

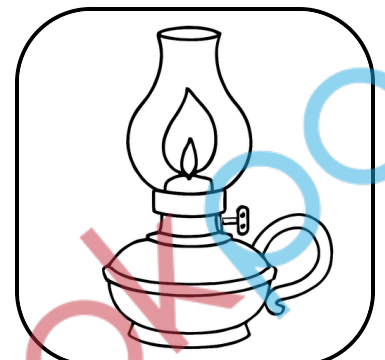
Name: _____

Life in Colonial America

Colonial America was a very different place from the country we know today. People lived in small towns or on farms. There were no cars or electric lights. Most families had to grow or make almost everything they needed, like food, clothes, and tools.

Children often helped with chores around the home. They might carry water from a river or help plant seeds in the ground. At night, families used candles or oil lamps to see. It was often hard work, but families worked together.

In colonial times, there were few schools, and books were rare. People had to find ways to learn and share ideas. Life could be tough, but people found ways to help each other and keep going.



Student Name: _____

Date: _____

Life in Colonial America

Colonial America was a very different place from (8)
the country we know today. People lived in small (17)
towns or on farms. There were no cars or electric (27)
lights. Most families had to grow or make almost (36)
everything they needed, like food, clothes, and (43)
tools. (44)

Children often helped with chores around the home. (52)
They might carry water from a river or help plant (62)
seeds in the ground. At night, families used (70)
candles or oil lamps to see. It was often hard (80)
work, but families worked together. (85)

In colonial times, there were few schools, and (93)
books were rare. People had to find ways to learn (103)
and share ideas. Life could be tough, but people (112)
found ways to help each other and keep going. (121)

Comprehension Questions:

Literal Question:

What did families use at night to see?

Answer:

Candles or oil lamps.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why did people need to help each other in colonial times?

Answer:

Life was hard and they had few resources.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "rare" mean in the passage?

Answer:

Not common or hard to find.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 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 Colonial America

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 121

High-Frequency Words

almost, carry, car, book, plant

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:
"What would be hard about living in colonial America?"
"How is your daily life different from colonial 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!)