

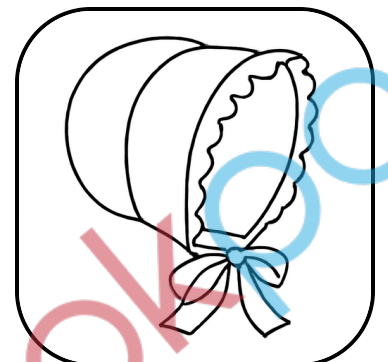
Name: \_\_\_\_\_

# What Girls Could and Could Not Do Long Ago

In the 1800s, life was very different for girls and women. They were often not allowed to do the same things as men. For example, women could not vote or own land in many places. Most jobs were only for men, and girls almost never worked with horses or in important jobs.

Many people thought that women should stay at home and take care of their family. If a girl wanted to do something different, it was very hard. Sometimes, girls had to cut their hair or wear different clothes just to get a chance.

Today, both girls and boys can go to school, work in almost any job, and make their own choices. It is important to remember how far things have come and to keep working for fairness.



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

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

### What Girls Could and Could Not Do Long Ago

In the 1800s, life was very different for girls (9)

and women. They were often not allowed to do the (19)

same things as men. For example, women could not (28)

vote or own land in many places. Most jobs were (38)

only for men, and girls almost never worked with (47)

horses or in important jobs. (52)

Many people thought that women should stay at home (61)

and take care of their family. If a girl wanted to (72)

do something different, it was very hard. (79)

Sometimes, girls had to cut their hair or wear (88)

different clothes just to get a chance. (95)

Today, both girls and boys can go to school, work (105)

in almost any job, and make their own choices. It (115)

is important to remember how far things have come (124)

and to keep working for fairness. (130)

### Comprehension Questions:

#### Literal Question:

What were girls often not allowed to do in the 1800s?

#### Answer:

Have the same jobs or freedoms as men.

#### Student Answer:

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

#### Inferential Question:

Why do you think some girls dressed like boys in the 1800s?

#### Answer:

To have chances that girls could not have.

#### Student Answer:

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

#### Vocabulary Question:

What does "important" mean in this passage?

#### Answer:

Jobs that mattered or had value.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL P      Grade Level: 3      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: What Girls Could and Could Not Do Long Ago

### Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 130

### High-Frequency Words

almost, both, cut, family, important

### 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 are rules for girls and boys different today?"  
"Why is it important for everyone to have choices?"

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!)