

Mysterious Pluto: The Dwarf Planet

You can see some planets by just looking at the right spot in the sky. Pluto can't be seen without a special telescope.

Pluto is different from Earth. Pluto is very small so it is called a dwarf planet.

A year on Earth is 365 days. That is how long it takes Earth to orbit, or go around, the sun one time. It takes Pluto many, many Earth years to go around the sun one time.

Many things live on Earth. On Pluto there are no signs of living things. It is very cold on Pluto because it's so far from the sun. Earth is both hot and cold. It is warmer than Pluto because it is closer to the sun.

We do not know a lot about Pluto. Some things we know may be wrong. A rocket is on its way to Pluto. In a few years, we will be able to write many more things about Pluto. What do you think we will learn?

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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 “Mysterious Pluto: The Dwarf Planet.” Read aloud to find out what we know about Pluto. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:44 or more	3:43–2:35	2:34–1:45	1:44 or less
WPM	44 or fewer	45–64	65–95	96 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	10	8–9	6–7	5	3–4	1–2	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 is the main, or most important, idea of this passage?* (Possible response: *Pluto is very different from Earth.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/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: *Tell me two ways in which Pluto is different from Earth.* (Possible responses: *Pluto is smaller than Earth. There are no signs of life on Pluto.*)

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 of 2 details; may misinterpret information	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 Draw Conclusions

- Say: *Why do you think the title of this passage calls Pluto mysterious?* (Possible response: *Pluto is a mystery to people because we don't know much about this dwarf planet.*)
- Say: *What do you think we might learn about Pluto when a rocket reaches this dwarf planet?* (Possible responses: *We might find out what Pluto looks like up close, or what kinds of things are on Pluto.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a reasonable conclusion or does not respond	Gives a partially correct response, such as draws 1 conclusion	Draws a reasonable conclusion using information from the text for each question	Draws one or more perceptive conclusions using information and specific vocabulary from the text for each question

Name/Date _____ Teacher/Grade _____

VOCABULARY Antonyms

- Point to the word *different* in the second paragraph. Say: ***This word is different. What is a word that means the opposite of different?*** (Possible responses: *same, alike*)
- Point to the word *wrong* in the fifth paragraph. Say: ***This is the word wrong. What is a word that means the opposite of wrong?*** (Possible responses: *right, correct*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Antonyms	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as an antonym for one word	Gives an antonym for each word	Gives an antonym with details for each word

- End the conference.

WORD READING Silent Consonants Return to the Record of Oral Reading to determine whether the student read these words correctly: *signs, know, write, wrong*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Silent Consonants	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