

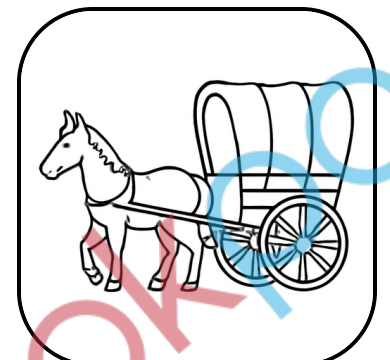
Name: \_\_\_\_\_

## Life in Early New England Towns

Long ago, many people in New England lived on small farms. These farms were often covered with fields and wood, and families worked hard to grow their own food. In the morning, you might have heard a rooster crow or seen a horse pull a wagon across the ground.

Towns were small, and everyone usually knew each other. Neighbors became friends, and they helped each other with big jobs. People often listened to the same music, shared stories, and followed the same rules.

Because these areas were so close-knit, new ideas or unusual things could seem strange. Townspeople sometimes felt unsure when something different happened. Their strong traditions helped them stick together and solve problems as a group.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Life in Early New England Towns

Long ago, many people in New England lived on (9)  
small farms. These farms were often covered with (17)  
fields and wood, and families worked hard to grow (26)  
their own food. In the morning, you might have (35)  
heard a rooster crow or seen a horse pull a wagon (46)  
across the ground. (49)

Towns were small, and everyone usually knew each (57)  
other. Neighbors became friends, and they helped (64)  
each other with big jobs. People often listened to (73)  
the same music, shared stories, and followed the (81)  
same rules. (83)

Because these areas were so close-knit, new ideas (91)  
or unusual things could seem strange. Townspeople (98)  
sometimes felt unsure when something different (104)  
happened. Their strong traditions helped them (110)  
stick together and solve problems as a group. (118)

### Comprehension Questions:

#### Literal Question:

What did families do on small farms in New England?

#### Answer:

They grew their own food.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might people feel unsure about new things in small towns?

#### Answer:

They value tradition and close friendships.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does "close-knit" mean in the passage?

#### Answer:

Everyone knows and helps each other.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL R Grade Level: 4 Word Count: 118

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Life in Early New England Towns

### Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 118

### High-Frequency Words

across, become, covered, ground, 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:  
"How might it feel to live in a small, close-knit town?"  
"What are some challenges people faced on early farms?"

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!)