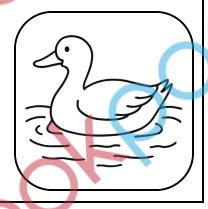
Who Lives at the Pond?

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:

Prosody: 1 2 3 4

/3 correct

Comprehension:

Date:

| Who Lives at the Pond? | | Comprehension Questions: |
|--|-------|--|
| A pond is a small body of water that is home to | (12) | Literal Question: Which animal can you see |
| many animals. You can see ducks swimming in the | (21) | swimming in the pond? |
| water. Fish move under the surface and turtles | (29) | Answer: Ducks Student Answer: |
| 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) | Correct Incorrect |
| floats on top of a pond. Some animals hide in the | (64) | Inferential Question: |
| tall grass near the pond. It is a good place for | (75) | Why do you think some animals hide near the pond? |
| them to find food and be safe. | (82) | Answer: To be safe or to find food |
| The pond is full of life. If you look closely, you | (93) | Student Answer: |
| may find all kinds of animals living in and around | (103) | |
| it. | (104) | |
| | | CorrectIncorrect |
| | | Vocabulary Question: |
| | | What is a pond? |
| | | Answer: A small body of water |
| | | Student Answer: |
| Scoring Guide | | $O_{A_{\alpha}}$ |
| Text Level: F&P GRL A Grade Level: K Word Count: 104 | | |
| Total Words Read: | | CorrectIncorrect |
| Errors: | 1 | Conectincorrect |
| WCPM: (total words read — errors = WCPM) | | Notes: |
| WCPM: Below grade level At grade level Above grade level | | |

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 | | 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 Leve | el Norms (WC | PM) * | ノ | | | | |
|------------|--------------|----------|----------|--------|----------|-----------|-----------|
| 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: 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!)