

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

## Life on a Country Farm Long Ago

In the late 1800s, many families lived in the country, far from any city. People often grew their own food and worked together on farms. Children sometimes learned at home, instead of going to school with a group. Their lessons came from parents or older brothers and sisters.

There were no cars or digital cameras. If you wanted to take a picture, you had to use big, heavy tools. Life could be hard, especially in winter when snow piled up high. Families needed to keep warm and carry water from a well. Even though life was tough, people found ways to have fun. They might play in the snow, tell stories at night, or watch the stars above.

Life back then was different from today, but people still worked, played, and learned together.



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

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

### Life on a Country Farm Long Ago

In the late 1800s, many families lived in the (9)

country, far from any city. People often grew (17)

their own food and worked together on farms. (25)

Children sometimes learned at home, instead of (32)

going to school with a group. Their lessons came (41)

from parents or older brothers and sisters. (48)

There were no cars or digital cameras. If you (57)

wanted to take a picture, you had to use big, (67)

heavy tools. Life could be hard, especially in (75)

winter when snow piled up high. Families needed to (84)

keep warm and carry water from a well. Even though (94)

life was tough, people found ways to have fun. (103)

They might play in the snow, tell stories at (112)

night, or watch the stars above. (118)

Life back then was different from today, but (126)

people still worked, played, and learned together. (133)

### Comprehension Questions:

#### Literal Question:

Where did many families live in the late 1800s?

#### Answer:

In the country, far from any city.

#### Student Answer:

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

#### Inferential Question:

Why do you think life was hard in winter?

#### Answer:

Because snow made daily tasks more difficult.

#### Student Answer:

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

#### Vocabulary Question:

What does 'carry' mean in this passage?

#### Answer:

To move something by holding it.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 133

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: Life on a Country Farm Long Ago

### Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 133

### High-Frequency Words

above, carry, city, group, keep

### 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 living without modern technology?"  
"What chores might children do on a farm long ago?"

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!)