

A Star Is Born

There are thousands of stars visible in the night sky, but we cannot always see many of them at one time. Clouds and dust can obstruct our view, and streetlights and other city lights also make stars harder to see.

Stars are born in star nurseries. They begin as vast clouds made of dust and gases, and these clouds are extremely cold. Deep within these cloud storms, gases and dust begin to clump together. These dense clots collapse and fuse, or blend, together. Once fusion begins, a star is born; however, this occurs over millions of years.

The planets in our solar system formed around a star we call the sun. Many stars are very different from our sun. Some are two hundred to eight hundred times bigger than the sun. Stars can be blue, yellow, red, or white. A star's color tells us about its size and temperature. Red dwarf stars are the most common, but because they are so small, they are difficult to see. Yellow stars, like our sun, are medium sized and medium temperature. They live for approximately ten billion years. Blue giant stars are large and compact. Although blue stars are rare, they burn so brightly that they are the most common stars to be seen from Earth.

Our galaxy, the Milky Way, holds between 100 billion and 400 billion stars. Astronomers believe that there are more stars in our universe than there are grains of sand on Earth!

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244

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 "A Star Is Born." Read aloud to learn about different kinds of stars in our universe. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:05 or more	3:04-2:14	2:13-1:45	1:44 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	7-8	4-6	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, or main, ideas about stars in this passage?* (Possible responses: *There are thousands of stars visible in the night sky, but we can't always see them all. Stars are born in nurseries where gasses and dust clump together to form them. Planets in our solar system are formed around a star called the sun. The Milky Way has billions of stars.*)

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 specific vocabulary from the text

SUMMARIZE Details Say: *What are two details about different colored stars?* (Possible responses: *Red dwarf stars are the most common stars, but they are small and difficult to see. Yellow stars, like our sun, are medium sized and medium temperature. Blue giant stars are large and compact.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify 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 Sequence

Say: **How are stars born? Tell me three events in the correct sequence.** (Possible responses: *They begin as vast clouds made of dust and gases. The gases and dust may begin to clump together. These dense clots may collapse and fuse together to form a star.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify events in sequence or does not respond	Gives a partially correct response, such as identifies 1–2 of the 3 events in sequence	Identifies all 3 events in sequence	Identifies all 3 events in sequence including details and using specific vocabulary from the text

VOCABULARY Multiple-Meaning Words

- Point to the word *star* in the third paragraph. Say: **What does the word star mean in this passage?** (*a shiny object in the sky*) **What is another meaning for the word star?** (Possible response: *a famous performer*)
- Point to the word *grains* in the last paragraph. Say: **What does the word grains mean in this passage?** (*small pieces or units*) **What is another meaning for the word grains?** (Possible response: *seeds or cereal crops, such as wheat*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	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 another meaning for each word

- End the conference.

WORD READING Multisyllabic Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *visible, nurseries, medium, galaxy, universe.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic 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