

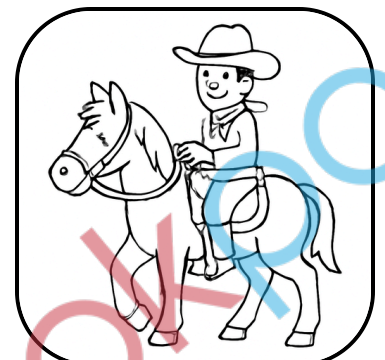
Name: _____

Life in the Wild West

Cowboys were people who worked on large farms called ranches. They took care of cattle, which are big animals like cows. Cowboys rode horses and wore hats and boots to help them do their jobs.

The Wild West was a place with wide open land, deserts, and some mountains. It could be hot and dry during the day. Cowboys had to work hard, but they also liked to have fun around the campfire at night. They used ropes to catch cattle and made sure all the animals were safe.

Many people think the Wild West was an exciting place to live and work. Life there was not easy, but it could be an adventure every day.



Student Name: _____

Date: _____

Life in the Wild West

Cowboys were people who worked on large farms (8)
called ranches. They took care of cattle, which (16)
are big animals like cows. Cowboys rode horses and (25)
wore hats and boots to help them do their jobs. (35)
The Wild West was a place with wide open land, (45)
deserts, and some mountains. It could be hot and (54)
dry during the day. Cowboys had to work hard, but (64)
they also liked to have fun around the campfire at (74)
night. They used ropes to catch cattle and made (83)
sure all the animals were safe. (89)
Many people think the Wild West was an exciting (98)
place to live and work. Life there was not easy, (108)
but it could be an adventure every day. (116)

Comprehension Questions:

Literal Question:

What animals did cowboys take care of?

Answer:

Cattle

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think cowboy work could be hard?

Answer:

It was outdoors and needed lots of skills.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "ranches" mean as used in the passage?

Answer:

Large farms where cattle live

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I Grade Level: 1 Word Count: 116

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: Life in the Wild West

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 116

High-Frequency Words

all, and, day, have, many

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:
"Would you want to be a cowboy? Why or why not?"
"Describe what you would see on a ranch in the Wild West."

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!)