

Name: _____

Growing Older Together

Every person gets older as time goes by. This is called aging. Children grow taller and learn new things. Grown-ups also change as they age. Their hair may turn gray, and they might move more slowly.

Older adults are an important part of families. They may share stories about the past or show you how to do something special. Many people like to spend time with some special older adults called grandparents. Grandparents are wise because they have lived a long time and seen many things.

Aging is a natural part of life. It helps us learn, grow, and be close to others. Each person, young or old, is an important part of their family.



Student Name: _____

Date: _____

Growing Older Together

Every person gets older as time goes by. This is (10)

called aging. Children grow taller and learn new (18)

things. Grown-ups also change as they age. Their (26)

hair may turn gray, and they might move more (35)

slowly. (36)

Older adults are an important part of families. (44)

They may share stories about the past or show you (54)

how to do something special. Many people like to (63)

spend time with some special older adults called (71)

grandparents. Grandparents are wise because they (77)

have lived a long time and seen many things. (86)

Aging is a natural part of life. It helps us (96)

learn, grow, and be close to others. Each person, (105)

young or old, is an important part of their (114)

family. (115)

Comprehension Questions:

Literal Question:

What happens to people as they age?

Answer:

They change and get older.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might older adults share stories with others?

Answer:

To teach or connect with family.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "aging" mean in the passage?

Answer:

Getting older over time.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I Grade Level: 1 Word Count: 115

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: Growing Older Together

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 115

High-Frequency Words

as, be, each, many, time

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:
"What is something special you do with an older adult?"
"How do families change as people grow older?"

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!)