

Name: _____

Life Long Ago: Rich and Poor in the Early 1900s

Over one hundred years ago, life was very different from today. Most homes did not have machines to help with chores. People often baked their own bread and made clothes by hand. Many families worked hard just to have enough to eat.

Some people were wealthy and lived in large buildings with fine things. They could afford to bring new toys, nice clothes, and even travel by train or boat. Others were less lucky and lived in small houses or even behind shops. These families had to share what little they owned.

Your class may include students with different backgrounds, just like people back then. Socioeconomic differences often meant some children played ball games in parks, while others worked or helped their families at home.



Student Name: _____

Date: _____

Life Long Ago: Rich and Poor in the Early 1900s

Over one hundred years ago, life was very (8)

different from today. Most homes did not have (16)

machines to help with chores. People often baked (24)

their own bread and made clothes by hand. Many (33)

families worked hard just to have enough to eat. (42)

Some people were wealthy and lived in large (50)

buildings with fine things. They could afford to (58)

bring new toys, nice clothes, and even travel by (67)

train or boat. Others were less lucky and lived in (77)

small houses or even behind shops. These families (85)

had to share what little they owned. (92)

Your class may include students with different (99)

backgrounds, just like people back then. (105)

Socioeconomic differences often meant some (110)

children played ball games in parks, while others (118)

worked or helped their families at home. (125)

Comprehension Questions:

Literal Question:

What did most homes not have to help with chores long ago?

Answer:

Machines.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might a child's daily life change based on their family's wealth?

Answer:

They might have to work or have fewer toys.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'socioeconomic differences' mean in this text?

Answer:

Differences between rich and poor people.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL U Grade Level: 5 Word Count: 125

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
Λ = 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: Life Long Ago: Rich and Poor in the Early 1900s

Passage Details

Grade Level: 5

Reading Level: F&P GRL U

Word Count: 125

High-Frequency Words

ball, behind, bread, bring, class

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 do you think life was different for rich and poor children?"
"Why is it important to understand the past?"

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!)