

Haiti Earthquake 2010

On January 12, 2010, a violent earthquake occurred in the southern part of Haiti, near the capital of Port-au-Prince. It measured seven on the Richter scale, which means that it released a huge amount of energy. Nearly 230,000 people were killed and 300,000 people were injured. More than a million people lost their homes. The capital city was heavily damaged when schools, hospitals, government buildings, and homes collapsed. Roads were blocked and power lines were destroyed.

Survivors had to wait for days to get food, water, or medical treatment, and some were trapped under fallen buildings. The airport and water ports were damaged, making it difficult for rescue workers to get supplies to the victims. People built shelters from blankets, cardboard, and tents, creating huge camps in the city. Others fled the city and made the trip on foot to smaller towns in northern Haiti.

Scientists list three reasons why this earthquake caused so much damage. First, the epicenter where the earthquake originated was very close to a city of more than one million people. If it had occurred in an area with few people and not many buildings, there would have been less damage. Second, the earthquake was close to the Earth's surface. If it had occurred deeper underground, fewer people and objects on the surface might have been harmed. Third, most homes and other buildings were not constructed to withstand an earthquake. If Haiti had more stringent building codes, the buildings might have been stronger and might not have collapsed.

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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 "Haiti Earthquake 2010." Read aloud to learn about the damage from an earthquake in Haiti in 2010. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	2:59 or more	2:58-2:07	2:06-1:41	1:40 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 _____

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 2010 earthquake in Haiti?*

(Possible responses: *A very violent earthquake struck Haiti in January 2010 and caused a lot of damage and serious injuries. Scientists have three reasons why this quake caused so much damage.*)

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 specific vocabulary from the text

SUMMARIZE Details Say: *What are two details you read about what happened to the survivors?* (Possible responses: *Survivors of the earthquake had to wait for days to get food, water, and medical supplies. Some people were trapped under fallen buildings. People built shelters from blankets, cardboard, or tents. Some survivors left the city of Port-au-Prince.*)

(Possible responses: *Survivors of the earthquake had to wait for days to get food, water, and medical supplies. Some people were trapped under fallen buildings. People built shelters from blankets, cardboard, or tents. Some survivors left the city of Port-au-Prince.*)

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 Cause and Effect

- Say: **What caused rescue workers difficulty in getting supplies to the victims?** (Possible responses: *The first is where the earthquake originated. The second is that the earthquake was close to the Earth's surface. The third is that most homes and buildings were not constructed to withstand an earthquake. Airports and water ports were damaged. Roads were blocked.*)
- Say: **What was an effect of poor construction of homes and buildings?** (Possible response: *The buildings collapsed.*)

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 Multiple-Meaning Words

- Point to the word *capital* in the first paragraph. Say: **What does capital mean in this passage?** (*a city of political importance*) **What is another meaning for the word capital?** (Possible responses: *an uppercase letter; money*)
- Point to the word *objects* in the third paragraph. Say: **What does objects mean in this passage?** (*things that can be seen or touched*) **What is another meaning for the word objects?** (Possible response: *expresses disapproval*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	Gives inaccurate 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 an additional meaning for 1 word	Gives the intended meaning and an additional meaning for each word

- End the conference.

WORD READING Syllable Patterns VCV, VCCV, C + /e, VCCCV, V/V Return to the Record of Oral Reading to determine whether the student read these words correctly: *creating, epicenter, people, cardboard, destroyed, violent.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Syllable Patterns VCV, VCCV, C + /e, VCCCV, V/V	Does not read any words accurately or omits them	Reads 1–5 of 6 words accurately	Reads all 6 words accurately	Reads all 6 words accurately and automatically