Name:

# How Water Travels in a Circle

Water is always moving, even if you cannot see it. This movement is called the water cycle. It is an important part of how weather happens.

First, the sun warms water in lakes, rivers, or puddles. The water turns into a gas and goes up into the air. This is called evaporation. Next, the gas cools down and changes back into tiny drops. These drops make clouds. This part is called condensation.

When the drops in the clouds get big and heavy, they fall down as rain or snow. This is called precipitation. Now the water is back on the ground, ready to start the cycle again. The water cycle helps make the weather we see each day.

**Student Name:** **Date:**

### How Water Travels in a Circle

Water is always moving, even if you cannot see it. (10)
This movement is called the water cycle. It is an (20)
important part of how weather happens. (26)
First, the sun warms water in lakes, rivers, or (35)
puddles. The water turns into a gas and goes up (45)
into the air. This is called evaporation. Next, (53)
the gas cools down and changes back into tiny (62)
drops. These drops make clouds. This part is (70)
called condensation. (72)
When the drops in the clouds get big and heavy, (82)
they fall down as rain or snow. This is called (92)
precipitation. Now the water is back on the (100)
ground, ready to start the cycle again. The water (109)
cycle helps make the weather we see each day. (118)

### Scoring Guide

**Text Level:** F&P GRL J **Grade Level:** 1 **Word Count:** 118

**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:**
What is the name of the movement of water?

**Answer:**
The water cycle.

**Student Answer:**

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

**Inferential Question:**
Why is the water cycle important for weather?

**Answer:**
It helps create rain and clouds.

**Student Answer:**

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

**Vocabulary Question:**
What does 'evaporation' mean in the passage?

**Answer:**
Water changing into a gas and rising.

**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: How Water Travels in a Circle

### Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 118

### High-Frequency Words

again, called, each, first, see

### 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 where you have seen water evaporate."

  "Why do you think the water cycle never stops?"

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!)