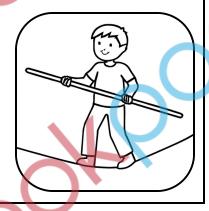
Walking on Air: The Art of the High Wire

High-wire walking is an exciting circus act. It means walking along a thin wire stretched high above the ground. Performers move carefully, using their arms to keep balance. They always watch each step, because even a small mistake could be dangerous.

To learn this skill, people must practice for many hours. It takes strong feet, a steady head, and lots of focus. Even though it seems almost impossible, high-wire artists work together in groups to help each other. They never give up, even if they feel nervous or scared.

The high wire is both thrilling and risky.

Watching someone walk on a wire far above the ground is an amazing sight. It shows how brave and determined people can be.



Student Name:

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: ______ / 3 correct

Comprehension Questions: Walking on Air: The Art of the High Wire Literal Question: High-wire walking is an exciting circus act. It (8)What is high-wire walking? means walking along a thin wire stretched high Answer. (16) Walking along a thin wire high above the ground. above the ground. Performers move carefully, using (23)Student Answer: their arms to keep balance. They always watch each (32)step, because even a small mistake could be (40)dangerous. (41)Correct _ To learn this skill, people must practice for many (50)Inferential Question: Why do you think practice is hours. It takes strong feet, a steady head, and (59)important for high-wire artists? lots of focus. Even though it seems almost Answer: (67)It helps them stay safe and balanced. impossible, high-wire artists work together in (73)Student Answer: groups to help each other. They never give up, (82)even if they feel nervous or scared. (89)Correct ____ Incorrect The high wire is both thrilling and risky. (97)Watching someone walk on a wire far above the (106)Vocabulary Question: What does 'thrilling' mean in this passage? ground is an amazing sight. It shows how brave and (116)Answer: determined people can be. (120)It means exciting or amazing. Student Answer: **Scoring Guide** Text Level: F&P GRL P Grade Level: 3 Word Count: 120 Correct Incorrect Total Words Read: ____ Errors: Notes: **WCPM**: (total words read — errors = WCPM) __

Date:

Incorrect

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: Walking on Air: The Art of the High Wire

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 120

High-Frequency Words

above, always, almost, both, together

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 how you would feel walking on a high wire."

"What would you do to prepare for a circus performance?"

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!)