

Name: _____

Life by the River

A river is a long, flowing body of water that moves between the land. Forests often grow close to rivers and are filled with tall trees and plants. In these wild places, you can watch birds fly above or see animals like deer and foxes walk along the riverbank.

Rural areas are far from the busy city. People in the country might fish, watch wildlife, or explore the woods. Life here is slower and quieter. You might hear the wind in the trees or the song of birds at night.

Rivers and forests are important for many living things. They provide food, shelter, and a place to grow. When people spend time in these places, they can feel connected to nature and see something new every day.



Student Name: _____

Date: _____

Life by the River

A river is a long, flowing body of water that (10)

moves between the land. Forests often grow close (18)

to rivers and are filled with tall trees and (27)

plants. In these wild places, you can watch birds (36)

fly above or see animals like deer and foxes walk (46)

along the riverbank. (49)

Rural areas are far from the busy city. People in (59)

the country might fish, watch wildlife, or explore (67)

the woods. Life here is slower and quieter. You (76)

might hear the wind in the trees or the song of (87)

birds at night. (90)

Rivers and forests are important for many living (98)

things. They provide food, shelter, and a place to (107)

grow. When people spend time in these places, they (116)

can feel connected to nature and see something new (125)

every day. (127)

Comprehension Questions:

Literal Question:

What kinds of animals might you see by a river?

Answer:

Birds, deer, and foxes.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might life feel quieter in rural areas?

Answer:

There are fewer people and more nature.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "rural" mean in the passage?

Answer:

An area far from the city.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 127

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: Life by the River

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 127

High-Frequency Words

above, along, city, every, grow

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 might see or hear near a river."
"Compare life in the country to life in a city."

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!)