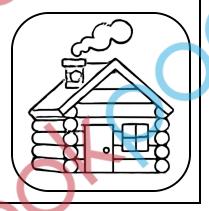
Tough Times at Valley Forge

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		Comprehension Questions:
Life for soldiers in 18th century America was very	(9)	Literal Question: What did soldiers often eat for
hard. Many soldiers were young and came from	(17)	meals? Answer:
different backgrounds. They often did not have	(24)	Dry bread or soup.
enough food. A common meal might include only dry	(33)	Student Answer:
bread or soup. Some days, there was nothing to eat	(43)	
at all.	(45)	Correct Incorrect
Winter was cold, and many soldiers did not have	(54)	Inferential Question:
warm clothing or shoes. They built simple huts to	(63)	Why did soldiers help one another during hard times?
try to stay warm, but the wind and snow still came	(74)	Answer: They needed support to survive.
inside. It was not easy to rest when you felt the	(85)	Student Answer:
chill every night.	(88)	
Medical care was limited. If someone became sick	(96)	
or hurt, there was not much a doctor could do.	(106)	Correct Incorrect
Even though times were tough, the soldiers stayed	(114)	Vocabulary Question: What does "limited" mean in this
strong and did their best to help one another.	(123)	passage?
		Answer: There was not much available.
		Student Answer:
Scoring Guide		
Text Level: F&P GRL T Grade Level: 5 Word Count: 123		
Total Words Read:	X	Correct Incorrect
Errors:		Notes:
WCPM: (total words read — errors = WCPM)		
WCPM: Below grade level At grade level Above grade level Prosody: 1 2 3 4		110
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		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 Leve	el Norms (WC	PM) *	ノ				
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: 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!)