

Name: \_\_\_\_\_

## Tough Times at Valley Forge

Life for soldiers in 18th century America was very hard. Many soldiers were young and came from different backgrounds. They often did not have enough food. A common meal might include only dry bread or soup. Some days, there was nothing to eat at all.

Winter was cold, and many soldiers did not have warm clothing or shoes. They built simple huts to try to stay warm, but the wind and snow still came inside. It was not easy to rest when you felt the chill every night.

Medical care was limited. If someone became sick or hurt, there was not much a doctor could do. Even though times were tough, the soldiers stayed strong and did their best to help one another.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Tough Times at Valley Forge

Life for soldiers in 18th century America was very (9)  
hard. Many soldiers were young and came from (17)  
different backgrounds. They often did not have (24)  
enough food. A common meal might include only dry (33)  
bread or soup. Some days, there was nothing to eat (43)  
at all. (45)

Winter was cold, and many soldiers did not have (54)  
warm clothing or shoes. They built simple huts to (63)  
try to stay warm, but the wind and snow still came (74)  
inside. It was not easy to rest when you felt the (85)  
chill every night. (88)

Medical care was limited. If someone became sick (96)  
or hurt, there was not much a doctor could do. (106)

Even though times were tough, the soldiers stayed (114)  
strong and did their best to help one another. (123)

### Comprehension Questions:

#### Literal Question:

What did soldiers often eat for meals?

#### Answer:

Dry bread or soup.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why did soldiers help one another during hard times?

#### Answer:

They needed support to survive.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does "limited" mean in this passage?

#### Answer:

There was not much available.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL T      Grade Level: 5      Word Count: 123

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Tough Times at Valley Forge

### Passage Details

Grade Level: 5

Reading Level: F&P GRL T

Word Count: 123

### High-Frequency Words

became, bread, common, inside, rest

### 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 how you would feel living at Valley Forge."  
"What could help soldiers stay warm in the winter?"

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!)