

Name: _____

All Around the World: Many Ways to Live

People live in many places around the world. Some live in tall buildings in busy cities. Others live in small houses in quiet towns. Many families eat different foods or wear special clothes that are part of their culture.

Children in other countries may speak another language. They may go to school in a different way. Some walk, some ride bikes, and some take a bus. But all children like to play, learn, and be with friends.

Even if we do not look or sound the same, we can still be kind to each other. Learning about other people helps us understand and respect their way of life.



Student Name: _____

Date: _____

All Around the World: Many Ways to Live

People live in many places around the world. Some (9)

live in tall buildings in busy cities. Others live (18)

in small houses in quiet towns. Many families eat (27)

different foods or wear special clothes that are (35)

part of their culture. (39)

Children in other countries may speak another (46)

language. They may go to school in a different (55)

way. Some walk, some ride bikes, and some take a (65)

bus. But all children like to play, learn, and be (75)

with friends. (77)

Even if we do not look or sound the same, we can (89)

still be kind to each other. Learning about other (98)

people helps us understand and respect their way (106)

of life. (108)

Comprehension Questions:

Literal Question:

What are some ways children get to school?

Answer:

Walk, ride bikes, or take a bus.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might learning about others help us be kind?

Answer:

It helps us understand and respect them.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'culture' mean in this passage?

Answer:

A way of life, like food and clothes.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I

Grade Level: 1

Word Count: 108

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: All Around the World: Many Ways to Live

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 108

High-Frequency Words

all, many, other, some, way

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:
"Share something special about your family's culture."
"Describe a way you are similar to children in other places."

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!)