

Name: \_\_\_\_\_

## 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: \_\_\_\_\_

Date: \_\_\_\_\_

### Sticks: Nature's Handy Tools

Sticks are everywhere in nature. They fall from (8)

trees and cover the ground below. People and (16)

animals both find creative ways to use these (24)

simple objects. (26)

Children often play with sticks outside. A stick (34)

can become a magic wand, a sword, or a tool to (45)

help build something in the sand. Dogs might carry (54)

sticks during a game of fetch. In winter, people (63)

might add sticks to a snowman to give it arms. (73)

Sticks also float along rivers and can be raced in (83)

games. (84)

Animals use sticks, too. For example, gather (91)

sticks to build their nests. Sticks are always (99)

useful in different ways. Next time you see a (108)

stick, think about all the things it could become! (117)

### Comprehension Questions:

#### Literal Question:

How do animals use sticks?

#### Answer:

They use sticks to build their nests.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might sticks be important for both people and animals?

#### Answer:

They help with play and building things.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'below' mean in the passage?

#### Answer:

It means under something else.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL N    Grade Level: 3    Word Count: 117

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	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!)