

Name: _____

From Ocean Waves to Open Prairie

The United States has many different landscapes. Maine is a state in the far north, next to the Atlantic Ocean. People in Maine often hear waves and see the deep blue water. The coast is covered with rocks, and the air feels cool and fresh. In the early morning, you might notice the bright red sun rising over the sea.

The Midwest is very different from Maine. It is known for its wide, flat land called the prairie. Instead of ocean, there are big fields and farms that stretch as far as you can see. The wind blows across the open space, and you may see black birds flying low to the ground. Places shape people's lives and what they remember best about home.



Student Name: _____

Date: _____

From Ocean Waves to Open Prairie

The United States has many different landscapes. (7)

Maine is a state in the far north, next to the (18)

Atlantic Ocean. People in Maine often hear waves (26)

and see the deep blue water. The coast is covered (36)

with rocks, and the air feels cool and fresh. In (46)

the early morning, you might notice the bright red (55)

sun rising over the sea. (60)

The Midwest is very different from Maine. It is (69)

known for its wide, flat land called the prairie. (78)

Instead of ocean, there are big fields and farms (87)

that stretch as far as you can see. The wind blows (98)

across the open space, and you may see black birds (108)

flying low to the ground. Places shape people's (116)

lives and what they remember best about home. (124)

Comprehension Questions:

Literal Question:

What kind of land is common in the Midwest?

Answer:

Wide, flat prairie and big fields.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might the ocean and prairie make people feel differently?

Answer:

They may feel comfort or homesickness in each place.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'covered' mean in the sentence about rocks?

Answer:

It means the rocks are all over the coast.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL R Grade Level: 4 Word Count: 124

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: From Ocean Waves to Open Prairie

Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 124

High-Frequency Words

across, black, covered, early, red

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:
"How do you think landscape shapes people's lives?"
"Describe a place that feels special or different to you."

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!)