

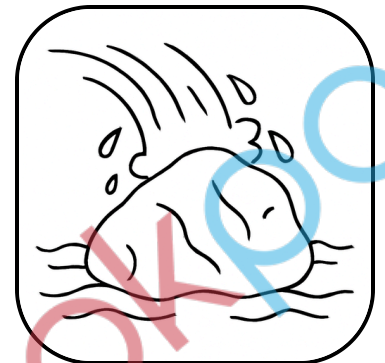
Name: _____

How Rocks Change Over Time

Did you know that rocks can change? Rocks do not always stay the same. Over a long time, wind and water can break rocks into small pieces. This is called erosion. You may see this when rain washes dirt down a hill or when waves move sand at the beach.

Tiny bits of rock can come together to make new rocks. This is how some rocks are made. The ground may look still, but it is always changing. These changes happen slowly, so we may not notice them every day.

Rocks are a part of our world. When you look at a rock, think about how it may have changed over time. Rocks tell the story of Earth's changes.



Student Name: _____

Date: _____

How Rocks Change Over Time

Did you know that rocks can change? Rocks do not (10)

always stay the same. Over a long time, wind and (20)

water can break rocks into small pieces. This is (29)

called erosion. You may see this when rain washes (38)

dirt down a hill or when waves move sand at the (49)

beach. (50)

Tiny bits of rock can come together to make new (60)

rocks. This is how some rocks are made. The ground (70)

may look still, but it is always changing. These (79)

changes happen slowly, so we may not notice them (88)

every day. (90)

Rocks are a part of our world. When you look at a (102)

rock, think about how it may have changed over (111)

time. Rocks tell the story of Earth's changes. (119)

Comprehension Questions:

Literal Question:

What two things can break rocks into pieces?

Answer:

Wind and water.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might we not notice rocks changing?

Answer:

Because changes happen slowly.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'erosion' mean in the passage?

Answer:

Rocks breaking into small pieces.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL J Grade Level: 1 Word Count: 119

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: How Rocks Change Over Time

Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 119

High-Frequency Words

come, day, long, made, part

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 time you saw water move sand or rocks."
"How do you think a rock changes after many years?"

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!)