

Name: _____

The Magic of Early Movies

Long ago, movies did not have sound or color. These early films were silent and black-and-white. People were amazed by the moving pictures on the big screen. One of the most important filmmakers was Georges Méliès. He was from Europe and loved to create beautiful stories with his camera.

Méliès used special effects to make his movies magical. He was the first to show people disappearing or growing in size. Méliès worked hard and finished over 500 films. His job took a lot of energy and imagination.

Today, we remember Méliès as a main reason movies became so creative. His ideas helped movies become an art that people around the world enjoy.



Student Name: _____

Date: _____

The Magic of Early Movies

Long ago, movies did not have sound or color. (9)

These early films were silent and black-and-white. (16)

People were amazed by the moving pictures on the (25)

big screen. One of the most important filmmakers (33)

was Georges Méliès. He was from Europe and loved (42)

to create beautiful stories with his camera. (49)

Méliès used special effects to make his movies (57)

magical. He was the first to show people (65)

disappearing or growing in size. Méliès worked (72)

hard and finished over 500 films. His job took a (82)

lot of energy and imagination. (87)

Today, we remember Méliès as a main reason (95)

movies became so creative. His ideas helped movies (103)

become an art that people around the world enjoy. (112)

Comprehension Questions:

Literal Question:

Who was Georges Méliès?

Answer:

A filmmaker from Europe who made early movies.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people have felt amazed by early movies?

Answer:

They had never seen moving pictures before.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'energy' mean in this passage?

Answer:

Hard work and effort to create something.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL W Grade Level: 6 Word Count: 112

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: The Magic of Early Movies

Passage Details

Grade Level: 6

Reading Level: F&P GRL W

Word Count: 112

High-Frequency Words

beautiful, energy, Europe, finished, main

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 how early movies were different from today's movies."
"Why do you think special effects are important in films?"

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!)