

Name: _____

A Day That Changed America: The Attack on Pearl Harbor

World War II was a huge war that happened across the world from 1939 to 1945. Many countries fought against each other, and the United States tried to stay out at first. Everything changed on the morning of December 7, 1941.

Japanese planes flew over an area called Pearl Harbor in Hawaii. This place was a military base for the U.S. Navy. Suddenly, bombs fell from the sky. Many ships and planes were damaged or destroyed. People worked fast to help their friends and put out fires.

After this day, the United States became part of the war. The attack on Pearl Harbor was a turning point for America causing them to join the war. It showed the whole country that they needed to work together to become stronger.



Student Name: _____

Date: _____

A Day That Changed America: The Attack on Pearl Harbor

World War II was a huge war that happened across (10)

the world from 1939 to 1945. Many countries fought (19)

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morning of December 7, 1941. (41)

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the war. The attack on Pearl Harbor was a turning (106)

point for America causing them to join the war. It (116)

showed the whole country that they needed to work (125)

together to become stronger. (129)

Comprehension Questions:

Literal Question:

When did the attack on Pearl Harbor happen?

Answer:

December 7, 1941

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think people worked quickly during the attack?

Answer:

To help and keep everyone safe

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'area' mean in this passage?

Answer:

A place or part of land

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL R Grade Level: 4 Word Count: 129

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: A Day That Changed America: The Attack on Pearl Harbor

Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 129

High-Frequency Words

across, against, area, friends, ship

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 people felt during the attack?"
"Why was Pearl Harbor important in the war?"

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!)