

Name: _____

New Uses for Old Things

Some people use their imagination to make new things from old ones. This is called being resourceful. It means you do not throw something away just because it is worn out or broken. Instead, you turn it into something else.

For example, you can turn a box into a toy or use old socks to make a puppet. Many people find ways to use what they have. Reusing things can save money and it's good for the earth, too. You may even find that making something new is fun!

When you look at things in a different way, you find new uses for them. Next time you see something old, ask yourself, "What can I make with this?"



Student Name: _____

Date: _____

New Uses for Old Things

Some people use their imagination to make new things from old ones. This is called being resourceful. It means you do not throw something away just because it is worn out or broken. Instead, you turn it into something else. For example, you can turn a box into a toy or use old socks to make a puppet. Many people find ways to use what they have. Reusing things can save money and it's good for the earth, too. You may even find that making something new is fun! When you look at things in a different way, you find new uses for them. Next time you see something old, ask yourself, "What can I make with this?"

Comprehension Questions:

Literal Question:

What is repurposing?

Answer:

Making something new from an old item.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people feel happy when they repurpose things?

Answer:

They enjoy being creative and helping the world.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "repurposing" mean in this text?

Answer:

Using something old in a new way.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I Grade Level: 1 Word Count: 118

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: New Uses for Old Things

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 118

High-Frequency Words

a, can, into, one, out

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 something you made from an old item."
"Why is it good to reuse things?"

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!)