

Name: _____

How People Grow and Change

All people grow and change as they get older. When you are a child, you like to play and learn new things every day. As you grow into a teenager, you may want more time with friends. Teenagers can do more things on their own.

When people become adults, they work, care for others, and make choices for their lives. Later on, people become elderly. Elderly people may move more slowly, but they have many stories to share. Each part of life is special in its own way.

People's needs and wants change as they grow. It is important to help one another at every age. That is how families and friends work together.



Student Name: _____

Date: _____

How People Grow and Change

All people grow and change as they get older. When (10)
you are a child, you like to play and learn new (21)
things every day. As you grow into a teenager, you (31)
may want more time with friends. Teenagers can do (40)
more things on their own. (45)
When people become adults, they work, care for (53)
others, and make choices for their lives. Later (61)
on, people become elderly. Elderly people may move (69)
more slowly, but they have many stories to share. (78)
Each part of life is special in its own way. (88)
People's needs and wants change as they grow. It (97)
is important to help one another at every age. (106)
That is how families and friends work together. (114)

Comprehension Questions:

Literal Question:

What do people do as they get older?

Answer:

They grow and change.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people need different things as they grow?

Answer:

Because their needs and wants change.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'elderly' mean in the passage?

Answer:

It means a person who is older.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL J Grade Level: 1 Word Count: 114

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: How People Grow and Change

Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 114

High-Frequency Words

all, each, get, like, more

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 you will change as you grow?"
"What can you do to help someone who is elderly?"

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!)