

Name: _____

Exploring the Outdoors: Nature's Big Surprises

Nature is full of exciting places to see and explore. Grass can be tall and soft, waving in the wind as you walk by. A river has moving water that can be deep or shallow. If you put your hand in, it may feel cool!

Mud is wet and sticky. It is hard to walk in, and your shoes can get stuck. A forest has many trees, and it can be dark or shady inside. Some animals live in forests, too.

A snowstorm covers the ground in white snow. It is cold, and the wind can blow hard. A cave is a dark, quiet space inside a hill or mountain. It can feel cool and safe, but it is very dark when you go in.



Student Name: _____

Date: _____

Exploring the Outdoors: Nature's Big Surprises

Nature is full of exciting places to see and (9)

explore. Grass can be tall and soft, waving in the (19)

wind as you walk by. A river has moving water that (30)

can be deep or shallow. If you put your hand in, (41)

it may feel cool! (45)

Mud is wet and sticky. It is hard to walk in, and (57)

your shoes can get stuck. A forest has many trees, (67)

and it can be dark or shady inside. Some animals (77)

live in forests, too. (81)

A snowstorm covers the ground in white snow. It is (91)

cold, and the wind can blow hard. A cave is a (102)

dark, quiet space inside a hill or mountain. It (111)

can feel cool and safe, but it is very dark when (122)

you go in. (125)

Comprehension Questions:

Literal Question:

What is a cave like inside?

Answer:

It is dark and quiet.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might mud make it hard to walk?

Answer:

Because it is wet and sticky.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "shady" mean in the text?

Answer:

It means there is not much sunlight.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I

Grade Level: 1

Word Count: 125

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: Exploring the Outdoors: Nature's Big Surprises

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 125

High-Frequency Words

as, be, by, has, in

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 place in nature you would like to visit."
"How do you think a river feels and sounds?"

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!)