

Name: _____

What Is an Idea?

An idea is something that starts in your mind. You cannot see or touch an idea, but you can think about it. Sometimes, an idea might seem strange or hard to explain at first. Other times, an idea can begin small then grow into something important.

Ideas can solve problems or create new things. For example, you might get an idea to draw a picture, write a story, or build something out of paper.

Both grown-ups and children both have ideas every day. Sometimes, an idea comes to you when you least expect it, like when you are walking or talking with a friend.

Every idea is special. Some ideas might change the way you see the world. When you keep thinking about your idea, it can become even stronger and might help you do something amazing.



Student Name:

Date:

What Is an Idea?

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 cannot see or touch an idea, but you can think (20)
 about it. Sometimes, an idea might seem strange or (29)
 hard to explain at first. Other times, an idea can (39)
 begin small then grow into something important. (46)
 Ideas can solve problems or create new things. For (55)
 example, you might get an idea to draw a picture, (65)
 write a story, or build something out of paper. (74)
 Both grown-ups and children both have ideas every (82)
 day. Sometimes, an idea comes to you when you (91)
 least expect it, like when you are walking or (100)
 talking with a friend. (104)
 Every idea is special. Some ideas might change the (113)
 way you see the world. When you keep thinking (122)
 about your idea, it can become even stronger and (131)
 might help you do something amazing. (137)

Comprehension Questions:

Literal Question:

Where do ideas start?

Answer:

In your mind.

Student Answer:

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

Inferential Question:

Why might an idea become stronger over time?

Answer:

Thinking about it helps it grow.

Student Answer:

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

Vocabulary Question:

What does 'important' mean in this passage?

Answer:

Something that matters a lot.

Student Answer:

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

Notes:

Scoring Guide

Text Level: F&P GRL N **Grade Level:** 3 **Word Count:** 137

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: What Is an Idea?

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 137

High-Frequency Words

begin, both, every, important, paper

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 time you had a new idea."
"Why do you think ideas sometimes feel strange at first?"

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!)