

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

## Lighting Up the Night: The Job of Lamplighters

Before cities had electricity, streets were dark after sunset. People could not see well and sometimes felt afraid to walk home. Lamplighters had a very important job. Every evening, they walked around the city with a long pole to light each street lamp by hand.

These lamps helped people find their way and kept the streets safer at night. Lamplighters also turned off the lamps in the morning. Some people did not think this job was special, but it was needed by everyone. The light made the city a better place for all who lived there.

Can you imagine what it would be like to walk home in the dark, with only the moon and stars to help you see? Lamplighters gave light and comfort to their towns every night.



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

Date: \_\_\_\_\_

### Lighting Up the Night: The Job of Lamplighters

Before cities had electricity, streets were dark (7)

after sunset. People could not see well and (15)

sometimes felt afraid to walk home. Lamplighters (22)

had a very important job. Every evening, they (30)

walked around the city with a long pole to light (40)

each street lamp by hand. (45)

These lamps helped people find their way and kept (54)

the streets safer at night. Lamplighters also (61)

turned off the lamps in the morning. Some people (70)

did not think this job was special, but it was (80)

needed by everyone. The light made the city a (89)

better place for all who lived there. (96)

Can you imagine what it would be like to walk home (107)

in the dark, with only the moon and stars to help (118)

you see? Lamplighters gave light and comfort to (126)

their towns every night. (130)

### Comprehension Questions:

#### Literal Question:

What did lamplighters do every evening?

#### Answer:

They lit each street lamp by hand.

#### Student Answer:

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

#### Inferential Question:

Why do you think people felt safer with street lamps?

#### Answer:

The light made it easier to see and find their way.

#### Student Answer:

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

#### Vocabulary Question:

What does 'sunset' mean in this passage?

#### Answer:

When the sun goes down and it gets dark.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 130

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: Lighting Up the Night: The Job of Lamplighters

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 130

### High-Frequency Words

after, hand, home, place, well

### 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 you feel walking home without street lights?"  
"Why was the lamplighter's job important for the city?"

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!)