

Name: _____

What Happens When You Go on a Trip?

Going on a trip is a special time. It means you leave your home to visit a new place. Many people get ready by making a list of what to take. They may pack clothes, snacks, and a favorite toy. Some trips are long, and some are short.

On the day of the trip, you may ride in a car or take a bus. You can look out the window and see new things as you go. It is normal to feel excited or a little nervous about what will happen.

When you get there, you can explore, play, and try new things. Trips are a fun way to learn about the world. You may want to tell your friends all about your day when you get home.



Student Name: _____

Date: _____

What Happens When You Go on a Trip?

Going on a trip is a special time. It means you (11)
leave your home to visit a new place. Many people (21)
get ready by making a list of what to take. They (32)
may pack clothes, snacks, and a favorite toy. Some (41)
trips are long, and some are short. (48)
On the day of the trip, you may ride in a car or (61)
take a bus. You can look out the window and see (72)
new things as you go. It is normal to feel excited (83)
or a little nervous about what will happen. (91)
When you get there, you can explore, play, and try (101)
new things. Trips are a fun way to learn about the (112)
world. You may want to tell your friends all about (122)
your day when you get home. (128)

Comprehension Questions:

Literal Question:

What do people do to get ready for a trip?

Answer:

They make a list and pack things.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone feel nervous before a trip?

Answer:

They are going to a new place.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "explore" mean in this passage?

Answer:

To look around and try new things.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL F Grade Level: 1 Word Count: 128

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: What Happens When You Go on a Trip?

Passage Details

Grade Level: 1

Reading Level: F&P GRL F

Word Count: 128

High-Frequency Words

about, all, and, are, day

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:
"Tell about a time you went on a trip or outing."
"What would you pack for a special trip?"

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!)