

## The Fire That Changed History

On Saturday, March 25, 1911, there was a tragedy in New York City. It was so horrific that laws were passed so nothing like it would happen again.

It was evening. The employees at the Triangle Shirtwaist Company were finishing a nine-hour workday. The Triangle Shirtwaist Company was a garment manufacturer. Workers toiled six days a week. They worked excessive hours in abusive conditions, with a half hour for lunch, for only six dollars a week! Some of the workers were as young as 15 years old.

People referred to these clothing factories as “sweatshops.” There was no circulating air in the building. The sewing-machine workstations were cramped and unsanitary. Workers had to leave the premises to use a bathroom, but the employers locked the exit doors to prevent any interruption of work. Only one foreman had keys to the doors.

Suddenly, a fire broke out and consumed the top floors of the building. The workers were doomed! As the fire began to intensify, wrought-iron fire escapes outside windows crumbled. Dozens of people crashed to their deaths. The fire department’s ladders did not reach the upper floors, nor did water from the hoses.

Some workers perished in the flames. Others jumped to their deaths on concrete sidewalks. In all, 146 people died that fateful day. The majority of workers were young women who had recently immigrated to the United States.

The fire outraged citizens, and they actively demanded improvements in these types of workplaces. Before long, the U.S. Congress passed new laws about building safety, fire prevention, and child labor.

110

263

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 "The Fire That Changed History." Read aloud to learn about a tragedy in New York City when workers perished in a fire. 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.

263 (Total Words Read)  $\div$  \_\_\_\_\_ total seconds = \_\_\_\_\_  $\times$  60 = \_\_\_\_\_ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:07 or more	3:06–2:13	2:12–1:45	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 tragedy at the Triangle Shirtwaist Company?* (Possible responses: *The fire and its causes outraged citizens. Laws were passed to improve working conditions, including building safety and fire prevention.*)

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 sweatshop run by the Triangle Shirtwaist Company?* (Possible responses: *Workers toiled six days a week for long hours and for very little money. Some workers were as young as 15 years old.*)

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 Sequence**

Say: **Tell me three events, in order, that occurred in the passage.** (Possible responses: *First, fire broke out on the top floors of the building. Next, as the fire intensified, wrought-iron fire escapes crumbled. People fell to their deaths. Then, fire ladders and water from the hoses did not reach the upper floors. Some people perished in the flames, and others jumped to their deaths. The final number of people who died was 146.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Sequence	Does not identify events in sequence or does not respond	Gives a partially correct response, such as identifies 1 or 2 events in sequence	Identifies all events in sequence	Identifies all events in sequence and cites 2 sequence words using specific details from the passage

**VOCABULARY Compound Words**

- Point to the word *sweatshops* in the third paragraph. Say: **Which two words make up this compound word?** (*sweat, shops*) **What does the word mean?** (*shops or factories with very poor working conditions and workers who are not paid well*)
- Point to the word *foreman* in the third paragraph. Say: **Which two words make up this compound word?** (*fore, man*) **What does the word mean?** (*the person who is in charge of others at a job*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	Gives inaccurate or vague word meanings, or does not respond	Gives a partially correct response, such as gives the intended meaning of 1 word	Gives the intended meaning of each word and identifies the words that make up each compound word	Gives the intended meaning with details for each word and identifies the words that make up each compound word

- End the conference.

**WORD READING Common Syllables -ive, -sive, -ify, -ity** Return to the Record of Oral Reading to determine whether the student read these words correctly: *intensify, excessive, majority, abusive*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Common Syllables <i>-ive, -sive, -ify, -ity</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