

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

## 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 Fire Changed a City

In 1871, a huge fire swept across the city of (10)  
Chicago. The fire started one night and spread (18)  
very fast. Most of the buildings were made of (27)  
wood, which helped the fire move from house to (36)  
house. People cried out as they tried to save (45)  
their homes and escape the flames. Many streets (53)  
and even the ground became covered in ash. (61)  
Life in Chicago in the late 1800s was busy and (71)  
crowded. There were not many fire trucks, and (79)  
hoses were not strong. This made fighting the fire (88)  
a big problem. In just a few hours, the fire (98)  
destroyed a large area of the city. Afterward, (106)  
people worked together to build Chicago again. The (114)  
city would never be the same. (120)

### Comprehension Questions:

#### Literal Question:

What helped the fire spread quickly in Chicago?

#### Answer:

Most buildings were made of wood.

#### Student Answer:

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

#### Inferential Question:

Why might fighting fires have been harder back then?

#### Answer:

There was less equipment and fewer strong hoses.

#### Student Answer:

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

#### Vocabulary Question:

What does 'covered' mean in this passage?

#### Answer:

To be spread over or hidden by something.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL R Grade Level: 4 Word Count: 120

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: 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!)