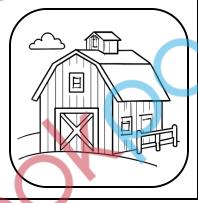
Life in the Country: Different but Connected

Rural areas are places away from big cities and towns. Many families in these areas live on farms or near fields and forests. They often work hard to grow food or take care of animals. In rural places, there may be less traffic, and people might know most of their neighbors.

Some families in the country have less money or fewer things than others. This can include smaller homes or less new material. Yet, these families can be strong and close. Everyone helps each other, and traditions are very important. Among rural families, values and ways of life may be different, but they all try to bring their best to their community.

Understanding rural life helps us see how people's backgrounds shape what they do.



Student Name:

Comprehension: ______ / 3 correct

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L	ife in the Country: Different but Connected		Comprehension Qu	estions:
R	Rural areas are places away from big cities and	(9)	Literal Question: What do many familie	s in rural areas
†·	owns. Many families in these areas live on farms	(18)	do for work? Answer:	
С	or near fields and forests. They often work hard	(27)	They grow food or co	re for animals.
†·	o grow food or take care of animals. In rural	(37)	diddeili Allandi	
p	places, there may be less traffic, and people	(45)		
n	night know most of their neighbors.	(51)	Correct	Incorrect
S	ome families in the country have less money or	(60)	Inferential Question:	
fe	ewer things than others. This can include smaller	(68)	Why might traditions k rural communities?	pe important in
h	nomes or less new material. Yet, these families	(76)	Answer:	a madad
C	can be strong and close. Everyone helps each	(84)	They help families fee and supported. Student Answer:	Connected
С	other, and traditions are very important. Among	(91)	Student Answer.	
rı	ural families, values and ways of life may be	(100)		
С	different, but they all try to bring their best to	(110)	Correct	Incorrect
tl	heir community.	(112)	Vocabulary Question	
U	Inderstanding rural life helps us see how	(119)	What does 'material' passage?	mean in the
p	people's backgrounds shape what they do.	(125)	Answer: Things or supplies a fo	mily owns.
			Student Answer:	
Se	coring Guide		0	
Te	ext Level: F&P GRL T Grade Level: 5 Word Co.	unt: 125		
To	otal Words Read:	X	Correct	Incorrect
Er	rors:		Notes:	
W	CPM: (total words read — errors = WCPM)			
	CPM: Below grade level At grade level Above grade le	vel		V

How to Administer the Fluency Passage Assessment

Assess Oral Reading Fluency

- Give the student a copy of the passage. Set a timer or stopwatch for 1 minute.
- Ask the student to begin reading. As the student reads aloud, assess prosody and mark errors and self-corrections on the evaluation copy using the following guides.
- Stop the student when one minute has passed. Take note of the last word the student read.
- Score the passage on the evaluation copy according to the Scoring Guide. Use the following chart to compare grade level norms for words correctly read per minute.

Marking Conventions	
Attempted Word = Substitution Error	✓ = Accurate Word Reading
∧ = Insertion Error	Attempted Word S/C = Self Correction
— Omission Error	R = Repetition
— = Omission Error	R = Repetition
T = Intervention Error (telling student the word)	

Prosody Rubric		2	3	4	
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression	
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing	
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident	
Pace	too slow or too fast	uneven pace	generally appropriate pace	consistent, conversational pace	

Grade Level Norms (WCPM) *							
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
First	0 – 10	10 - 50	30 - 90	Fourth	70 - 120	80 - 130	90 - 140
Second	30 - 80	50 - 100	70 - 130	Fifth	80 - 130	90 - 140	100 - 150
Third	50 – 110	70 - 120	80 - 140	Sixth	90 - 140	100 - 150	110 - 160

^{*} Rasinski Words Correct Per Minute Target Rates

Fluency Builder: Life in the Country: Different but Connected

Passage Details

Grade Level: 5

Reading Level: F&P GRL T

Word Count: 125

High-Frequency Words

among, bring, less, material, strong

Suggestions for Use

Increase Exposure to High-Frequency Words

- Before reading, introduce the list of high-frequency words in the passage.
- Find the words in the passage. Highlight or underline the words.

Illustrate and Label Extension Activity

• Have students draw and label items mentioned in the passage.

Link to Writing or Discussion

• Encourage knowledge transfer and personal connection by asking:

"How might living in the country be different from a city?"

"Describe a tradition that could be special to a family."

Use for Repeated Readings

Day 1: Teacher reads aloud, then echo read

Day 2: Partner reading

Day 3: One-minute fluency timing and WCPM tracking

Day 4: Performance reading (with expression!)