

Name: _____

Who Were the Pilgrims and Wampanoag?

Long ago, a group of people called the Pilgrims came to a new land called America. They wanted to find a place where they could pray in their own way. The Pilgrims traveled across the ocean on a ship named the Mayflower. When they got to America, life was hard. They did not know how to grow food in the new place. The air was cold, and many people got sick.

The Wampanoag were Native Americans who already lived in the land. They knew much about the land and how to live there. The Wampanoag helped the Pilgrims learn how to plant food and hunt animals. Because of their help, the Pilgrims could stay and build their homes. Working together made life better for both groups.



Student Name: _____

Date: _____

Who Were the Pilgrims and Wampanoag?

Long ago, a group of people called the Pilgrims (9)
came to a new land called America. They wanted to (19)
find a place where they could pray in their own (29)
way. The Pilgrims traveled across the ocean on a (38)
ship named the Mayflower. When they got to (46)
America, life was hard. They did not know how to (56)
grow food in the new place. The air was cold, and (67)
many people got sick. (71)
The Wampanoag were Native Americans who already (78)
lived in the land. They knew much about the land (88)
and how to live there. The Wampanoag helped the (97)
Pilgrims learn how to plant food and hunt animals. (106)
Because of their help, the Pilgrims could stay and (115)
build their homes. Working together made life (122)
better for both groups. (126)

Comprehension Questions:

Literal Question:

Who helped the Pilgrims survive in America?

Answer:

The Wampanoag helped the Pilgrims.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think the Pilgrims needed help in the new land?

Answer:

They did not know how to live there.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "land" mean in this passage?

Answer:

A place or country where people live.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 126

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
Λ = 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: Who Were the Pilgrims and Wampanoag?

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 126

High-Frequency Words

air, America, animal, because, land

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 the Pilgrims and Wampanoag worked together."
"Imagine you traveled to a new place. What would you need to learn?"

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!)