

Name: _____

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: _____

Date: _____

Life in the Country: Different but Connected

Rural areas are places away from big cities and (9)

towns. Many families in these areas live on farms (18)

or near fields and forests. They often work hard (27)

to grow food or take care of animals. In rural (37)

places, there may be less traffic, and people (45)

might know most of their neighbors. (51)

Some families in the country have less money or (60)

fewer things than others. This can include smaller (68)

homes or less new material. Yet, these families (76)

can be strong and close. Everyone helps each (84)

other, and traditions are very important. Among (91)

rural families, values and ways of life may be (100)

different, but they all try to bring their best to (110)

their community. (112)

Understanding rural life helps us see how (119)

people's backgrounds shape what they do. (125)

Comprehension Questions:

Literal Question:

What do many families in rural areas do for work?

Answer:

They grow food or care for animals.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might traditions be important in rural communities?

Answer:

They help families feel connected and supported.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'material' mean in the passage?

Answer:

Things or supplies a family owns.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL T

Grade Level: 5

Word Count: 125

Total Words Read: _____

Errors: _____

WCPM: (total words read — errors = WCPM) _____

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: _____ / 3 correct

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	1	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!)