

A Volcano in Ancient Italy

What was life like in ancient times? Letters from a young man named Pliny tell about life in Italy in A.D. 79. Pliny lived near a volcano called Mount Vesuvius. He was intelligent but he didn't have the scientific understanding to know that the volcano would soon explode. On August 23, the mountain was quiet. On August 24, a massive explosion destroyed two cities. Pliny survived and transcribed what he saw of the misfortune.

Before the explosion, Pliny and others noticed that the earth's surface shook slightly. Similar shakings, called tremors, happened often, so people didn't worry about them. Then Pliny saw a strange tree-shaped cloud over the mountain. He was curious, but he didn't predict nor take any precaution for a volcanic eruption.

Then Vesuvius erupted! The top of the mountain collapsed and transformed into a bowl shape. Hazardous clouds of gas and ash choked people. Rocks rained down on them. Pliny said the daytime sky turned blacker than night. Some people fled to a nearby harbor to try to escape, but the ash suffocated them.

Ash buried the towns of Pompeii and Herculaneum. They stayed buried for almost 1,700 years. In 1748, people discovered the ancient city of Pompeii. The buildings were just as the residents had left them.

Pliny and others misunderstood the causes of volcanic eruptions. Many thought the gods were fighting. In contrast, today we know much more. From the buildup of gases and magma, scientists can predict when a volcano is about to explode. However, it is still perilous to be near an erupting volcano!

110

262

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 Volcano in Ancient Italy." Read aloud to learn what happened when Mount Vesuvius erupted. 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.

262 (Total Words Read) \div _____ total seconds = _____ \times 60 = _____ WPM

| Rate | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|-----------------|----------------|-----------------|---------------|--------------|
| Minutes:Seconds | 3:07 or more | 3:06–2:12 | 2:11–1:45 | 1:44 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 | 10–11 | 7–9 | 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 Main Ideas Say: *What are two important, or main, ideas about the history of Mount Vesuvius in this passage?* (Possible responses: *Letters from a young man tell about seeing the eruption of Mount Vesuvius in A.D. 79. Ash from the volcano buried two towns because people at that time misunderstood the causes of volcanic eruptions.*)

| 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 | 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 what happened when Mount Vesuvius erupted?* (Possible responses: *Ancient people in the area first noticed that the earth shook. The daytime sky turned blacker than night.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|--------------------|---|---|----------------------|--|
| Summarize: Details | Does not identify 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 Compare and Contrast

- Say: **How are volcanic eruptions of today similar to those of ancient times?** (Possible response: *Eruptions are still dangerous, and people can still be harmed if they are too near a volcano.*)
- Say: **How is our understanding of volcanoes today different from what people thought in ancient Italy?** (Possible response: *We now know that an eruption is caused by the buildup of gases and magma rather than gods fighting.*)

| Comprehension | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|----------------------|--|---|--|--|
| Compare and Contrast | Does not identify similarities or differences, or does not respond | Gives a partially correct response, such as identifies 1 similarity or 1 difference | Identifies a similarity and a difference | Identifies a similarity and a difference including details and using specific vocabulary from the text |

VOCABULARY Prefixes and Suffixes

- Point to the word *misfortune* in the first paragraph. Say: **What does misfortune mean?** (Possible response: *bad or unfavorable event*) **What does the prefix mis- mean?** (Possible responses: *wrong; bad; not*)
- Point to the word *scientists* in the fifth paragraph. Say: **What does scientists mean?** (Possible response: *people who study science*) **What does the suffix -ist mean?** (Possible responses: *person involved in the activity or field*)

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

- End the conference.

WORD READING Prefixes *trans-*, *mis-*, *pre-* Return to the Record of Oral Reading to determine whether the student read these words correctly: *transcribed*, *precaution*, *transformed*, *misunderstood*.

| Word Reading | 1 INTERVENTION | 2 INSTRUCTIONAL | 3 INDEPENDENT | 4 ADVANCED |
|--|--|---------------------------------|------------------------------|--|
| Prefixes <i>trans-</i> , <i>mis-</i> , <i>pre-</i> | Does not read any words accurately or omits them | Reads 1–3 of 4 words accurately | Reads all 4 words accurately | Reads all 4 words accurately and automatically |