

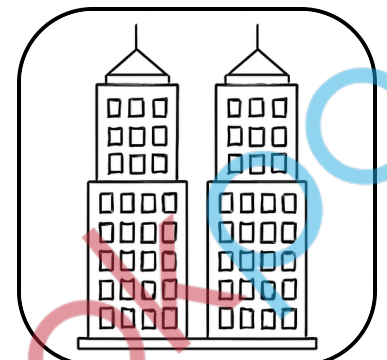
Name: _____

The Tall Towers That Touched the Sky

In the early 1970s, two giant buildings were built in New York City. These buildings were called the World Trade Center, and they quickly became a symbol of the city. Each tower was so tall that, on a clear morning, you could see them from miles away. The towers stood side by side and reached high above every other building in the area.

People from all around the world came to see these towers. The space at the top gave visitors amazing views of the city below. They became a pattern in the city's skyline, showing what people could build together.

The World Trade Center stood for many years. Today, the towers are gone, but they are remembered as an important part of history.



Student Name: _____

Date: _____

The Tall Towers That Touched the Sky

In the early 1970s, two giant buildings were built (9)
in New York City. These buildings were called the (18)
World Trade Center, and they quickly became a (26)
symbol of the city. Each tower was so tall that, (36)
on a clear morning, you could see them from miles (46)
away. The towers stood side by side and reached (55)
high above every other building in the area. (63)
People from all around the world came to see these (73)
towers. The space at the top gave visitors amazing (82)
views of the city below. They became a pattern in (92)
the city's skyline, showing what people could (99)
build together. (101)
The World Trade Center stood for many years. (109)
Today, the towers are gone, but they are (117)
remembered as an important part of history. (124)

Comprehension Questions:

Literal Question:

What were the two tall buildings called?

Answer:

The World Trade Center.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think people visited the towers from many places?

Answer:

They were famous and offered great views.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "pattern" mean in the passage?

Answer:

A special shape or design in the skyline.

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: The Tall Towers That Touched the Sky

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 124

High-Frequency Words

area, early, morning, pattern, space

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 you might feel at the top of a tall tower."
"Why is it important to remember famous buildings from history?"

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!)