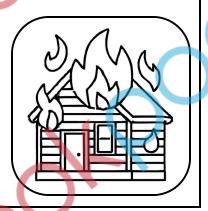
# When Fire Changed a City

In 1871, a huge fire swept across the city of Chicago. The fire started one night and spread very fast. Most of the buildings were made of wood, which helped the fire move from house to house. People cried out as they tried to save their homes and escape the flames. Many streets and even the ground became covered in ash.

Life in Chicago in the late 1800s was busy and crowded. There were not many fire trucks, and hoses were not strong. This made fighting the fire a big problem. In just a few hours, the fire destroyed a large area of the city. Afterward, people worked together to build Chicago again. The city would never be the same.



Student Name:

Date:

When Fi	ire Changed a City		Complehension Questions.
In 1871,	, a huge fire swept across the city of	(10)	<b>Literal Question:</b> What helped the fire spread quickly
Chicago	o. The fire started one night and spread	(18)	in Chicago?  Answer:
very fas	st. Most of the buildings were made of	(27)	Most buildings were made of wood.  Student Answer:
wood, v	which helped the fire move from house to	(36)	Student Allswei.
house. F	People cried out as they tried to save	(45)	
their ho	omes and escape the flames. Many streets	(53)	CorrectIncorrect
and eve	en the ground became covered in ash.	(61)	Inferential Question:
Life in C	Chicago in the late 1800s was busy and	(71)	Why might fighting fires have been harder back then?
crowde	ed. There were not many fire trucks, and	(79)	Answer: There was less equipment and
hoses w	vere not strong. This made fighting the fire	(88)	fewer strong hoses.  Student Answer:
a big pr	roblem. In just a few hours, the fire	(98)	order Allowe
destroye	ed a large area of the city. Afterward,	(106)	
people	worked together to build Chicago again. The	(114)	Correct Incorrect
city wo	uld never be the same.	(120)	Vocabulary Question: What does 'covered' mean in this
			passage?  Answer:
	<u> </u>		To be spread over or hidden by something.
Scoring	Guide		Student Answer:
Text Leve	el: F&P GRL R Grade Level: 4 Word Count: 120	)	
Total Wor	rds Read:	V	Correct Incorrect
			Notes:
WCPM: (†c	otal 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		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 Leve	el Norms (WC	PM) *					
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

<sup>\*</sup> Rasinski Words Correct Per Minute Target Rates

# Fluency Builder: When Fire Changed a City

## Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 120

# **High-Frequency Words**

across, area, covered, cried, ground

## 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 fire?"

"Why is it important to learn about events like this?"

#### 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!)