

Name: _____

Exploring Art Museums

An art museum is a special place where people go to see paintings and sculptures. The art in a museum can be very old or made just last year. Some art is big and colorful. Other art is small and simple. People come to look at all the different kinds of art on display.

When people visit a museum, they may find something that makes them feel happy or curious. They might even want to learn more about how the art was made. Some people look at the art and think about what it means to them. Art can give people new ideas.

Art museums help people enjoy and learn about art. If you see something you like, you can use your own ideas to make art, too!



Student Name: _____

Date: _____

Exploring Art Museums

An art museum is a special place where people go (10)

to see paintings and sculptures. The art in a (19)

museum can be very old or made just last year. (29)

Some art is big and colorful. Other art is small (39)

and simple. People come to look at all the (48)

different kinds of art on display. (54)

When people visit a museum, they may find (62)

something that makes them feel happy or curious. (70)

They might even want to learn more about how the (80)

art was made. Some people look at the art and (90)

think about what it means to them. Art can give (100)

people new ideas. (103)

Art museums help people enjoy and learn about art. (112)

If you see something you like, you can use your (122)

own ideas to make art, too! (128)

Comprehension Questions:

Literal Question:

What do people see at an art museum?

Answer:

Paintings and sculptures.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people feel curious at a museum?

Answer:

They see new and interesting art.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'sculpture' mean in the passage?

Answer:

A kind of art you can see in a museum.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL J 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: Exploring Art Museums

Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 128

High-Frequency Words

about, all, come, find, was

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 piece of art you would put in a museum."
"How does art make you feel when you look at it?"

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!)