

Name: \_\_\_\_\_

## How New Words Are Born

Have you ever wondered where words come from? People create new words all the time! When a group of friends uses a new word and it spreads across a town, more people start to use it too. If enough people use the word, it can even become part of the dictionary.

Words are always changing. Sometimes, a word's meaning can change over hours, days, or even years. The people who make dictionaries listen to how words are used. They notice when a new word or a new meaning is becoming popular.

Language is never complete. It grows as people find better ways to share ideas. That is what makes language so interesting and fun to explore!



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### How New Words Are Born

Have you ever wondered where words come from? (8)

People create new words all the time! When a group (18)

of friends uses a new word and it spreads across a (29)

town, more people start to use it too. If enough (39)

people use the word, it can even become part of (49)

the dictionary. (51)

Words are always changing. Sometimes, a word's (58)

meaning can change over hours, days, or even (66)

years. The people who make dictionaries listen to (74)

how words are used. They notice when a new word or (85)

a new meaning is becoming popular. (91)

Language is never complete. It grows as people (99)

find better ways to share ideas. That is what (108)

makes language so interesting and fun to explore! (116)

### Comprehension Questions:

#### Literal Question:

Who decides if a new word goes in the dictionary?

#### Answer:

People who make dictionaries.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why do you think new words are made?

#### Answer:

To help people share new ideas.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'spread across a town' mean?

#### Answer:

More people in the town start using it.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL R      Grade Level: 4      Word Count: 116

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: How New Words Are Born

### Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 116

### High-Frequency Words

across, become, better, complete, friends

### 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:  
"Invent your own word and explain what it means."  
"Why is it important for words to change over time?"

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!)