

Name: \_\_\_\_\_

# How We Grow and Change

Everybody grows and changes as they get older. When you were a baby, you could not walk or talk. Babies need help with almost everything. As you get bigger, you learn new things each day.

Some things you can do now, like eating on your own or putting on your shoes, are called milestones. These are special steps in growing up. You may also learn how to use the potty and pick out your clothes. These changes show how much you have learned.

Growing up is a part of life for all people. It is fun to look back and see how much you can do now. Each new thing you learn makes you even more independent!



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### How We Grow and Change

Everybody grows and changes as they get older. (8)

When you were a baby, you could not walk or talk. (19)

Babies need help with almost everything. As you (27)  
get bigger, you learn new things each day. (35)

Some things you can do now, like eating on your (45)  
own or putting on your shoes, are called (53)

milestones. These are special steps in growing up. (61)

You may also learn how to use the potty and pick (72)

out your clothes. These changes show how much you (81)  
have learned. (83)

Growing up is a part of life for all people. It is (95)

fun to look back and see how much you can do now. (107)

Each new thing you learn makes you even more (116)

independent! (117)

### Comprehension Questions:

#### Literal Question:

What are milestones?

#### Answer:

Special steps in growing up.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might learning new things feel exciting?

#### Answer:

It shows you are growing and can do more by yourself.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'independent' mean?

#### Answer:

Able to do things on your own.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL I      Grade Level: 1      Word Count: 117

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: How We Grow and Change

### Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 117

### High-Frequency Words

all, each, now, people, 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:  
"What is something you can do now that you could not do before?"  
"How do you feel when you learn something new?"

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!)