

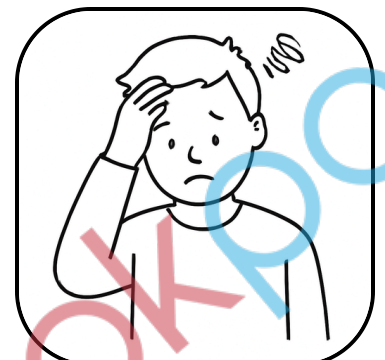
Name: _____

When Memories Fade: Understanding Memory Loss

As people grow older, some may have trouble remembering things. This is called memory loss. Memory loss is common among older adults, but for some, it can become a big challenge. Diseases like dementia or Alzheimer's can cause a person to forget names, places, or even how to do things they once knew well.

Memory loss can make daily life hard. People with serious memory loss might not be able to bring back memories from long ago. Sometimes they cannot remember where they put objects, or what they did minutes ago.

This can feel confusing and scary, both for the person and those who care about them. Being patient and kind helps everyone feel less alone.



Student Name: _____

Date: _____

When Memories Fade: Understanding Memory Loss

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Memory loss is common among older adults, but for some, it can become a big challenge. Diseases like (24) (33)

dementia or Alzheimer's can cause a person to forget names, places, or even how to do things (41) (50)

they once knew well. (54) (63)

Memory loss can make daily life hard. People with serious memory loss might not be able to bring (72) (80)

back memories from long ago. Sometimes they cannot remember where they put objects, or what they did (89) (91)

minutes ago. This can feel confusing and scary, both for the (100) (108)

person and those who care about them. Being patient and kind helps everyone feel less alone. (116)

Comprehension Questions:

Literal Question:

What is one disease that can cause memory loss?

Answer:

Alzheimer's

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might memory loss change a person's daily life?

Answer:

They may need more help from others.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'among' mean in the passage?

Answer:

'Among' means in or with a group of things.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL V Grade Level: 5 Word Count: 116

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: When Memories Fade: Understanding Memory Loss

Passage Details

Grade Level: 5

Reading Level: F&P GRL V

Word Count: 116

High-Frequency Words

able, among, person, bring, minutes

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 help someone with memory loss?"
"Why might memory loss feel scary or confusing?"

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!)