

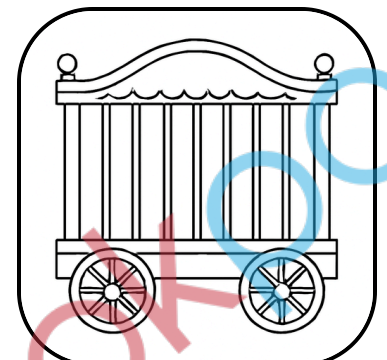
Name: _____

Step Right Up: Life in a Traveling Circus Long Ago

Long ago, in the late nineteenth century, traveling circuses moved from city to city. These circuses often had a menagerie, which is a group of animals kept for people to see. You might see elephants or lions walking along with the circus parade. The animals lived in cages and were trained to perform tricks for large crowds.

Life was hard for both people and animals in the circus. The workers and animals traveled many miles together and sometimes did not have enough food or rest. The idea of escaping and running free was important for animals who wanted a different life.

Many children were excited to watch the circus, but the animals often wished for freedom.



Student Name: _____

Date: _____

Step Right Up: Life in a Traveling Circus Long Ago

Long ago, in the late nineteenth century, (7)

traveling circuses moved from city to city. These (15)

circuses often had a menagerie, which is a group (24)

of animals kept for people to see. You might see (34)

elephants or lions walking along with the circus (42)

parade. The animals lived in cages and were (50)

trained to perform tricks for large crowds. (57)

Life was hard for both people and animals in the (67)

circus. The workers and animals traveled many (74)

miles together and sometimes did not have enough (82)

food or rest. The idea of escaping and running (91)

free was important for animals who wanted a (99)

different life. (101)

Many children were excited to watch the circus, (109)

but the animals often wished for freedom. (116)

Comprehension Questions:

Literal Question:

What is a menagerie in a circus?

Answer:

A group of animals kept for people to see.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might circus animals want to escape?

Answer:

They wanted freedom and a better life.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'important' mean in this passage?

Answer:

Something that really matters or is needed.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 116

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: Step Right Up: Life in a Traveling Circus Long Ago

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 116

High-Frequency Words

along, both, city, enough, 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:
"How do you think circus animals felt about performing?"
"Would you want to visit a circus from the past? Why or why not?"

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!)