

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

## When There Isn't Enough Food: Understanding Famine

A famine happens when there is not enough food for people to eat. This can make life very hard for families and children. Famine can begin after crops fail to grow or when there is a war. Sometimes, people must walk far or carry what little food they have to keep going.

In history, some countries like China have faced times of famine. Many families lost loved ones because there was not enough food to eat. This made people feel sad and worried, and these memories can last a long time.

Remember, having enough food is important for every family. Learning about famine helps us understand why food and traditions can mean so much to people.



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

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

### When There Isn't Enough Food: Understanding Famine

A famine happens when there is not enough food for (10)

people to eat. This can make life very hard for (20)

families and children. Famine can begin after (27)

crops fail to grow or when there is a war. (37)

Sometimes, people must walk far or carry what (45)

little food they have to keep going. (52)

In history, some countries like China have faced (60)

times of famine. Many families lost loved ones (68)

because there was not enough food to eat. This (77)

made people feel sad and worried, and these (85)

memories can last a long time. (91)

Remember, having enough food is important for (98)

every family. Learning about famine helps us (105)

understand why food and traditions can mean so (113)

much to people. (116)

### Comprehension Questions:

#### Literal Question:

What is a famine?

#### Answer:

A time when there is not enough food.

#### Student Answer:

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

#### Inferential Question:

Why might people remember a famine for many years?

#### Answer:

Because it caused sadness and worry.

#### Student Answer:

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

#### Vocabulary Question:

What does the word 'carry' mean in the passage?

#### Answer:

To hold and move something from place to place.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL N      Grade Level: 3      Word Count: 116

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: When There Isn't Enough Food: Understanding Famine

### Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 116

### High-Frequency Words

begin, carry, children, enough, walk

### 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:  
"Why is having enough food important for families?"  
"How might famine change how people feel about food?"

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!)