

Reading Behavior Homework

Name _____ Date _____

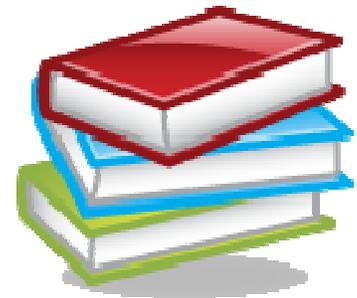
Dear Families,

Your child is learning about what readers do 'while' they read. Please help your child tonight by reading the following passage out loud, as best you can. As you read, your child will be noticing all the reading behaviors they see and hear you doing. Thank you for being a part of your child's reading journey!

Magnetostratigraphy is a chronostratigraphic technique used to date sedimentary and volcanic stratigraphic sections. The method works by collecting oriented samples at measured intervals throughout the section. The samples are analyzed to determine their Detrital Remanent Magnetization (DRM), that is, the polarity of Earth's magnetic field at the time a stratum was deposited. This is possible because when very fine-grained magnetic minerals (< 17 m) fall through the water column, they orient themselves with Earth's magnetic field. Upon burial, that orientation is preserved. The minerals, in effect, behave like tiny compasses. If the ancient magnetic field was oriented similar to today's field (North Magnetic Pole near the North Rotational Pole) the strata retain a Normal Polarity. If the data indicate that the North Magnetic Pole was near the South Rotational Pole, the strata exhibit Reversed Polarity. Oriented paleomagnetic core samples are collected in the field using a Pomeroy Drill. A minimum of three samples is taken from each sample site for statistical purposes. Spacing of the sample sites within a stratigraphic section depends on: 1) the type of depositional environment: The farther away from the orogenic front, the closer the sample spacing due to generally lower rates of deposition; and 2) the suitability of the rocks for paleomagnetic analysis. Mudstones, siltstones, and very fine-grained sandstones are the preferred lithologies because the magnetic grains are finer and more likely to orient with the ambient field during deposition. It is more likely that these samples will deliver a reliable paleomagnetic signal.

I saw and heard the following reading behaviors while my parent was reading this out loud:

- | | |
|------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> spoke slower | <input type="checkbox"/> sounded words out by syllable |
| <input type="checkbox"/> stopped and started over | <input type="checkbox"/> repeated phrases |
| <input type="checkbox"/> skipped words | <input type="checkbox"/> held the paper closer to eyes |
| <input type="checkbox"/> scrunched up nose | <input type="checkbox"/> scratched their head |
| <input type="checkbox"/> asked for help | <input type="checkbox"/> made extra comments |
| <input type="checkbox"/> acts excited | <input type="checkbox"/> acts frustrated |
| <input type="checkbox"/> reads smoothly and fluently | <input type="checkbox"/> reads all sight words correctly |
| <input type="checkbox"/> other: | <input type="checkbox"/> other: |



Ask your parent to tell you how they felt reading this.