

Name: _____

A Day in the City: Life in 1970s Manhattan

In the 1970s, Manhattan was a busy area full of tall buildings and many people. Most families lived in apartments instead of houses with yards. Many children shared a room with a brother or sister. The city was always full of noise, music, and voices, even early in the morning.

People traveled across the city by subway or bus. It was easy to walk to stores, parks, or even school since everything was close together. Money was important for city families because things like food and rent cost a lot.

During this time, children played in small parks or inside their building. They often made friends with other kids in their building or on their block. City life was fast, exciting, and never quiet!



Student Name: _____

Date: _____

A Day in the City: Life in 1970s Manhattan

In the 1970s, Manhattan was a busy area full of (10)

tall buildings and many people. Most families (17)

lived in apartments instead of houses with yards. (25)

Many children shared a room with a brother or (34)

sister. The city was always full of noise, music, (43)

and voices, even early in the morning. (50)

People traveled across the city by subway or bus. (59)

It was easy to walk to stores, parks, or even (69)

school since everything was close together. Money (76)

was important for city families because things (83)

like food and rent cost a lot. (90)

During this time, children played in small parks (98)

or inside their building. They often made friends (106)

with other kids in their building or on their (115)

block. City life was fast, exciting, and never (123)

quiet! (124)

Comprehension Questions:

Literal Question:

How did people travel across the city in the 1970s?

Answer:

By subway or bus.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might city life feel different from country or suburban life?

Answer:

There are more people, noise, and crowded places.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "area" mean in the first sentence?

Answer:

A place or part of a city.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL Q Grade Level: 4 Word Count: 124

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: A Day in the City: Life in 1970s Manhattan

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 124

High-Frequency Words

across, area, early, money, music

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:
"Describe a city you would like to visit and why."
"How do you think life in the city today is different from the 1970s?"

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!)