

Good Vibrations Sound the Same

“What is that terrible music?” your father might say. During his childhood, he may have listened to a totally different type of music. But your music and his music are more alike than your father might think.

All music and all sounds are similar in three ways. All of them come from vibrations, all travel as sound waves, and all need a receiver, or someone to hear them.

How does this work? The object, or the thing that is making the sound, creates a vibration. For example, when you play your favorite song, the speaker vibrates. When you play an instrument, the instrument vibrates. When you talk or sing, your vocal chords vibrate.

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The vibration makes waves in the air. It takes lots of waves to make a sound, and all sounds need a receiver to hear them.

How are people able to hear sounds? First, sound waves must come into our ears. Then, the sound waves make the eardrums vibrate inside our ears. The vibrations move tiny hairs deep inside the ear. These hairs have nerves that send messages to the brain. Once the message hits our brain, we hear the sound and it becomes understandable to us.

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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: *This passage is called "Good Vibrations Sound the Same." Read aloud to find out how vibrations cause sounds and how all sounds are similar. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:06 or more	3:05–2:22	2:21–1:40	1:39 or less
WPM	64 or fewer	65–84	85–120	121 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	7–8	5–6	3–4	1–2	0
Percent of Accuracy	94 or less	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 responses: *All sounds, including music, are similar.*)

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 including details and specific vocabulary from the text

SUMMARIZE Details Say: *Tell me two details you read about how sounds are similar.* (Possible responses: *All sounds come from vibrations. All sounds need a receiver or someone to hear them.*)

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

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 Cause and Effect

- Say: **What happens when a sound wave contacts our ears?** (Possible response: *Our eardrums start to vibrate.*)
- Say: **What happens once the nerves send a message to the brain?** (Possible response: *We hear the sound and understand what it is.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Identifies 1 cause-and-effect relationship	Identifies 2 cause-and-effect relationships using information from the text	Identifies 2 cause-and-effect relationships using information and specific vocabulary from the text

VOCABULARY Suffixes

- Point to the word *receiver* in the second paragraph. Say: **This is the word receiver. What does receiver mean?** (Possible response: *someone or something that gets something that has been sent*)
- Point to the word *vibration* in the fourth paragraph. Say: **This is the word vibration. What does vibration mean?** (Possible response: *an instance of moving back and forth*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes/Suffixes	Gives inaccurate or vague 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 with details for each word

- End the conference.

WORD READING Suffixes -able, -ible, -hood, -ment Return to the Record of Oral Reading to determine whether the student read these words correctly: *understandable, terrible, childhood, instrument.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Suffixes <i>-able, -ible, -hood, -ment</i>	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