

Name: _____

Why Rain Matters

Rain is important for all living things. It helps plants grow strong and green. Animals and people need water to drink, and rain fills rivers and lakes. Sometimes, it does not rain for a long time. This is called a drought. During a drought, the earth becomes dry and hard. Plants may not have enough water to live. People and animals might have a hard time finding water, too.

When rain finally comes after a drought, it can feel like a celebration. Plants begin to wake up. Rivers and lakes fill again. People watch the sky and smile as the rain falls. Rain brings life back to the land. Without rain, it would be very hard for plants, animals, and people to survive.



Student Name: _____

Date: _____

Why Rain Matters

Rain is important for all living things. It helps (9)
plants grow strong and green. Animals and people (17)
need water to drink, and rain fills rivers and (26)
lakes. Sometimes, it does not rain for a long (35)
time. This is called a drought. During a drought, (44)
the earth becomes dry and hard. Plants may not (53)
have enough water to live. People and animals (61)
might have a hard time finding water, too. (69)
When rain finally comes after a drought, it can (78)
feel like a celebration. Plants begin to wake up. (87)
Rivers and lakes fill again. People watch the sky (96)
and smile as the rain falls. Rain brings life back (106)
to the land. Without rain, it would be very hard (116)
for plants, animals, and people to survive. (123)

Comprehension Questions:

Literal Question:

What is a drought?

Answer:

A long time with little or no rain.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think people celebrate when it rains after a drought?

Answer:

Rain brings back water and helps life grow.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'survive' mean in this passage?

Answer:

To stay alive or keep living.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 123

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: Why Rain Matters

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 123

High-Frequency Words

begin, enough, hard, people, watch

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 you would feel if it rained after a long drought."
"List ways people and animals use rain in their daily lives."

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!)