

Name: _____

When War Changes Lives

War happens when one group or country fights against another. It can make places unsafe for everyone, including children. Sometimes families have to leave their homes quickly to find a safe place. They might travel far to another city or even a new country.

War can also stop people from going to school or work. It may be hard to find enough food or clean water. Some families carry only a few things with them. They miss their old life and hope to return one day.

Even when things seem hard, families often stay together and help each other. Being with loved ones can bring comfort and hope during difficult times.



Student Name: _____

Date: _____

When War Changes Lives

War happens when one group or country fights (8)
against another. It can make places unsafe for (16)
everyone, including children. Sometimes families (21)
have to leave their homes quickly to find a safe (31)
place. They might travel far to another city or (40)
even a new country. (44)

War can also stop people from going to school or (54)
work. It may be hard to find enough food or clean (65)
water. Some families carry only a few things with (74)
them. They miss their old life and hope to return (84)
one day. (86)

Even when things seem hard, families often stay (94)
together and help each other. Being with loved (102)
ones can bring comfort and hope during difficult (110)
times. (111)

Comprehension Questions:

Literal Question:

Why do families sometimes have to leave their homes during war?

Answer:

To find a safe place.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might families hope to return to their old life?

Answer:

They miss where they used to live.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'carry' mean in this passage?

Answer:

To take things with them.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 111

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: When War Changes Lives

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 111

High-Frequency Words

carry, children, country, enough, miss

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 might life change if you had to leave your home suddenly?"
"What can families do to help each other 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!)