricane Gulch, where a 914-foot bridge carried us across the deep | 336 |
| 336 | green valley. My stomach lurched as I looked straight down to Hurricane | 348 |
| 348 | Creek, 296 feet below us. Late that night, the train pulled into Fairbanks. | 361 |
| 361 | I could hardly sleep in anticipation of the return trip the next day. The | 375 |
| 375 | trip back to Anchorage was just as exciting. It was a summer I will never | 390 |
| 390 | forget as long as I live. | 396 |

Notes:

3 Acadience Reading
Level 7/Passage 3.1

Oral Reading Comprehension: Alaska Surprise

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 |
| | Key concept + detail: <i>Every day for a month the local radio station was giving away a prize:</i> <div>(+)</div> <i>round trip railroad tickets; (or) railroad tickets to promote a new cross-state tour; (or) railroad tickets to the ninth caller.</i> | <div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div> | What prize was the local radio station giving away? | <div>• Don't know</div> <div>• Movie tickets</div> <div>• Tickets to Fairbanks</div> <div>• Some tickets</div> | | | |
| 2 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>The author and his grandpa were going to travel on the train</i> <div>(+)</div> <i>from Anchorage to Fairbanks; (or) 350 miles to Fairbanks; (or) to Fairbanks, Alaska.</i> | <div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div> | Where are the author and his grandpa going to on the train? | <div>• Don't know</div> <div>• Somewhere in Alaska</div> <div>• Through the mountains</div> <div>• On a long trip</div> | | | |
| 3 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>After they left Anchorage, the author saw lots of scenery</i> <div>(+)</div> <i>including thick forests and fields of grass and wildflowers; (or) including farms and villages; (or) including rivers and lakes; (or) including a gorgeous view.</i> | <div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div> | What kind of scenery did the main character see after they left Anchorage? | <div>• Don't know</div> <div>• More cities</div> <div>• Skyscrapers</div> | | | |
| 4 | Correct response provided during recall | 2 | Partial credit | 1 | Incorrect response | | 0 |
| | Key concept + detail: <i>North America's tallest mountain</i> <div>(+)</div> <i>is Denali; (or) is near Talkeetna in Alaska.</i> | <div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div> | What is North America's highest mountain? | <div>• Don't know</div> <div>• It's really tall.</div> <div>• It's in Alaska</div> <div>• Denli</div> | | | |

Passage-specific knowledge subtotal

3 Acadience Reading
Level 7/Passage 3.3

British Colonization of India (continued)

| | | |
|-----|--|-----|
| 239 | British rule in India brought prosperity, or wealth, but most of it | 251 |
| 251 | flowed to the British. India had many kinds of raw materials that England | 264 |
| 264 | needed for its factories, as well as a large number of people who could | 278 |
| 278 | buy the goods made there. But the British set limits on trade and how | 292 |
| 292 | much factories in India could make, which kept owners from making | 303 |
| 303 | profits. Also, Indian companies were not allowed to sell products like the | 315 |
| 315 | goods brought in by the British. As a result, many local companies went | 328 |
| 328 | out of business. | 331 |
| 331 | The British had new railroads, roads, dams, bridges, and schools | 341 |
| 341 | built and telephone lines installed. Although these were of some benefit | 352 |
| 352 | to India, the people did not have equal access, and the level of poverty | 366 |
| 366 | stayed high. Indians began to resent British rule more and more. By the | 379 |
| 379 | end of the 1800s, talk of Indian independence was spreading and the age | 392 |
| 392 | of British rule was coming to a close. | 400 |

Notes:

3 Acadiance Reading
Level 7/Passage 3.3

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

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

British Colonization of India

0 The British East India Company was set up in 1600 to encourage 12
12 and manage trade in, and with, India. Around the same time, the ruling 25
25 empire in India had lost strength and the East India Company saw a 38
38 chance to grab more power in India. Over many decades, the Company, 50
50 and then the British government, became involved in ruling India's 60
60 people and trade. 63
63 The British were not the only ones with an interest in India. The 76
76 French also wanted to control trade in the region. Battles between the 88
88 French and British took place during the early 1700s. That ended in 1757 101
101 when a British soldier named Robert Clive led his troops to victory over 114
114 France. This permitted the East India Company to become a great power 126
126 in India. The land under the Company's control grew and grew so that by 140
140 the middle of the 1800s, the Company ruled the majority of India. 152
152 The Company ruled in India with little dependence on, or help from, 164
164 the British government. The Company had its own army, with British 175
175 officers leading Indian soldiers called sepoy, who, in 1857, revolted 185
185 against the British. The widespread revolt was not well organized and 196
196 ended in 1858. But, it was enough to weaken the control of the Company 210
210 in India. The British Crown took control of India and put a British 223
223 viceroy, or ruler, in control. In 1876, Britain declared Queen Victoria as 235
235 the Empress of India. 239

3 Acadiance Reading
Level 7/Passage 3.1

Oral Reading Comprehension: Alaska Surprise (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 | Decisive: | | | |
| | Correct response | 2 | Partially correct response | 1 Incorrect response 0 |
| | • Very clear and obvious (or) • Unmistakable | | • Able to make choices quickly and confidently (or) • Beyond doubt | • Don't know • Not clear • Unsure |
| | Other: | | | |
| 6 | Promote: | | | |
| | Correct response | 2 | Partially correct response | 1 Incorrect response 0 |
| | • To present something for publicity (or) • To advertise something to increase public awareness | | • To advance or move to a higher position (or) • To further the progress of something | • Don't know • Downgrade • Reduce • Increase |
| | Other: | | | |
| 7 | Brochure: | | | |
| | Correct response | 2 | Partially correct response | 1 Incorrect response 0 |
| | • A small book or magazine containing pictures and information about a product or place (or) • An informational pamphlet/booklet | | • Advertising material (or) • A small book or magazine with pictures | • Don't know • For traveling • Information about trains • You read it |
| | Other: | | | |
| 8 | Dreamily: | | | |
| | Correct response | 2 | Partially correct response | 1 Incorrect response 0 |
| | • To do something in a dreamy/peaceful/wistful manner (or) • To do something without paying much attention to your surroundings | | • Dreamlike (or) • Having a magical quality (or) • Imagining something pleasant, like daydreaming | • Don't know • To have a dream • To fall asleep on a train • In a tired way |
| | Other: | | | |

Vocabulary subtotal

Oral Reading Comprehension: Alaska Surprise (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: How was the train ride different from anything the author and his grandpa had ever done before? | | |
| | Key Concept: The author and his grandpa did not travel away from home except to occasionally see a movie. On the train ride they traveled a long distance and saw beautiful scenery. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• The boy and his grandpa did not travel away from home very often, and they got to travel 350 miles on the train ride and got to see lots of beautiful scenery.• The train ride was different than what they usually did because they got to take a long ride to a place the author had never been before. They got to see beautiful rivers, lakes, forests, and mountains on their trip. | Sample responses: <ul style="list-style-type: none">• They usually just went to the movies.• They got to see beautiful sights that they had not seen before.• The train ride took them far away from home. | Sample responses: <ul style="list-style-type: none">• Don't know• It was way more exciting.• It was not much different.• It was really expensive. |
| 10 | Question: The train company provided travel brochures for the passengers. Give two examples of something that the author and his grandpa might have found in the brochure. | | |
| | Key Concept: They might have found...(student must give two plausible examples to get full credit). | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• The boy and his grandpa might have found a list of things they were going to see on the trip and some facts about the landmarks.• The travel brochure probably had information about how much the train ride costs and how long it takes from start to finish.• The brochure might have information about the months the tours are available and the times the tours start. | Sample responses: <ul style="list-style-type: none">• It is meant to show you what sights to look for on the train tour.• They probably found information about Denali.• The brochure shows you pictures of things you will see on the train.• It told them how long the trip would take. | Sample responses: <ul style="list-style-type: none">• Don't know• You can buy it.• It's not important. |

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Monarch Marathon (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: What can we infer about the role that flowers play in the Monarch migration? | | |
| | Key Concept: Monarch butterflies rely on flowers as a food source to gain energy during their migration. Without them, they would not survive. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• Flowers are very important to Monarch migration because they provide nectar as a food source to give the butterflies energy.• Monarch butterflies rely on flowers as a food source to give them energy for their migration.• If Monarch butterflies didn't have flowers on their migration, they would not have a food source. | Sample responses: <ul style="list-style-type: none">• They provide nectar for the butterflies to eat.• Monarchs stop to feed on flower nectar during migration.• They're very important. | Sample responses: <ul style="list-style-type: none">• Don't know• It is one of the many food sources available to Monarchs.• They are somewhat important. |
| 10 | Question: Why is hibernation an important part of the Monarch migration? | | |
| | Key Concept: Hibernation allows the Monarchs to rest and conserve energy until the weather is warm enough to fly back to the north. | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | Sample responses: <ul style="list-style-type: none">• Hibernation is an important part of the migration because it allows the butterflies time to rest and save energy for when they fly back.• The Monarchs hibernate together to stay warm and save energy for when it is warm enough to fly home. | Sample responses: <ul style="list-style-type: none">• Monarchs hibernate together to stay warm and rest.• They have to wait for the weather to warm up.• It lets them rest and save energy.• The butterflies need to rest. | Sample responses: <ul style="list-style-type: none">• Don't know• It gives them time to lay eggs.• Hibernation is not that important.• It lets them eat. |

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Monarch Marathon (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 | Migrate: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">To move from one region or habitat to another (or)To travel in a cyclical pattern according to the seasons | <ul style="list-style-type: none">To move (or)To travel | <ul style="list-style-type: none">Don't knowWhat butterflies doTo fly |
| | Other: | | |
| 6 | Fragile: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">Easily broken or damaged (or)Delicate | <ul style="list-style-type: none">Flimsy (or)Not sturdy | <ul style="list-style-type: none">Don't knowButterfly wingsUnbreakableVery small |
| | Other: | | |
| 7 | Nectar: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">A substance secreted from flowers that butterflies feed on (or)A sugary fluid secreted by plants, especially flowers | <ul style="list-style-type: none">A delicious drink (or)Food for butterflies | <ul style="list-style-type: none">Don't knowFlowers have itA necktieFood |
| | Other: | | |
| 8 | Hibernation: | | |
| | Correct response 2 | Partially correct response 1 | Incorrect response 0 |
| | <ul style="list-style-type: none">A period of low activity when animals sleep and store energy (or)When animals spend winter in a dormant state | <ul style="list-style-type: none">Inactive (or)To sleep for a long time | <ul style="list-style-type: none">Don't knowTo hide for winterWhat butterflies do |
| | Other: | | |

Vocabulary subtotal _____

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Monarch Marathon

0 Like some types of birds, Monarch butterflies migrate, or travel, 10

10 south for the winter. Monarchs, fragile creatures that weigh less than half 22

22 an ounce, travel up to 2,800 miles between the beginning and end of their 36

36 migration. What is even more amazing is that the Monarchs that finish 48

48 the journey may be the great-great-great-grandchildren of the ones that 61

61 began it. 63

63 Monarchs begin their long flight in Canada and northern parts of 74

74 the United States, where the winter months are too harsh for them to 87

87 survive. As autumn nears, a special generation of Monarchs hatches. 97

97 These insects may live seven months or more instead of the few weeks 110

110 that Monarchs usually live. It is this long-lived generation that makes 122

122 the trip south to warmer climates. The butterflies travel up to 50 miles 135

135 each day, stopping only to feed on nectar from flowers to restore their 148

148 energy. Scientists believe the insects are guided by the movement of the 160

160 sun, using a kind of internal compass in their antennae to navigate even 173

173 on cloudy days. By October or November, the Monarchs arrive at their 185

185 wintering sites along the California coast and the mountains of Mexico. 196

196 When they reach their destination, the Monarchs go into hibernation, 206

206 a period of low activity when animals rest and store energy for the 219

219 coming spring. The butterflies stay warm by grouping together, often 229

229 by the millions, on pine, eucalyptus, and fir trees. In late February, when 242

242 temperatures rise, the butterflies that have survived mate and begin their 253

3 Acadience Reading
Level 7/Passage 3.2

Monarch Marathon (continued)

253 return trip. The long-lived generation of Monarchs flies part of the way 266
266 back north before stopping to lay eggs and finally dying. 276
276 In March and April, a new generation of Monarchs is born and 288
288 continues the journey north. However, this first generation lives only a 299
299 few weeks; they stop to lay eggs before dying. The second generation of 312
312 Monarchs is born in May and June and continues the migration north. A 325
325 third generation is born in July and August, and these butterflies finally 337
337 reach their northern home. As fall returns, a new long-lived generation is 350
350 born that will fly south beginning the next cycle of migration. 361
361 Monarchs fly thousands of miles on their journey. Other animals 371
371 cover long distances, too, but Monarchs migrate over four generations. 381
381 The sun and inherited patterns, not parents, guide each new generation 392
392 along its part of the path. 398

Notes:

3 Acadience Reading
Level 7/Passage 3.2

Oral Reading Comprehension: Monarch Marathon

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.

Table with 4 main sections (1-4) and 4 columns: Student Recall, Follow-Up Question, and Incorrect Response. Each section contains a key concept + detail and a follow-up question.

Passage-specific knowledge subtotal