

August Days

The first week of August hangs at the very top of summer, the top of the live-long year, like the highest seat of a Ferris wheel when it pauses in its turning. The weeks that come before are only a climb from balmy spring, and those that follow a drop to the chill of autumn, but the first week of August is motionless, and hot. It is curiously silent, too, with blank white dawns and glaring noons, and sunsets smeared with too much color. Often at night there is lightning, but it quivers all alone. There is no thunder, no relieving rain. These are strange and breathless days, the dog days, when people are led to do things they are sure to be sorry for after.

. . . All wheels must have a hub. A Ferris wheel has one, as the sun is the hub of the wheeling calendar. Fixed points they are, and best left undisturbed, for without them, nothing holds together. But sometimes people find this out too late.

The Sun Queen

Some people call Dr. Maria Telkes “the Sun Queen.” She invented ways to use the sun for energy. Her inventions helped people use fewer nonrenewable resources. Telkes designed solar, or sun-powered, ovens. She also invented a solar-powered system to turn ocean water into drinking water.

In 1948, Telkes designed the heating system for the Dover House in Dover, Massachusetts. On the south wall of this house, solar collectors gathered heat from the sun. This heat was used to warm the rooms of the house.

Telkes worked with solar energy for fifty years. She designed new systems that provided both heat and electricity for homes. Today people can use solar energy to heat and cool their houses and to generate electricity.



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Student Record Form: Oral Reading Fluency

DAR Levels 0–9/10

Strategy: Modeling

Student: _____ Grade: _____ Date: _____

Passage Title: _____ Passage Level: _____

Did the student seem to recognize what made your reading fluent? **Y** or **N**

Explain:

Use the Fluency Checklists to record observations about the student’s oral reading.

Observed difficulties:

- reads aloud haltingly
- repeats words and phrases often
- makes frequent self-corrections
- sounds out many words
- adds extra words often
- waits and/or asks for help

Observed strengths:

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

Additional observations:

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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Student Record Form: Oral Reading Fluency

DAR Levels 0–9/10

Strategy: Repeated Reading

Student: _____ Grade: _____ Date: _____

Passage Title: _____ Passage Level: _____

Use the Fluency Checklists to record observations about student’s oral reading.

First Attempt

Observed difficulties:

- reads aloud haltingly
- repeats words and phrases often
- makes frequent self-corrections
- sounds out many words
- adds extra words often
- waits and/or asks for help

Observed strengths:

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

Additional observations:

Did the student seem to recognize what made his or her reading fluent? **Y** or **N**
Explain:

Second Attempt

Observed difficulties:

- reads aloud haltingly
- repeats words and phrases often
- makes frequent self-corrections
- sounds out many words
- adds extra words often
- waits and/or asks for help

Observed strengths:

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

Additional observations:

Record the student’s response to the following question:

Did it help you to read the passage a second time? How?

During this activity, the student seemed:	Additional Comments:
<ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	