

Name: _____

Women in the 1800s: Working for Change

Long ago, in the 1800s, life was very different for women in America. Women could not vote, and most could not hold big jobs in the government. Men made most of the laws and important decisions. Women were expected to stay at home, take care of the house, and raise children.

But some women wanted to help make the world better. They wrote letters, spoke out, and tried to change the rules. Even though it was hard, they did not give up. Their work was important because it showed that women could lead and help others. Today, we remember those women who made a difference. Because of them, things began to change and women gained more rights over the years.



Student Name: _____

Date: _____

Women in the 1800s: Working for Change

Long ago, in the 1800s, life was very different (9)
for women in America. Women could not vote, and (18)
most could not hold big jobs in the government. (27)
Men made most of the laws and important decisions. (36)
Women were expected to stay at home, take care of (46)
the house, and raise children. (51)
But some women wanted to help make the world (60)
better. They wrote letters, spoke out, and tried (68)
to change the rules. Even though it was hard, they (78)
did not give up. Their work was important because (87)
it showed that women could lead and help others. (96)
Today, we remember those women who made a (104)
difference. Because of them, things began to (111)
change and women gained more rights over the (119)
years. (120)

Comprehension Questions:

Literal Question:

What could most women not do in the 1800s?

Answer:

Vote or hold big jobs in the government.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think some women wanted to change the rules?

Answer:

They wanted life to be more fair for everyone.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'rights' mean in this passage?

Answer:

Things people are allowed to do or have.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 120

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: Women in the 1800s: Working for Change

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 120

High-Frequency Words

America, house, letter, men, years

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:
"Why do you think it was hard for women to lead?"
"How did women help make the world better in the 1800s?"

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!)