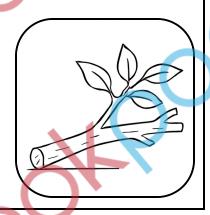
Sticks: Nature's Handy Tools

Sticks are everywhere in nature. They fall from trees and cover the ground below. People and animals both find creative ways to use these simple objects.

Children often play with sticks outside. A stick can become a magic wand, a sword, or a tool to help build something in the sand. Dogs might carry sticks during a game of fetch. In winter, people might add sticks to a snowman to give it arms. Sticks also float along rivers and can be raced in games.

Animals use sticks, too. For example, gather sticks to build their nests. Sticks are always useful in different ways. Next time you see a stick, think about all the things it could become!



Student Name:

Comprehension: ______ / 3 correct

Date:

Sticks: Nature's Handy Tools		Comprehension Questions:
Sticks are everywhere in nature. They fall	from (8)	Literal Question: How do animals use sticks?
trees and cover the ground below. Peopl	e and (16)	Answer: They use sticks to build their nests.
animals both find creative ways to use th	ese (24)	Student Answer:
simple objects.	(26)	
Children often play with sticks outside. A	stick (34)	
can become a magic wand, a sword, or	a tool to (45)	CorrectIncorrect
help build something in the sand. Dogs m	ight carry (54)	Inferential Question:
sticks during a game of fetch. In winter, p	eople (63)	Why might sticks be important for both people and animals?
might add sticks to a snowman to give it	arms. (73)	Answer:
Sticks also float along rivers and can be r	aced in (83)	They help with play and building things.
games.	(84)	Student Answer:
Animals use sticks, too. For example, gath	er (91)	
sticks to build their nests. Sticks are alway	s (99)	CorrectIncorrect
useful in different ways. Next time you see	e a (108)	Vocabulary Question:
stick, think about all the things it could b	ecome! (117)	What does 'below' mean in the passage?
	OV	Answer: It means under something else.
		Student Answer:
Scoring Guide	<u>ر</u>	
Text Level: F&P GRL N Grade Level: 3	Word Count: 117	
Total Words Read:	N.	Correct Incorrect
<pre>Errors:</pre> <pre>WCPM: (total words read — errors = WCPM)</pre>		Notes:
WCPM: Below grade level At grade level Abov		
Prosody: 1 2 3 4	ÖL	

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		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 Leve	el Norms (WC	PM) *	ノ				
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: Sticks: Nature's Handy Tools

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 117

High-Frequency Words

add, always, below, carry, next

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 played with a stick outdoors."

"List three new ways you could use a stick."

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!)