

# Soil – It Takes All Kinds



## Level M

Student Name: \_\_\_\_\_ Accuracy \_\_\_\_\_%

Running Word count: 305

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Take some soil from here. Now take some soil from there. Compare them. Will they be exactly the same? Never!				
3	No two fingerprints are ever the same. No two snowflakes are ever the same. And no two soil samples are ever the same either!				
4	That’s because there are several things that work together to make soil. A little more of this and a little less of that and <i>one</i> type of soil is made. A little less of that and a little more of this and a <i>different</i> type of soil is made.				
5	What are the things that make soil? Soil needs time to form. It can take over one thousand years for 3 cm of soil to form! If people grew that slowly, it might take 70,000 years for a baby to become full grown!				
6	A rock surface is needed to make soil. Soil is made from rocks and minerals. This is called the “parent material.” Minerals are the basic ingredients of rocks. Minerals provide nutrients to help plants grow and to make soil fertile and healthy.				
7	The third thing needed to form soil is weather. Rocks get hot in the sun and then cool off when the weather gets cold. This can make them crack and break into smaller pieces. Rain and ice also break the rock into smaller pieces.				
8	Plants and animals also help to form soil. As plants grow, their roots grow down into the soil and help to break up rocks. The roots also help to hold moisture. When the roots die, they decompose in the soil, adding nutrients to the soil. Burrowing animals and earth worms dig holes and tunnels that bring air and water into the soil. The waste from animals and earthworms – and even their dead bodies – add nutrients to the soil. So, soil isn’t just dirt.				



## Highlight or circle applicable statements.

Strategies Student Used	Areas of Concern
<ul style="list-style-type: none"><li>• Becomes familiar with story language patterns.</li><li>• Uses pictures to predict/support the text</li><li>• Recognizes high frequency words</li><li>• Attempts to decode unknown words independently</li><li>• Will read on then revisit to decode</li><li>• Reads for meaning (it makes sense)</li><li>• Will reread text to construct meaning</li><li>• Uses contextual clues to decode unknown words</li><li>• Can make reasonable predictions</li><li>• Reads with fluency</li><li>• Reads with expression</li><li>• When reading:<ul style="list-style-type: none"><li>....omits words from text</li><li>.... repeats words</li><li>.... makes substitutions</li><li>.... inserts additions</li><li>.... self corrects</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Ignores sound/letter relationships</li><li>• Fails to use pictures for support</li><li>• Limited eight word vocabulary</li><li>• Will stop at unknown words</li><li>• Depends upon teacher for support</li><li>• Reads without meaning</li><li>• Continues reading after meaning loss</li><li>• Ignores contextual clues when reading</li><li>• Hesitant to predict</li><li>• Reads word for word</li><li>• Reads with a lack of expression</li></ul>

Notes: