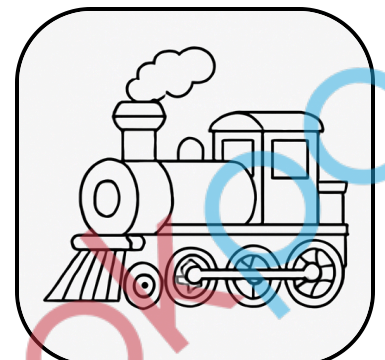Name: _____

Riding the Rails to the Midwest

Long ago, many families wanted a better life and decided to move west. They traveled from towns on the East Coast, like New York, across the land toward the Midwest. The Midwest is a large area in the middle of the United States, known for its farms and open fields.

Traveling back then was not easy or fast. People could not just get in a car or hop on a plane. Instead, they often rode trains for many hours, passing through different towns and watching the land change from city buildings to wide, open ground.

The train ride could be crowded, but it was the best way to reach new places and have a fresh start in the west.

Student Name: **Date:**

Riding the Rails to the Midwest

Long ago, many families wanted a better life and	(9)
decided to move west. They traveled from towns on	(18)
the East Coast, like New York, across the land	(27)
toward the Midwest. The Midwest is a large area in	(37)
the middle of the United States, known for its	(46)
farms and open fields.	(50)
Traveling back then was not easy or fast. People	(59)
could not just get in a car or hop on a plane.	(71)
Instead, they often rode trains for many hours,	(79)
passing through different towns and watching the	(86)
land change from city buildings to wide, open	(94)
ground.	(95)
The train ride could be crowded, but it was the	(105)
best way to reach new places and have a fresh	(115)
start in the west.	(119)

Scoring Guide

Text Level: F&P GRL Q   **Grade Level:** 4   **Word Count:** 119

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

Comprehension Questions:

Literal Question:
Where did many families travel from long ago?

Answer:
From towns on the East Coast, like New York.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Inferential Question:
Why do you think people wanted to move to the Midwest?

Answer:
They hoped for a better life and new opportunities.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Vocabulary Question:
What does 'area' mean in this passage?

Answer:
A large part or region of the country.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Notes:

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: Riding the Rails to the Midwest

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 119

High-Frequency Words

across, area, best, hours, friends

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 what you might see on a train ride to the Midwest."

   "Why might moving to a new place feel exciting or scary?"

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!)