

Soil on the Move

Level P



Student Name: _____ Accuracy _____%

Running Word count: 306

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Soil is on the move. It doesn't always stay where it is first formed. The movement of soil or rock material is called erosion. Some of the things that cause erosion are heat, wind, rain, and moving water. Let's take a look at how they move soil.				
4	Soil particles are held together by moisture. Plant roots also hold the soil in place. When it rains, the roots hold the soil and let the water run off slowly and evenly.				
5	What happens when there aren't any plants or roots in the soil? Water can wash away too quickly and can carry the soil away. The brown colour of the water that you see in this photograph is soil being carried away by the water.				
6	What happens during a drought? There is less rain than usual. The top layer of soil dries up. The plants shrivel and die. The soil can be easily carried away by the wind. This can even cause a dust storm!				
7	In the desert, it is dry most of the time. The soil on the surface of the land is baked hard. When it does rain, the water cannot sink into the hard soil. Instead, it runs along the surface. It washes away the soil. Over time, it carves deep gullies into the land's surface.				
8	Winds blowing across the sea make waves. While they are at sea, waves are long and rolling. When the waves reach the shore where the water is shallow, the waves curl. The waves grow taller before crashing onto the sandy beach. The waves move pebbles and grains of sand around. When the waves run back out to sea, they carry some of the pebbles and sand with them.				
10	The movement of water changes the shape of the shore. Look at how the movement of water has shaped this shoreline!				



Highlight or circle applicable statements.

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

Notes: