

The Mummies of Ancient Egypt

The ancient Egyptians used a unique procedure called mummification to preserve the bodies of their dead. Special priests began the procedure with a ritual. First, they prepared the body by washing and rinsing it in water from the Nile River while they said prayers for the dead.

Next, the internal organs were removed. This was done carefully so that the body would not be disfigured. The brain was removed piece by piece through the nose. Other organs were taken out through a cut in the left side of the body. The brain was discarded because the Egyptians did not think it was important. However, the liver, lungs, stomach, and intestines were put in jars that were buried along with the body. The heart was left in the body because it was thought to be the center of a person's thinking and emotions.

After the organs were removed, the body was packed in salt, inside and out, and left for 40 days to dry out. Afterward, a priest washed the hollow body and stuffed it with linen or leaves to hold its shape.

The last step was wrapping the body in strips of linen. The priests sometimes wrapped each finger and toe before wrapping a hand and foot. To protect the person's spirit from evil, they put amulets (charms or ornaments with special symbols) between the wrappings. They also poured warm resin, a saplike liquid, between the layers to glue them together. Finally, they placed a lifelike mask over the head. The mummy was then ready to be buried in a tomb.

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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 "The Mummies of Ancient Egypt." Read aloud to find out how ancient Egyptians preserved the bodies of the dead. 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.

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

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:06 or more	3:05–2:12	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: *Tell me two important, or main, ideas about mummies in this passage.*
 (Possible responses: *Ancient Egyptians used mummification to preserve the bodies of their dead. The bodies went through many steps before they were ready to be buried in a tomb.*)

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 how organs were removed?* (Possible responses: *Organs were removed carefully through the left side of the body. The liver, lungs, stomach, and intestines were put into a jar and buried alongside the body. The heart was left in the body because it was thought to be the center of a person’s thinking and emotions. The brain was discarded because Egyptians didn’t think it was important.*)

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 three steps in order that the ancient Egyptians took to mummify the bodies of their dead.**

(Possible responses: *First, special priests washed the body in the Nile. Next, internal organs were carefully removed. After the organs were removed, the body was packed in salt and left to dry out for 40 days. Then, they wrapped the body in linen, placed amulets between the wrappings, and glued the wrappings together with warm resin. Finally, a mask was placed over the head and the mummy was buried in a tomb.*)

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 Prefixes and Suffixes

- Point to the word *saplike* in the fourth paragraph. Say: **What does saplike mean?** (*a sticky substance that is similar to sap from a tree*) **What does the suffix -like mean?** (Possible response: *similar to*)
- Point to the word *disfigured* in the second paragraph. Say: **What does disfigured mean?** (*mar or harm the body*) **What does the prefix dis- mean?** (Possible responses: *not; the opposite of*)

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 Multisyllabic Words Return to the Record of Oral Reading to determine whether the student read these words correctly: *procedure, mummification, ritual, emotions.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multisyllabic Words	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