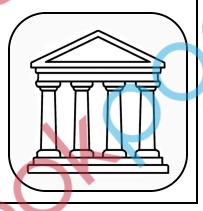# Meet the Mighty World of Greek Myths

Greek mythology is a collection of old stories from ancient Greece. These myths were written to explain the world, like why thunder shakes the sky or how flowers grow. People in the past believed gods and goddesses controlled many things in nature.

The main gods lived on Mount Olympus, beside the clouds. Zeus was the king of the gods and ruled the weather. His brother Poseidon ruled the sea, and Hades ruled the underworld. Athena was the goddess of wisdom. Monsters like Medusa and the Minotaur made these stories exciting and wild.

Greek myths taught lessons and showed the difference between right and wrong. Today, people still find these stories interesting and full of energy.

Meet the Mighty World of Greek Myths

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nature. (42)

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difference between right and wrong. Today, people (106)

still find these stories interesting and full of (114)

energy. (115)

Scoring Guide

Text Level: F&P GRL W   **Grade Level:** 6   **Word Count:** 115

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

Comprehension Questions:

Literal Question:
Who was the king of the gods in Greek myths?

Answer:
Zeus was the king of the gods.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Inferential Question:
Why do you think people created myths about gods and monsters?

Answer:
To explain things they couldn't understand.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Vocabulary Question:
What does 'myth' mean in this passage?

Answer:
An old story explaining the world.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Notes:

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: Meet the Mighty World of Greek Myths

Passage Details

Grade Level: 6

Reading Level: F&P GRL W

Word Count: 115

High-Frequency Words

beside, brother, difference, energy, flowers

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 Greek god or monster you find interesting."

    "Why do you think myths are still told today?"

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!)