

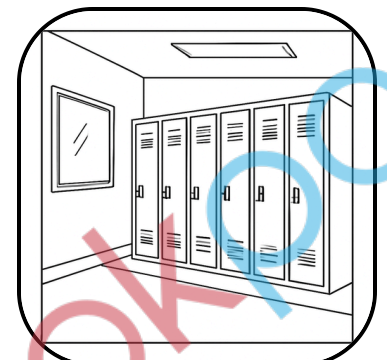
Name: _____

A Day Inside Your School

Every school day is full of different routines and people working together. When children arrive, they might walk through the doors or ride in a car. Students often gather in groups with friends before heading to their classrooms. The teacher greets everyone and helps the class begin the day.

Schools have many important places, like the cafeteria, gym, and library. Students almost always eat lunch in the cafeteria. In the hallways, a janitor keeps everything clean. The principal works in the office and helps both students and staff. Sometimes, the school will have a fire drill to keep everyone safe.

All these routines help a school run smoothly. Everyone has a job, and working together makes school a great place to learn and grow.



Student Name: _____

Date: _____

A Day Inside Your School

Every school day is full of different routines and (9)
people working together. When children arrive, (15)
they might walk through the doors or ride in a (25)
car. Students often gather in groups with friends (33)
before heading to their classrooms. The teacher (40)
greet everyone and helps the class begin the day. (49)
Schools have many important places, like the (56)
cafeteria, gym, and library. Students almost (62)
always eat lunch in the cafeteria. In the (70)
hallways, a janitor keeps everything clean. The (77)
principal works in the office and helps both (85)
students and staff. Sometimes, the school will (92)
have a fire drill to keep everyone safe. (100)
All these routines help a school run smoothly. (108)
Everyone has a job, and working together makes (116)
school a great place to learn and grow. (124)

Comprehension Questions:

Literary Question:

Who helps keep the school clean?

Answer:

The janitor.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think schools have routines each day?

Answer:

To help everyone know what to do.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does cafeteria mean in the passage?

Answer:

A place where students eat lunch.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 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: A Day Inside Your School

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 124

High-Frequency Words

almost, both, car, children, group

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 routine you follow at your school."
"Why is it important for everyone to work together at school?"

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!)