

Name: _____

Life in an Apartment Building

Many people in a city live in tall apartment buildings. These buildings have many homes stacked above and below each other. Families, friends, and neighbors live close together, often sharing spaces like hallways and elevators. Children might meet friends in the lobby or play outside with a group from the building.

A superintendent is an important person who helps take care of the building. This person makes sure things work right, like the lights and doors. If something breaks, the superintendent will often fix it or call someone to help. Neighbors work together and help each other. Living in an apartment building helps people feel like they are part of a big, caring group.



Student Name: _____

Date: _____

Life in an Apartment Building

Many people in a city live in tall apartment (9)
buildings. These buildings have many homes stacked (16)
above and below each other. Families, friends, and (24)
neighbors live close together, often sharing (30)
spaces like hallways and elevators. Children might (37)
meet friends in the lobby or play outside with a (47)
group from the building. (51)

A superintendent is an important person who helps (59)
take care of the building. This person makes sure (68)
things work right, like the lights and doors. If (77)
something breaks, the superintendent will often (83)
fix it or call someone to help. Neighbors work (92)
together and help each other. Living in an (100)
apartment building helps people feel like they are (108)
part of a big, caring group. (114)

Comprehension Questions:

Literal Question:

Who helps take care of the apartment building?

Answer:

The superintendent.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might living close together help neighbors?

Answer:

It helps them share and help each other.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'superintendent' mean in the passage?

Answer:

A person who takes care of the building.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 114

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 an Apartment Building

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 114

High-Frequency Words

above, below, children, group, important

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 a way neighbors can help each other."
"What might be fun about living in an apartment building?"

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!)