

## Melting Glaciers

Glacier National Park in Montana has one million acres of land. When it became a park in 1910, there were 150 glaciers. But now the glaciers are melting so quickly that the park has only 25 of them. By the year 2020, there may be none at all. What is causing these glaciers to melt?

Glaciers are large bodies of ice that move very gradually down mountain valleys. They form over many years in locations where snow falls. The snow piles up faster than it can melt. The snow on the top slowly pushes down on the snow below, changing it into ice.

Glaciers in Glacier National Park get larger in the winter when snow falls and doesn't melt. They get smaller in summer and fall as warmer air melts some of the ice. However, glaciers are now melting faster than they are growing. Studies show that Earth's ice has melted much faster during the past 150 years than it did before the 1850s.

Most scientists agree that some human activities have helped make Earth warmer. Some gases in the air trap energy from the sun. This is the same way a greenhouse holds heat inside. This trapped heat has made Earth warmer. One of the results of a warmer Earth is melting glaciers. Melting ice may cause many problems for plants and animals on Earth. People are rethinking some of their activities to keep Earth from becoming too warm.

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240

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 “Melting Glaciers.” Read aloud to find out what glaciers are and what is happening to them in Glacier National Park. 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.

240 (Total Words Read) ÷ \_\_\_\_\_ total seconds = \_\_\_\_\_ × 60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:02 or more	3:01–2:12	2:11–1:43	1:42 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: *Tell me two important, or main, ideas about Glacier National Park.*

(Possible responses: *The glaciers in Glacier National Park are melting so quickly that there may not be any left by the year 2020. Scientists think human activities have helped to make Earth warmer.*)

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 main idea; may misinterpret information	Identifies 2 main ideas	Identifies 2 main ideas including details using specific vocabulary from the text

**SUMMARIZE Details** Say: *What are two details about how glaciers grow and get smaller?* (Possible responses: *Glaciers grow in the winter when snow falls and the ice is too cold to melt. Glaciers shrink in the summer and fall when warmer air melts some of the ice.*)

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 is causing the glaciers in Glacier National Park to melt so quickly?** (Possible response: *The glaciers in Glacier National Park are melting quickly because human activities have made the Earth warmer.*)
- Say: **What is one effect of the melting ice from the glaciers?** (Possible responses: *Plants and animals may be harmed. People are rethinking some of their activities.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 reasonable cause-and-effect relationships using information from the text	Identifies 2 reasonable cause-and-effect relationships using information and specific vocabulary from the text

**VOCABULARY Prefixes and Suffixes**

- Point to the word *scientists* in the fourth paragraph. Say: **What does scientists mean?** (Possible response: *people who have expert knowledge in science.*) **What does the suffix -ist mean?** (Possible response: *one who practices*)
- Point to the word *rethinking* in the fourth paragraph. Say: **What does rethinking mean?** (Possible response: *to think about again*) **What does the prefix re- mean?** (Possible responses: *again; once more*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Prefixes and Suffixes	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 the meaning of the suffix and prefix, including specific details

- End the conference.

**WORD READING Two-Syllable Base Words and Endings with Spelling Changes** Return to the Record of Oral Reading to determine whether the student read these words correctly: *studies, bodies, becoming.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Two-Syllable Base Words and Endings	Does not read any of the words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically