Robots: Real or Not?

Robots in books and movies sometimes resemble people, except they are made of metal and plastic instead of skin and bones. These robots have arms and legs that help them move in any direction. They have computers instead of brains. Still, they are able to vocalize and seem to think independently.

Numerous robots in the real world also have computers inside them, but most of them look like machines, not people. Most real-world robots have no legs or heads or bodies. Many look more like giant, mechanized arms. They operate machines and perform tasks that are impossible or too dangerous for people to do. For example, some real-world robots are sent into space to collect information. These robots can safely travel across a planet like Mars and take pictures or find samples of rocks. Then, they send that information back to Earth for scientists to study.

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A feature of all robots is that they do work to help people. The difference between the kinds of robots is the way they function. In books and movies, robots seem to have minds of their own. In real life, most robots can't activate themselves. Robots are made to complete specific tasks. Engineers are working on new robots that one day may think and act on their own. When that day comes, real robots might be a lot more like the ones found in movies and books.

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Time _____ **Minutes:Seconds**

Name/Date _____   Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor fluency and accuracy, 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: *This passage is titled "Robots: Real or Not?" Read aloud to find out the differences between robots in books and movies and real-life robots. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:58 or more	2:57–2:09	2:08–1:41	1:40 or less
WPM	79 or fewer	80–109	110–140	141 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	11 or more	9–10	6–8	4–5	1–3	0
Percent of Accuracy	95 or less	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 Ideas Say: ***What are two important, main ideas about robots in this passage?*** (Possible responses: *Many robots have computers inside them. Robots do work to help people. In books and movies, robots are able to vocalize and act on their own.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/Main Ideas	Does not identify main ideas or does not respond	Gives a partially correct response, such as identifies 1 of 2 main ideas; may misinterpret information	Identifies 2 main ideas	Identifies 2 main ideas using details and specific vocabulary from the text

SUMMARIZE Details Say: ***What are two details about real robots in this passage?*** (Possible responses: *Some robots are able to do work that is impossible or too dangerous for people. Most robots cannot act on their own. Scientists are working to develop robots that think and act on their own.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify details from the passage or does not respond	Gives a partially correct response, such as identifies 1 of 2 details; may misinterpret information	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

Name/Date _____   Teacher/Grade _____

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 Compare and Contrast

- Say: **How are real robots similar to robots in books and movies?** (Possible responses: *They have computers in them. They both perform tasks to help people.*)

- Say: **How are real robots different from those in books and movies?** (Possible responses: *Robots in books and movies sometimes look like people and have arms and legs, but real robots usually don't. Robots in books and movies appear to make decisions, but actual robots only do what they are programmed to do.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compare and Contrast	Does not identify similarities or differences, or does not respond	Gives a partially correct response, such as identifies 1 similarity or 1 difference	Identifies both a similarity and a difference	Identifies both a similarity and a difference including details and specific vocabulary from the text

VOCABULARY Prefixes and Suffixes

- Point to the word *impossible* in the second paragraph. Say: **What does** impossible **mean?** (*not possible or very difficult*) **What does the prefix** im- **mean?** (*not*)

- Point to the word *dangerous* in the second paragraph. Say: **What does** dangerous **mean?** (*full of danger*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes and Suffixes	Does not identify word meanings or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word	Gives the intended meaning of each word and the meaning of the prefix, including specific details

- End the conference.

WORD READING Suffixes *-ize, -ate* Return to the Record of Oral Reading to determine whether the student read these words correctly: *vocalize, mechanized, operate, activate.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes *-ize, -ate*	Does not read any words accurately or omits them	Reads 1–3 of 4 words accurately	Reads all 4 words accurately	Reads all 4 words accurately and automatically