

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

## Who Lives at the Pond?

A pond is a small body of water that is home to many animals. You can see ducks swimming in the water. Fish move under the surface and turtles rest on rocks.

There are also frogs that hop from lily pad to lily pad. A lily pad is a big, round leaf that floats on top of a pond. Some animals hide in the tall grass near the pond. It is a good place for them to find food and be safe.

The pond is full of life. If you look closely, you may find all kinds of animals living in and around it.



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

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

### Who Lives at the Pond?

A pond is a small body of water that is home to (12)  
many animals. You can see ducks swimming in the (21)  
water. Fish move under the surface and turtles (29)  
rest on rocks. (32)  
There are also frogs that hop from lily pad to (42)  
lily pad. A lily pad is a big, round leaf that (53)  
floats on top of a pond. Some animals hide in the (64)  
tall grass near the pond. It is a good place for (75)  
them to find food and be safe. (82)  
The pond is full of life. If you look closely, you (93)  
may find all kinds of animals living in and around (103)  
it. (104)

### Comprehension Questions:

#### Literal Question:

Which animal can you see swimming in the pond?

#### Answer:

Ducks

#### Student Answer:

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

#### Inferential Question:

Why do you think some animals hide near the pond?

#### Answer:

To be safe or to find food

#### Student Answer:

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

#### Vocabulary Question:

What is a pond?

#### Answer:

A small body of water

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL A    Grade Level: K    Word Count: 104

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: Who Lives at the Pond?

### Passage Details

Grade Level: K

Reading Level: F&P GRL A

Word Count: 104

### High-Frequency Words

a, be, in, it, you

### 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:  
"What animals would you like to see at a pond?"  
"How do you think animals stay safe at the pond?"

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!)