

Name: _____

What Happens in Winter?

Winter is a time when the air gets cold and snow can fall from the sky. Snow is made of tiny ice crystals that join together. When it is cold enough, snow covers the ground like a soft, white blanket.

People and animals need to stay warm in winter. They wear coats, hats, or use blankets. Some animals find shelter or huddle together. Staying warm helps them not get too cold. You may see animals like birds puff up their feathers to keep the heat in.

Winter can be fun, but it is important to be safe. The cold can be strong, so people and animals must find ways to keep warm when snow is all around.



Student Name: _____

Date: _____

What Happens in Winter?

Winter is a time when the air gets cold and snow (11)

can fall from the sky. Snow is made of tiny ice (22)

crystals that join together. When it is cold (30)

enough, snow covers the ground like a soft, white (39)

blanket. (40)

People and animals need to stay warm in winter. (49)

They wear coats, hats, or use blankets. Some (57)

animals find shelter or huddle together. Staying (64)

warm helps them not get too cold. You may see (74)

animals like birds puff up their feathers to keep (83)

the heat in. (86)

Winter can be fun, but it is important to be safe. (97)

The cold can be strong, so people and animals must (107)

find ways to keep warm when snow is all around. (117)

Comprehension Questions:

Literal Question:

What do people wear to stay warm in winter?

Answer:

Coats, hats, or use blankets.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do some animals huddle together in winter?

Answer:

To stay warm and safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What is shelter?

Answer:

A place to stay safe and warm.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL J Grade Level: 1 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
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: What Happens in Winter?

Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 117

High-Frequency Words

all, animals, is, snow, you

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 what you do to stay warm in winter."
"What might happen if animals could not find shelter?"

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!)