

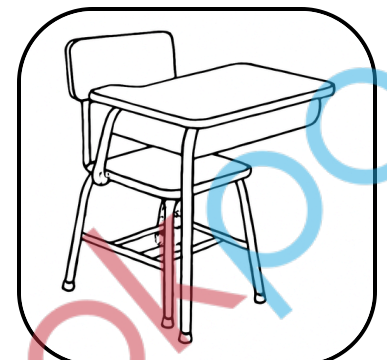
Name: \_\_\_\_\_

## School Days in 19th Century France

Life in early 19th century France was very different from today. There were no computers, and even the fastest way to travel was by horse or ship. Most towns had only a few schools, and not all children could go. For children who were blind, finding a school was a big problem.

Special schools for the blind did exist, but they did not have many resources. Books were not easy to read or hold, and teachers often used strict rules. Students had to listen carefully and spend many hours learning with only a few tools.

Even with these challenges, some students wanted to become the best learners they could. Their hard work helped to change things for others across the world.



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

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

### School Days in 19th Century France

Life in early 19th century France was very (8)  
different from today. There were no computers, and (16)  
even the fastest way to travel was by horse or (26)  
ship. Most towns had only a few schools, and not (36)  
all children could go. For children who were (44)  
blind, finding a school was a big problem. (52)  
Special schools for the blind did exist, but they (61)  
did not have many resources. Books were not easy (70)  
to read or hold, and teachers often used strict (79)  
rules. Students had to listen carefully and spend (87)  
many hours learning with only a few tools. (95)  
Even with these challenges, some students wanted (102)  
to become the best learners they could. Their hard (111)  
work helped to change things for others across the (120)  
world. (121)

### Comprehension Questions:

#### Literal Question:

What was the fastest way to travel in early 19th century France?

#### Answer:

By horse or ship.

#### Student Answer:

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

#### Inferential Question:

Why do you think students wanted to work hard in these schools?

#### Answer:

They hoped for better lives and to help others.

#### Student Answer:

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

#### Vocabulary Question:

What does 'resources' mean in this passage?

#### Answer:

Things needed for learning, like books or tools.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL R      Grade Level: 4      Word Count: 121

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: School Days in 19th Century France

### Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 121

### High-Frequency Words

across, best, listen, horse, problem

### 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 going to school with so few tools?"  
"Why is it important to help students who have challenges?"

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!)