

Name: _____

Meet the Stars of Storybooks

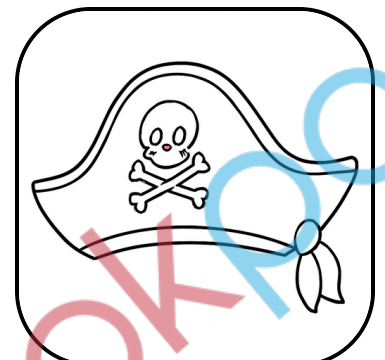
Many storybooks have special characters that are fun to learn about. Some are brave, like pirates who sail on the water and look for treasure.

Others are clever, like Little Red Riding Hood, a girl who meets a big wolf in the woods. There are even silly characters, like the Mad Hatter, who loves to have tea parties.

Some storybooks have magical animals, too. Dragons are big, flying creatures that can breathe fire.

When you read about these characters, you can imagine what it would be like to meet them.

Learning about these storybook friends helps you know more about the stories you read.



Student Name: _____

Date: _____

Meet the Stars of Storybooks

Many storybooks have special characters that are (7)
fun to learn about. Some are brave, like pirates (16)
who sail on the water and look for treasure. (25)
Others are clever, like Little Red Riding Hood, a (34)
girl who meets a big wolf in the woods. There are (45)
even silly characters, like the Mad Hatter, who (53)
loves to have tea parties. (58)
Some storybooks have magical animals, too. Dragons (65)
are big, flying creatures that can breathe fire. (73)
When you read about these characters, you can (81)
imagine what it would be like to meet them. (90)
Learning about these storybook friends helps you (97)
know more about the stories you read. (104)

Comprehension Questions:

Literal Question:

What do pirates look for on the water?

Answer:

They look for treasure.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might storybook characters be exciting to read about?

Answer:

They do fun and magical things.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "magical" mean in this passage?

Answer:

Something special or make-believe.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 Word Count: 104

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
Λ = 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: Meet the Stars of Storybooks

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 104

High-Frequency Words

a, about, can, have, 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:
"Which storybook character would you like to meet?"
"What adventure would you have with a dragon?"

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!)