Read the Warning

Use phrasing, punctuation, and rereading to build meaning.

9.DSR.A "Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read aloud, circle punctuation that tells you to pause or shift your voice. Underline one word or phrase in each paragraph that you would stress, then number one spot you would reread to check the meaning.

The Mountain's Warning

1 On May 18, 1980, Mount St. Helens in Washington erupted after weeks of earthquakes and ground swelling. At 8:32 a.m., a magnitude 5.1 earthquake shook the volcano, and the mountain's north side collapsed. The collapse released pressure inside the volcano, allowing hot gas, ash, and rock to burst outward. A sideways blast flattened forests for miles, while a column of ash rose high into the atmosphere. Scientists had warned that an eruption was possible, but the speed and force of the event still stunned many people nearby.

2 Before the eruption, geologists measured changes that suggested magma was moving beneath the surface. Instruments recorded small earthquakes, and surveyors watched a bulge grow on the volcano's north flank. These clues did not tell scientists the exact day or hour of an eruption. They did, however, show that the volcano was becoming less stable. Officials closed areas near the mountain, a decision that reduced danger for many residents. Monitoring cannot stop an eruption, yet it can give communities time to leave, protect water systems, and prepare emergency workers.

3 After the blast, ash traveled across several states, darkening daytime skies and disrupting travel. Ash is made of tiny, sharp fragments of rock and volcanic glass, not the soft material left by a fire. It damaged engines, clogged air filters, and added weight to roofs when it became wet. In the months that followed, researchers returned to the damaged landscape. They observed which plants and animals appeared first, then tracked how the ecosystem changed. Their records helped explain how life can gradually return after a destructive event.

2 ANSWER WITH EVIDENCE

Use the passage

1. Read the first sentence of paragraph 1 aloud. Where would you make a brief pause after the opening date, and what fact follows that pause?

2. Based on paragraphs 1 and 2, what does the word “flank” mean in the phrase “north flank”?

3. Read the final sentence of paragraph 2. Which word signals a contrast, and what are the two contrasting ideas?

4. If you first thought volcanic ash was soft material left by a fire, which sentence in paragraph 3 should you reread to correct that understanding?

3 YOUR TURN

Your own words

Choose one sentence from the passage that is not named in Questions 1 through 4. Copy it, add slashes where you would pause, and underline two words you would stress. Then write one sentence explaining how your pauses and stress help listeners understand it.

ANSWER KEY

Read the Warning

GRADE 9 · 9.DSR.A

PART 1 · READ AND MARK

As you read aloud, circle punctuation that tells you to pause or shift your voice. Underline one word or phrase in each paragraph that you would stress, then number one spot you would reread to check the meaning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Read the first sentence of paragraph 1 aloud. Where would you make a brief pause after the opening date, and what fact follows that pause?	**Pause after "1980,". The sentence then states that Mount St. Helens in Washington erupted after weeks of earthquakes and ground swelling.**
2	Based on paragraphs 1 and 2, what does the word "flank" mean in the phrase "north flank"?	**Flank means the side of the volcano, supported by paragraph 1's reference to the mountain's "north side."**
3	Read the final sentence of paragraph 2. Which word signals a contrast, and what are the two contrasting ideas?	**"Yet" signals the contrast. Monitoring cannot stop an eruption, but it can give communities time to leave, protect water systems, and prepare emergency workers.**
4	If you first thought volcanic ash was soft material left by a fire, which sentence in paragraph 3 should you reread to correct that understanding?	**"Ash is made of tiny, sharp fragments of rock and volcanic glass, not the soft material left by a fire."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A sideways _blast_ flattened forests for miles, / while a column of ash rose high into the _atmosphere_. The pause separates the two effects of the eruption, and the stressed words highlight its force and reach.

Accept reasonable pauses and stressed words when the student's explanation connects them to the sentence's meaning. For the open task, the chosen sentence must not be one named in Questions 1 through 4.