

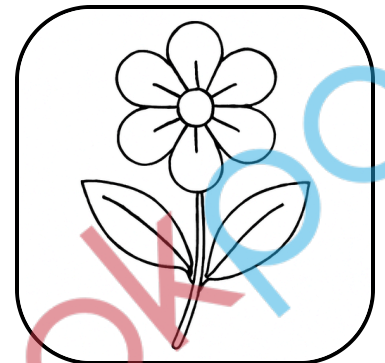
Name: _____

When Winter Turns to Spring

There are four seasons in a year. Winter is one of them. In winter, it can be very cold. Snow may cover the ground. Many animals stay inside their homes. Some plants look like they are sleeping. It is a quiet time, and not much grows.

Spring comes after winter. The days get warmer. Snow and ice start to melt. Little plants begin to grow up out of the ground. Some animals wake up or come out to look for food. You may see the first flower. It is a sign that spring is here!

Spring is a time of new life. Plants, animals, and people all like the change. It is fun to see what you can find in spring.



Student Name: _____

Date: _____

When Winter Turns to Spring

There are four seasons in a year. Winter is one of (11)
them. In winter, it can be very cold. Snow may (21)
cover the ground. Many animals stay inside their (29)
homes. Some plants look like they are sleeping. It (38)
is a quiet time, and not much grows. (46)
Spring comes after winter. The days get warmer. (54)
Snow and ice start to melt. Little plants begin to (64)
grow up out of the ground. Some animals wake up or (75)
come out to look for food. You may see the first (86)
flower. It is a sign that spring is here! (95)
Spring is a time of new life. Plants, animals, and (105)
people all like the change. It is fun to see what (116)
you can find in spring. (121)

Comprehension Questions:

Literal Question:

What season comes after winter?

Answer:

Spring

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think animals are happy in spring?

Answer:

Because there is more food and warmer weather.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "melt" mean in the passage?

Answer:

To change from ice to water.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL F Grade Level: 1 Word Count: 121

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: When Winter Turns to Spring

Passage Details

Grade Level: 1

Reading Level: F&P GRL F

Word Count: 121

High-Frequency Words

can, find, first, like, many

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:
"What signs of spring have you seen where you live?"
"Describe how the weather changes from winter to spring."

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!)