

A Mysterious Disease

The year was 1348. The place was Gloucester, England. People began learning of the emergence of a fatal disease. Its victims felt terrible discomfort. They had swellings on their necks and high temperatures. Doctors were powerless as hundreds died. People called it “plague” or “Black Death.”

People from nearby cities came to Gloucester. Many were fleeing the plague, but others were already feeling the symptoms. The patriarchs of Gloucester closed the city perimeter so no one could enter the city. There was a cacophony (ka-KAW-fuh-nee) outside the city walls. “Help! Help! Let us in!” people cried amid the uproar. Despite the disturbance, the leaders were unified. They let no one in. Doing so might bring the disease into the city.

Nobody knew how plague spread. Some people said bad air made people sick. Others blamed poisoned wells. Still others proclaimed that earthquakes were the cause.

Today, we call this disease bubonic plague. What causes plague? How does it spread? Experts now understand that plague is an infection caused by bacteria carried by small insects called fleas. The bacteria infect the fleas, which live on rats. In 1348, Europe was infested with rats. As the rats became infected and died, the fleas moved to other rats or to people. So the illness spread quickly.

Plague is still with us. However, people now know how it originates. That means doctors can be proactive in treating it. Once they know the disease is plague, doctors can treat it with medications called antibiotics. These medications will cure the plague.

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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 Mysterious Disease." Read aloud to learn about a fatal disease that spread through Europe in 1348. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:01 or more	3:00–2:08	2:07–1:42	1:41 or less
WPM	84 or fewer	85–119	120–150	151 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	12 or more	9–11	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 _____

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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 Main Ideas Say: *What are two important, or main, ideas about the mysterious disease in this passage?* (Possible responses: *The mysterious disease was bubonic plague. No one at that time knew how the disease was spread, but now experts know a lot about it.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: 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 including details and using specific vocabulary from the text

SUMMARIZE Details Say: *What are two details about the plague that we know today?* (Possible responses: *We know it is an infection that can be spread by fleas. It is caused by bacteria. Doctors can treat the disease with antibiotics.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify details from the passage 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 caused the plague to spread so quickly through Europe in 1348?** (Possible responses: *The plague spread quickly because Europe was infested with rats in 1348, and as the rats died, the plague-infested fleas moved on to other rats or people.*)
- Say: **What effect have antibiotics had on bubonic plague?** (Possible response: *Antibiotics have provided a cure for the plague.*)

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 cause-and-effect relationships using information and specific vocabulary from the text

VOCABULARY Prefixes and Suffixes

- Point to the word *discomfort* in the first paragraph. Say: **What does discomfort mean?** (Possible responses: *the absence of comfort; great suffering or pain*) **What does the prefix dis- mean?** (Possible responses: *not; the opposite of*)
- Point to the word *powerless* in the first paragraph. Say: **What does powerless mean?** (Possible response: *without power*) **What does the suffix -less mean?** (Possible response: *without*)

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 and a meaning for 1 suffix or a prefix	Gives the intended meaning of each word and the meaning of both affixes, including specific details

- End the conference.

WORD READING Greek Roots *arche, sy, meter* Return to the Record of Oral Reading to determine whether the student read these words correctly: *patriarchs, perimeter, symptoms*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Greek Roots <i>arch, sy, meter</i>	Does not read any words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically