

Name: _____

How Factories Make Everyday Things

Factories are special buildings where people and machines work together to make things. Inside a factory, workers and machines might cut, mix, or shape materials. For example, to make crayons, machines melt colored wax and pour it into molds. After the wax cools, the crayons are packed in boxes for children to use.

Factories are often very large, with many workers. Each person might have an important job, like checking the crayons to be sure they look just right. Some factories run day and night to make enough products for everyone. Once the items are ready, trucks carry them from the factory to stores in the city or the country.



Student Name: _____

Date: _____

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(7)

(15)

(23)

(30)

(39)

(48)

(53)

(61)

(69)

(78)

(87)

(95)

(103)

(110)

Comprehension Questions:

Literal Question:

What do factories use to make products?

Answer:

People and machines.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think factories often work day and night?

Answer:

To make enough products for everyone.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'molds' mean in the passage?

Answer:

Shapes used to form melted wax.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 110

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: How Factories Make Everyday Things

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 110

High-Frequency Words

children, city, country, enough, important

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 something you use that might be made in a factory."
"Why is it important for products to be made quickly?"

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!)