

Name: _____

Let's Explore the Busy City

A city is a place where many people live and work. There are tall buildings, busy streets, and many sounds. You may see cars, buses, and bikes moving quickly. Some cities have parks where people can play or rest.

Cities have fun places to visit. A museum is a building where you can see things like old dinosaur bones or art. An aquarium is a place with water tanks to see fish and other animals. Toy stores have many toys to look at and buy. Restaurants are places where people go to eat food that is made for them.

In these places, there are rules. People may need to wait their turn or not touch certain things.

Cities can be full of new things to see and do!



Student Name: _____

Date: _____

Let's Explore the Busy City

A city is a place where many people live and work. (11)

There are tall buildings, busy streets, and many (19)

sounds. You may see cars, buses, and bikes moving (28)

quickly. Some cities have parks where people can (36)

play or rest. (39)

Cities have fun places to visit. A museum is a (49)

building where you can see things like old (57)

dinosaur bones or art. An aquarium is a place with (67)

water tanks to see fish and other animals. Toy (76)

stores have many toys to look at and buy. (85)

Restaurants are places where people go to eat food (94)

that is made for them. (99)

In these places, there are rules. People may need (108)

to wait their turn or not touch certain things. (117)

Cities can be full of new things to see and do! (128)

Comprehension Questions:

Literal Question:

What is a museum?

Answer:

A building where you see things like art or bones.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people need to follow rules in these places?

Answer:

To keep things and people safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does aquarium mean in this passage?

Answer:

A place with water tanks to see fish and animals.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I Grade Level: 1 Word Count: 128

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: Let's Explore the Busy City

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 128

High-Frequency Words

an, are, has, made, 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:
"Describe a place in a city you want to visit."
"Why do you think cities are busy?"

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!)