

Name: _____

What Was Life Like Before Electricity?

In the late 1800s and early 1900s, life was very different from today. People did not have electric lights in their homes. Instead, they used candles or gas lamps to see when it got dark. Lighting a whole room was not easy, and some areas stayed in shadow.

Music was also different. If someone wanted to listen to music, they had to hear it live. There were no music players or radios. News and messages traveled slowly, often by horse or ship. People could not send a voice message across the country in seconds.

Many new products had not been invented yet. Life moved at a slower pace, but people still worked hard to make things better for themselves and their friends.



Student Name: _____

Date: _____

What Was Life Like Before Electricity?

In the late 1800s and early 1900s, life was very (10)
different from today. People did not have electric (18)
lights in their homes. Instead, they used candles (26)
or gas lamps to see when it got dark. Lighting a (37)
whole room was not easy, and some areas stayed in (47)
shadow. (48)

Music was also different. If someone wanted to (56)
listen to music, they had to hear it live. There (66)
were no music players or radios. News and messages (75)
traveled slowly, often by horse or ship. People (83)
could not send a voice message across the country (92)
in seconds. (94)

Many new products had not been invented yet. Life (103)
moved at a slower pace, but people still worked (112)
hard to make things better for themselves and (120)
their friends. (122)

Comprehension Questions:

Literal Question:

What did people use for light before electricity?

Answer:

Candles or gas lamps.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people have wanted better ways to light their homes?

Answer:

To make life easier and see more clearly.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'area' mean in this passage?

Answer:

A part or space in a room.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL R Grade Level: 4 Word Count: 122

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: What Was Life Like Before Electricity?

Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 122

High-Frequency Words

across, area, better, friends, music

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 would your day change without electricity?"
"Why do you think new inventions are important?"

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!)