

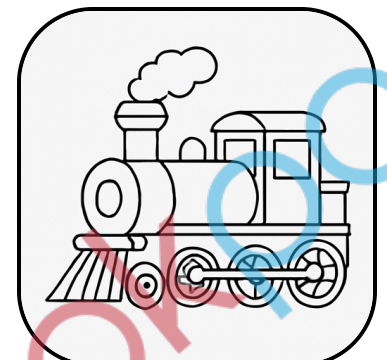
Name: _____

Riding Rails Across America

Long ago, traveling across the United States was hard and took a long time. People had to walk, ride horses, or use wagons to move from one side of the country to the other. Then, in the 1860s, workers built a railroad that stretched all the way from the east coast to the west. It was called the Transcontinental Railroad.

The railroad changed life for many people. Now, people could travel much faster than before. Trains could carry food, mail, and goods over mountains and rivers. Every city along the tracks grew quickly, and new towns began to appear. The journey that once took months could now be done in just a few days!

The Transcontinental Railroad is an example of how locomotives helped grow.



Student Name: _____

Date: _____

Riding Rails Across America

Long ago, traveling across the United States was (8)
hard and took a long time. People had to walk, (18)
ride horses, or use wagons to move from one side (28)
of the country to the other. Then, in the 1860s, (38)
workers built a railroad that stretched all the (46)
way from the east coast to the west. It was called (57)
the Transcontinental Railroad. (60)
The railroad changed life for many people. Now, (68)
people could travel much faster than before. (75)
Trains could carry food, mail, and goods over (83)
mountains and rivers. Every city along the tracks (91)
grew quickly, and new towns began to appear. The (100)
journey that once took months could now be done in (110)
just a few days! (114)
The Transcontinental Railroad is an example of how (122)
locomotives helped grow. (125)

Comprehension Questions:

Literal Question:

What did the transcontinental railroad connect?

Answer:

The east and west sides of the United States.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think new towns grew near the railroad?

Answer:

People wanted to live and work close to the trains.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'carry' mean in this passage?

Answer:

To move things from place to place on the train.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 125

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: Riding Rails Across America

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 125

High-Frequency Words

along, began, carry, every, example

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:
"Why was the railroad important for families?"
"How do you think travel is different today than in the 1860s?"

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!)