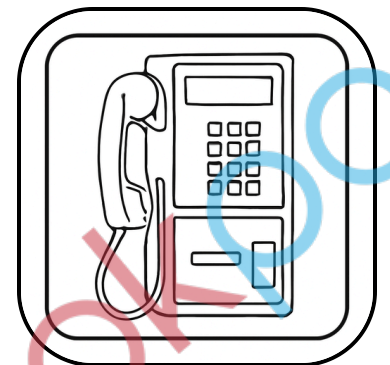


Name: _____

Life in 1970s New York City

New York City in the late 1970s was a busy and exciting place. Streets were filled with people from many different backgrounds. It was common to hear more than one language as you walked down the street. Many families lived in tall apartment buildings, and some had to share small spaces with others. Life could be both full of fun and full of challenges.

People did not have cell phones yet, so they used pay phones or met friends face-to-face. Watching TV was a popular way to relax, and game shows became a favorite. Kids often played ball games outside or explored their neighborhoods. Even though the city could feel big and sometimes a little scary, it also brought people together.



Student Name: _____

Date: _____

Life in 1970s New York City

New York City in the late 1970s was a busy and (11)
exciting place. Streets were filled with people (18)
from many different backgrounds. It was common to (26)
hear more than one language as you walked down the (36)
street. Many families lived in tall apartment (43)
buildings, and some had to share small spaces with (52)
others. Life could be both full of fun and full of (63)
challenges. (64)
People did not have cell phones yet, so they used (74)
pay phones or met friends face-to-face. Watching (81)
TV was a popular way to relax, and game shows (91)
became a favorite. Kids often played ball games (99)
outside or explored their neighborhoods. Even (105)
though the city could feel big and sometimes a (114)
little scary, it also brought people together. (121)

Comprehension Questions:

Literal Question:

What was a common way to talk to friends in the 1970s?

Answer:

People used pay phones or met face-to-face.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might living in a busy city affect daily life?

Answer:

It could make life lively but also a bit challenging.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'community' mean in this passage?

Answer:

A group of people who help and support each other.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL V Grade Level: 5 Word Count: 121

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: Life in 1970s New York City

Passage Details

Grade Level: 5

Reading Level: F&P GRL V

Word Count: 121

High-Frequency Words

ball, building, common, language, street

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 would life be different without cell phones?"
"Describe a community you belong to and what makes it special."

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!)