

Name: _____

Life in America Long Ago

In the early 1900s, life in America was very different from today. Many families lived on a farm and worked hard every day. People grew their own food and often used a horse to help in the field. There were no computers or cell phones, so children played with friends outside.

During the Great Depression, times became even harder. Many people lost their jobs and did not have enough money. Families had to find ways to become strong and work together to solve problems. Even though life was tough, people did their best to help each other.

These times taught families to never give up. Their hard work and hope helped them to stand against many challenges.



Student Name: _____

Date: _____

Life in America Long Ago

In the early 1900s, life in America was very (9)

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farm and worked hard every day. People grew their (26)

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field. There were no computers or cell phones, so (46)

children played with friends outside. (51)

During the Great Depression, times became even (58)

harder. Many people lost their jobs and did not (67)

have enough money. Families had to find ways to (76)

become strong and work together to solve problems. (84)

Even though life was tough, people did their best (93)

to help each other. (97)

These times taught families to never give up. (105)

Their hard work and hope helped them to stand (114)

against many challenges. (117)

Comprehension Questions:

Literal Question:

Where did many families live in the early 1900s?

Answer:

On a farm.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why did families need to help each other during hard times?

Answer:

To solve problems and stay strong.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'become' mean in this passage?

Answer:

To grow or change into something.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL Q Grade Level: 4 Word Count: 117

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 America Long Ago

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 117

High-Frequency Words

become, best, during, farm, horse

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 is life today different from life in the early 1900s?"
"Why do you think families worked together during hard times?"

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!)