

Day and Night

The Earth has day and night. Daytime is when it is light outside. At night everything looks dark.

How do day and night happen? The sun does not move. It does not go away at night. The Earth moves. It spins in a circle.

When your part of the Earth faces the sun, it is day. It is light all day long. The Earth keeps spinning. Then your part of the Earth turns away from the sun. It is night. Moonlight shines in a dark sky. It is bedtime.

The Earth keeps spinning. A new day will begin soon.



Name/Date _____ Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor student progress, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student’s oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *The title of this passage is “Day and Night.” Read aloud to find out how day and night happen as the Earth spins. You may begin now.*

RATE Use the student’s oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student’s exact WPM.

99 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:22 or more	3:21–2:31	2:30–1:25	1:24 or less
WPM	29 or fewer	30–39	40–70	71 or more

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT				4 ADVANCED	
Number of Miscues	7 or more	6	5	4	3	2	1	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student’s percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

Check one: _____ Expression and phrasing are appropriate.
 _____ Expression and phrasing need attention.

Name/Date _____

Teacher/Grade _____

2. MONITOR COMPREHENSION

Circle the descriptors that best reflect the student's responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other appropriate responses. The student may use the passage when responding.

SUMMARIZE Important/Main Idea Say: *What do you think is the most important, or main, idea of this passage?* (Possible responses: *Earth has day and night as Earth spins in a circle.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Main Idea	Identifies vague, inaccurate idea or does not respond	Gives a partially correct response, such as identifies a less important idea; may misinterpret information	Identifies the main idea	Identifies the main idea using specific vocabulary from the text

SUMMARIZE Details Say: *How are daytime and night different?* (Possible responses: *It is light during the day. The sun shines during the day. At night, it is dark. The moon shines at night.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate details or does not respond	Gives a partially correct response, such as identifies 1 detail	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Cause and Effect

- Say: *What happens when your part of the earth faces the sun?* (Possible response: *You have light all day long.*)
- Say: *What happens when your part of the earth turns away from the sun?* (Possible responses: *It is night. The sky is dark.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 cause-and-effect relationships	Identifies 2 cause-and-effect relationships using specific vocabulary from the text

Name/Date _____ Teacher/Grade _____

VOCABULARY Compound Words

- Point to the word *daytime* in the first paragraph. Say: ***This word is daytime. Which two words make up the word daytime? (day, time) What does daytime mean? (Possible responses: the time of the day when the sun is out; the time when it is light)***
- Point to the word *moonlight* in the third paragraph. Say: ***This word is moonlight. Which two words make up the word moonlight? (moon, light) What does moonlight mean? (the light of the moon)***

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as gives the intended meaning of 1 word	Gives the intended meaning of each word and identifies the 2 words in each compound word	Gives the intended meaning with details for each word, and identifies the 2 words in each compound word

- End the conference.

WORD READING Compound Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *daytime, outside, everything, moonlight, bedtime*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	Does not read any words accurately or omits them	Reads 1–4 of 5 words accurately	Reads all 5 words accurately	Reads all 5 words accurately and automatically