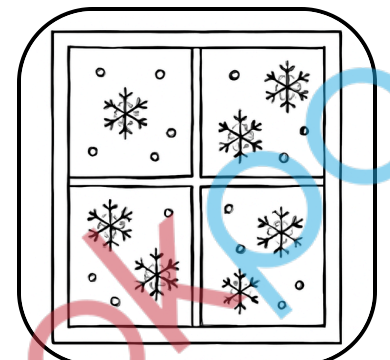


Name: \_\_\_\_\_

## Meet the Weather Makers

Many folktales tell of magical people who control the weather. One example is Jack Frost, who is said to bring cold air and cover the earth with white frost. In stories, he might touch a window and add beautiful ice patterns. These tales help explain why seasons change and why it gets cold at certain times of year.

People around the world have their own weather legends. Some talk about powerful gods or spirits who start the rain or make the sun shine. These stories are often passed along from parents to children. They help us understand nature, even if they are not real. It is interesting to see how every country has its own weather stories. Next time you see frost, you might wonder if a magical being was near!



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Meet the Weather Makers

Many folktales tell of magical people who control (8)

the weather. One example is Jack Frost, who is (17)

said to bring cold air and cover the earth with (27)

white frost. In stories, he might touch a window (36)

and add beautiful ice patterns. These tales help (44)

explain why seasons change and why it gets cold at (54)

certain times of year. (58)

People around the world have their own weather (66)

legends. Some talk about powerful gods or spirits (74)

who start the rain or make the sun shine. These (84)

stories are often passed along from parents to (92)

children. They help us understand nature, even if (100)

they are not real. It is interesting to see how (110)

every country has its own weather stories. Next (118)

time you see frost, you might wonder if a magical (128)

being was near! (131)

### Comprehension Questions:

#### Literal Question:

Who is said to bring cold air and frost in folktales?

#### Answer:

Jack Frost.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why do people create stories about weather makers?

#### Answer:

To explain nature in a fun way.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'example' mean in this passage?

#### Answer:

A kind that shows what something is like.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 131

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Meet the Weather Makers

### Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 131

### High-Frequency Words

add, children, earth, example, next

### 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 your favorite kind of weather and why."  
"Make up your own weather maker and tell what they do."

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!)