

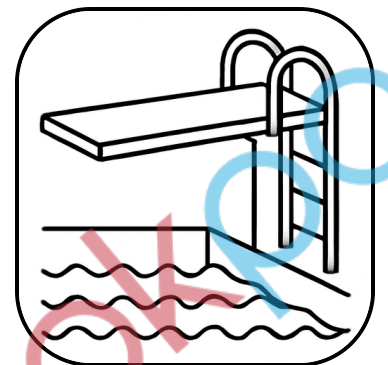
Name: _____

Splash Into Swimming Pools!

Swimming pools are big places filled with water where people go to swim. Some pools are inside buildings, and some are outside. At a pool, you can splash, play, and cool off on a hot day.

Many people take swimming lessons to learn how to swim safely. Lessons teach you how to kick, float, and move your arms in the water. It is important to listen to the pool rules and be careful, so everyone can have fun.

A diving board is a long, springy board above the pool. People climb up, walk to the end, and jump into the water. Trying the diving board for the first time can feel exciting and a little scary, but it is a brave thing to do.



Student Name: _____

Date: _____

Splash Into Swimming Pools!

Swimming pools are big places filled with water (8)

where people go to swim. Some pools are inside (17)

buildings, and some are outside. At a pool, you (26)

can splash, play, and cool off on a hot day. (36)

Many people take swimming lessons to learn how to (45)

swim safely. Lessons teach you how to kick, float, (54)

and move your arms in the water. It is important (64)

to listen to the pool rules and be careful, so (74)

everyone can have fun. (78)

A diving board is a long, springy board above the (88)

pool. People climb up, walk to the end, and jump (98)

into the water. Trying the diving board for the (107)

first time can feel exciting and a little scary, (116)

but it is a brave thing to do. (124)

Comprehension Questions:

Literal Question:

What is a diving board used for at the pool?

Answer:

Jumping into the water

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone feel nervous about the diving board?

Answer:

It is something new or high above the water.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'springy' mean in the passage?

Answer:

Bouncy or able to bend and move back

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL J Grade Level: 1 Word Count: 124

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: Splash Into Swimming Pools!

Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 124

High-Frequency Words

day, long, people, some, water

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 a time you tried something new at the pool."
"What pool rule do you think is most important? Why?"

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!)