

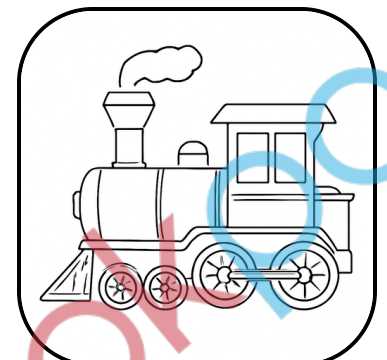
Name: _____

Life During World War I

World War I was a big event that changed the world over 100 years ago. Many men left their homes to help their countries in the war. Families had to say goodbye and hope their loved ones would come back safely.

Life was very different then. People traveled by train because cars were not common. Horses were also important for moving supplies and helping the army. Air travel was new and not used by most people.

The war meant people had to make hard choices, like moving away or taking care of another person or animal. Even after the war ended, life would not be the same as before.



Student Name: _____

Date: _____

Life During World War I

World War I was a big event that changed the world (11)
over 100 years ago. Many men left their homes to (21)
help their countries in the war. Families had to (30)
say goodbye and hope their loved ones would come (39)
back safely. (41)
Life was very different then. People traveled by (49)
train because cars were not common. Horses were (57)
also important for moving supplies and helping the (65)
army. Air travel was new and not used by most (75)
people. (76)
The war meant people had to make hard choices, (85)
like moving away or taking care of another person (94)
or animal. Even after the war ended, life would (103)
not be the same as before. (109)

Comprehension Questions:

Literal Question:

How did many people travel during World War I?

Answer:

By train.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think families had to make hard choices during the war?

Answer:

Because the war changed their lives.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'homes' mean in this passage?

Answer:

The places where people live.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 109

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 During World War I

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 109

High-Frequency Words

after, animal, back, found, over

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 do you think life was different 100 years ago?"
"Why might animals live in a zoo instead of the wild?"

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!)