

Name: _____

Life in a Village in Malawi

Malawi is a country in Africa, below the equator. Many people live in small villages far from the city. Most families grow their own food in fields. They plant corn, beans, and other crops. Sometimes, there is not enough rain, and it is hard to grow food. This can lead to a famine, which means there is not enough food for everyone to eat.

In these villages, it is common for children to walk miles to school. Homes often do not have electricity or running water. People work together to help each other. Being part of a group is important. Life can be difficult, but families and friends stay strong by working together and sharing what they have.



Student Name: _____

Date: _____

Life in a Village in Malawi

Malawi is a country in Africa, below the equator. (9)

Many people live in small villages far from the (18)

city. Most families grow their own food in fields. (27)

They plant corn, beans, and other crops. (34)

Sometimes, there is not enough rain, and it is (43)

hard to grow food. This can lead to a famine, (53)

which means there is not enough food for everyone (62)

to eat. (64)

In these villages, it is common for children to (73)

walk miles to school. Homes often do not have (82)

electricity or running water. People work together (89)

to help each other. Being part of a group is (99)

important. Life can be difficult, but families and (107)

friends stay strong by working together and (114)

sharing what they have. (118)

Comprehension Questions:

Literal Question:

What do most families in Malawi villages do for food?

Answer:

They grow their own food in fields.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is helping each other so important in these villages?

Answer:

Life is hard, so working together helps everyone.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word famine mean in this passage?

Answer:

Not enough food for everyone to eat.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 118

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 a Village in Malawi

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 118

High-Frequency Words

below, children, enough, far, group

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 is life in a village different from life in a city?"
"What would you miss most without electricity or water?"

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!)