

Name: _____

City Streets and Country Fields

Some people live in the city, while others live in the country. A city is full of tall buildings, busy streets, and lots of cars. You might hear sounds all day and night. People often live close together and there are many different groups of people.

The country is different. There are open fields, trees, and sometimes mountains. Families might live far apart, but they often know each other well. It is usually quiet, and you can hear birds sing or a river run along the side of the road.

Both places have something special. City life feels fast and bright, but country life feels calm and open. Where would you want to live?



Student Name: _____

Date: _____

City Streets and Country Fields

Some people live in the city, while others live in (10)

the country. A city is full of tall buildings, (19)

busy streets, and lots of cars. You might hear (28)

sounds all day and night. People often live close (37)

together and there are many different groups of (45)

people. (46)

The country is different. There are open fields, (54)

trees, and sometimes mountains. Families might (60)

live far apart, but they often know each other (69)

well. It is usually quiet, and you can hear birds (79)

sing or a river run along the side of the road. (90)

Both places have something special. City life (97)

feels fast and bright, but country life feels calm (106)

and open. Where would you want to live? (114)

Comprehension Questions:

Literal Question:

What is one way the city is different from the country?

Answer:

The city has tall buildings and busy streets.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone miss living in the country after moving to a city?

Answer:

They might miss the quiet and open spaces.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "close" mean in the sentence about the city?

Answer:

Living near each other.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 114

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: City Streets and Country Fields

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 114

High-Frequency Words

along, both, car, close, far

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 what you would see in the country."
"How do you think city and country life feel different?"

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!)