

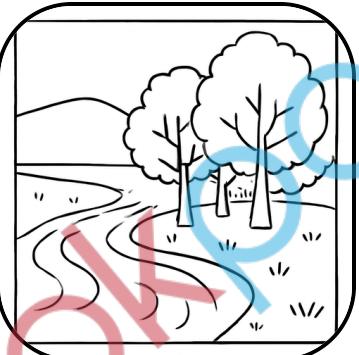
Name: _____

Exploring Wild Outdoor Places

There are many exciting outdoor places to explore.

Grasslands are wide, open spaces filled with tall green grass. If you walk through them, you may feel the grass brush your legs. Rivers have moving water that can be cold or fast. You need to be careful, as the water may be slippery.

Mud is soft, wet dirt. It can stick to your shoes and make you slow down. Forests are full of tall trees and can be dark under the leaves. It is fun to look up at the high branches. In winter, snow covers the ground and makes everything look white and cold. A cave is a dark, cool space inside a hill or mountain. All these places are part of nature and can be fun to explore!



Student Name:

Date:

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(8)

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(16)

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(25)

(34)

(45)

(52)

(63)

(73)

(84)

(94)

(102)

(113)

(122)

(129)

Comprehension Questions:

Literal Question:

What covers the ground and makes it look white in winter?

Answer:

Snow covers the ground in winter.

Student Answer:

Inferential Question:

Why might moving through mud be hard?

Answer:

Because mud can slow you down and stick to your shoes.

Student Answer:

Vocabulary Question:

What does "slippery" mean in the text?

Answer:

It means something is hard to walk on or easy to slide on.

Student Answer:

Scoring Guide

Text Level: F&P GRL I

Grade Level: 1

Word Count: 129

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

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
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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: Exploring Wild Outdoor Places

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 129

High-Frequency Words

all, look, may, water, you

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:
"Which outdoor place would you like to visit? Why?"
"Describe how you would feel in a dark cave."

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!)