

# 6th Grade Passages

## Middle of Year (MOY) Examiner Packet

Passage 1      *What Was Amanda's Message?*

Passage 2      *Suni*

Passage 3      *A Wonderful Friendship*

### Directions

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#### Passage 1

"I want you to read this passage out loud and do your best reading. If you get stuck or come to a word you cannot read, I will tell you the word so you can keep reading. When I say 'Stop,' I will ask you to tell me about what you read. Do you understand? ... Okay, you will begin as soon as I turn the page."

- Read the title of the passage.
- Start timing when the student says the first word.
- As he or she is reading, mark any words incorrect that are misread (i.e., substitutions, omissions, reversals, skips, or numerals read incorrectly).
- If the student hesitates for more than 3 seconds on a word, mark it as an error. Provide the word and then say, "Go on."
- If the student skips a line, stop and redirect the student to the beginning of the line. Count the first word of the line as an error. Do not stop the timer.
- After 60 seconds, say, "Stop." Circle the last word read.
- If the student finishes all the words before the time is up, note the time required to read all the words.
- COMPREHENSION RETELL: Give the initial retell prompt: "Can you tell me everything you remember reading in the passage?" Each time the student pauses, use the follow-up prompt ("Do you remember anything else?") until the student can recall no other information.

#### Passages 2 & 3

"Now try this passage: (Title). Ready? ... Begin."

Follow guidelines listed above.

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# Record Sheet: Passage Reading Fluency

Student Name		Date		Gender	
Examiner (and Title)		School		Grade	

## Passage 1 *What Was Amanda's Message?*

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
		$(60 \times \mathbf{B}) \div \mathbf{A} =$ Words correct per minute (WCPM)	
		<b>C EQUATED SCORE</b>	
Comprehension Retell			
<b>X</b> Recalled idea units		<b>Y</b> Maximum possible idea units	
		$\mathbf{X} \div \mathbf{Y} = \mathbf{Z}$ <b>PASSAGE RETELL SCORE</b>	

## Passage 2 *Suni*

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
		$(60 \times \mathbf{B}) \div \mathbf{A} =$ WCPM	
		<b>C EQUATED SCORE</b>	
Comprehension Retell			
<b>X</b> Recalled idea units		<b>Y</b> Maximum possible idea units	
		$\mathbf{X} \div \mathbf{Y} = \mathbf{Z}$ <b>PASSAGE RETELL SCORE</b>	

*Scoring continues on the next page.*

# Record Sheet: Passage Reading Fluency (cont.)

Student Name	
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## Passage 3 *A Wonderful Friendship*

Last word read		Word number	
Ⓐ Time in seconds		Number of errors	
		Ⓑ Number of words read correctly	
		$(60 \times \text{Ⓑ}) \div \text{Ⓐ} = \text{WCPM}$	
		<b>Ⓒ EQUATED SCORE</b>	
Comprehension Retell			
Ⓐ Recalled idea units		Ⓓ Maximum possible idea units	
		$\text{Ⓐ} \div \text{Ⓓ} = \text{Ⓔ PASSAGE RETELL SCORE}$	

Total equated scores (add all Ⓒ's)	
Divide by 3 for <b>AVERAGE EQUATED SCORE</b>	

Total passage retell scores (add all Ⓔ's)	
Divide by 3 for <b>AVERAGE RETELL SCORE</b>	

**What Was Amanda’s Message?**  
**TCLD Title: What Was Amanda’s Message?**  
**Lexile: 590 – 6th Grade MOY #1**  
**Source: TAAS 2001**

19

Once there was a village beside a river. The lovely river flowed quietly to the sea. The river gave the people of the village water to drink. It also gave them water for their plants and animals.

37

In this village lived a family with a young daughter named Amanda. She was quiet like the river.

55

Amanda often walked through the forest near her house. She loved looking at all the beautiful

71

trees. Her favorite was the willow tree. Its branches bent toward the ground as if reaching down to her.

89

90

Amanda had a special ability. She noticed things that other people did not. Walking through the

106

forest, she would see a squirrel sitting on the highest branch of a tree. She would notice the first

125

golden leaf as summer turned to fall. During spring Amanda was the first to notice that wildflowers

142

were beginning to bloom.

146

One year there was very little rain. By summer the river had dried up. The people of Amanda’s

164

village dug a well, but they did not find water. They had to go to another village far away to get

185

water. It was a long, hard journey. Sometimes the people could not carry as much water as they

203

needed. This caused them to worry.

209

While walking through the forest one day, Amanda noticed the leaves of the trees. Without rain

225

they had turned dry and brown. Then she came upon the willow tree. Its branches still had tender

243

green leaves!

245

“The willow’s leaves are still soft and green, but all the other leaves are dry and brown,” she said

264

to herself. “Perhaps the willow’s roots can seek and find water that other trees cannot.”

279

Amanda ran home as fast as she could. She couldn’t wait to relay what she had noticed to her

298

family. When she reached her house, she saw that other people from the village were there. They

315

were talking about how to find water.

322

“The leaves of the willow tree are still green,” Amanda announced eagerly. “We should dig a well

339

where the willow’s roots end. We might find water there.”

349

The people of the village stared at Amanda in surprise. She was generally very quiet. In fact,

366

many villagers had never heard her speak. They knew that her message must be important, so they

383

followed Amanda to the willow tree. There they dug a deep well where the willow's roots stopped.

400

Water filled the well just as Amanda had promised.

409

The people of the village were happy. They began to sing and dance around their new well.

426

Amanda was happy, too. She and the willow tree had helped save her village.

440

**Suni**  
**Lexile: 660 – 6th Grade MOY #2**  
**Source: TPRI**

18

My name is Suni. I am a Chinese White Dolphin. Do you know what's special about the Chinese White Dolphin? I'm pink. Most people have never heard of, or seen, a pink dolphin.

33

I want to tell you about a serious problem that we are all facing. But first, let me describe myself.

53

I live off the shores of Hong Kong and Southern China. This area is called the Pearl River Delta.

72

There are less than 200 of us here. We are not born pink. In fact, when we are born, we are black.

94

As we get older, our color turns to gray. Then it becomes pinkish gray with spots. It is when we

114

enter adulthood that we become pinkish white and our spots fade. As adults, we usually reach a

131

length of eight to nine feet. Unfortunately, most of the calves born today don't reach adulthood.

147

Thus, they never get to show off their beautiful pink color. We could live up to 40 years, but

166

because of the many hazards we face most of the calves don't even survive. We are endangered.

183

Our population is dwindling.

187

The water we live in is unhealthy. Raw sewage has been routinely dumped into our waters. There

204

are so many fishermen that sometimes we get stuck in nets or hit by boats. I have a scar on my

225

right side from when a boat hit me. Some nice humans found me. They helped me get well again.

244

My wound hurt a lot, but I was one of the lucky ones. I've known dolphins that haven't survived

263

that type of accident. The high numbers of fishermen pose another threat to us as well. They're

280

catching so many fish that there aren't enough to sustain all of us here.

294

We can't leave the area. It is part of our nature to stay close to the shore and to be in these types of

318

waters. Legislation in Hong Kong has attempted to keep us safe, but that has not helped much. To

336

raise money to help keep us safe, Hong Kong has started a dolphin-watching program. They bring

353

people out on boats to watch us. We don't like that very much. We're kind of shy around people.

372

We tend to go away from boats coming toward us, especially since so many of us have been hurt

391

by them. However, sometimes we do perform and let them see us jump and dive.

406

I want everyone to know about us. I want us all to be protected. We all want our calves to live and

428

grow to be adults. We hope that these rules and many more new ones will help us survive. We

447

don't want to be extinct.

452

**A Wonderful Friendship**  
**TCLD Title: A Wonderful Friendship**  
**Lexile: 800 – 6th Grade MOY #3**  
**Source: TAAS 2000**

17  
32

Helen Keller was a young girl who couldn't see or hear. Alexander Graham Bell was the famous scientist who invented the telephone. These two famous people not only knew each other, but together they also opened up new worlds of conversation.

41  
59  
80  
98

Helen Keller was born in 1880. When she was a baby, she lost her sight and hearing. Because of her inability to hear, she did not learn how to speak. Even so, it was clear that she was an intelligent child and was eager to learn. Keller's family did everything they could to find a way to educate her.

100  
118  
136

When Helen Keller was six years old, her parents took her to see Alexander Graham Bell. He was well known for his inventions. He was also a teacher of deaf people. He considered teaching to be his most important work.

140  
154  
169  
185

Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to teach Keller words and their meanings. With a great deal of constant work, Sullivan taught Keller how to read and write. One of the first letters Keller wrote was to Bell.

200  
218  
238

Bell encouraged Keller to learn as much as she could. Sometimes they would go on rides or visit the zoo. They also shared a love of books. Bell would tell her stories by using his fingers to spell the letters of words in her hand.

245  
261  
279  
295

One day Bell told Keller about his invention called the telephone. He explained how it was enriching lives. People all over the world benefited by being able to talk to each other when they were in separate places. Although Keller could not use the phone without help, she understood that it was important.

298  
314

Bell opened a school for deaf students and formed an information center to help people understand the needs and abilities of deaf people. Keller was very interested in Bell's work with deaf children.

331  
349  
366  
382

Keller had worked hard and set goals for herself. Because she wanted to help Bell by telling other people about his work, she decided to take lessons to learn to speak. When she felt comfortable speaking in public, she gave a speech at Bell's information center. She told the audience how happy she was to be able to speak to them about Bell's work with deaf people.

398

413

430

447

Bell's invention of the telephone helped hearing people talk to each other. His teaching helped deaf people talk to each other and to the hearing world. His support and instruction helped Keller express herself by writing and even speaking. Helen Keller went on to finish college and became a well-known writer.

450

467

474

When she wrote a book about her life, Helen Keller dedicated it to Alexander Graham Bell. This was a symbol of their lasting friendship.



**Grade 6 Passage Reading Fluency Equating Table MOY – *What Was Amanda's Message?***

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<21	2	76	59	131	116	186	173
22	3	77	60	132	117	187	174
23	4	78	61	133	118	188	175
24	5	79	62	134	119	189	176
25	6	80	63	135	120	190	177
26	7	81	64	136	121	191	178
27	8	82	65	137	122	192	179
28	9	83	66	138	123	193	180
29	10	84	67	139	124	194	181
30	11	85	68	140	125	195	182
31	12	86	69	141	126	196	183
32	13	87	70	142	127	197	184
33	14	88	71	143	128	198	185
34	15	89	72	144	129	199	186
35	16	90	73	145	130		187
36	17	91	74	146	131	200	188
37	18	92	75		132	201	189
38	19	93	76	147	133	202	190
39	20		77	148	134	203	191
40	21	94	78	149	135	204	192
41	22	95	79	150	136	205	193
	23	96	80	151	137	206	194
42	24	97	81	152	138	207	195
43	25	98	82	153	139	208	196
44	26	99	83	154	140	209	197
45	27	100	84	155	141	210	198
46	28	101	85	156	142	211	199
47	29	102	86	157	143	212	200
48	30	103	87	158	144	213	201
49	31	104	88	159	145	214	202
50	32	105	89	160	146	215	203
51	33	106	90	161	147	216	204
52	34	107	91	162	148	217	205
53	35	108	92	163	149	218	206
54	36	109	93	164	150	219	207
55	37	110	94	165	151	220	208
56	38	111	95	166	152	221	209
57	39	112	96	167	153	222	210
58	40	113	97	168	154	223	211
59	41	114	98	169	155	224	212
60	42	115	99	170	156	225	213
61	43	116	100	171	157		214
62	44	117	101	172	158	226	215
63	45	118	102		159	227	216
64	46	119	103	173	160	228	217
65	47	120	104	174	161	229	218
66	48		105	175	162	230	219
67	49	121	106	176	163	231	220
	50	122	107	177	164	232	221
68	51	123	108	178	165	233	222
69	52	124	109	179	166	234	223
70	53	125	110	180	167	>235	224
71	54	126	111	181	168		
72	55	127	112	182	169		
73	56	128	113	183	170		
74	57	129	114	184	171		
75	58	130	115	185	172		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	Ⓜ Maximum Possible Idea Units
8	There was a village town by a river	1
37	The river gave the people plants animals water	2
55	A girl A daughter Amanda was quiet like as the river * or Both Amanda the girl the daughter and the river were quiet *	3
72	She The girl Amanda liked loved (looking at) the forest the trees	4
90	Her The girl's Amanda's favorite tree was the willow or The branches of the willow tree looked like they were reaching down to her the girl Amanda	5
102	She The girl Amanda noticed saw things other people didn't or had a special ability	6
112	She The girl Amanda would notice see a squirrel wildflowers leaves changing leaves turning colors	7
153	The Their river dried up or There was very little rain or It didn't rain	8

\* To earn credit for this idea unit, the student must compare Amanda to the river.

Table continues on the next page.

# Retell Scoring Guide (cont.)

## What Was Amanda's Message? (2 of 2)

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
168	The people in the village The villagers	9
192	It was difficult to get find water because it was far away of the distance they could not carry enough	10
229	She The girl Amanda noticed that only the willow tree had green leaves all the other trees had (dry) brown leaves	11
275	She The girl Amanda thought wondered if the willow tree's roots were finding water	12
344	She The girl Amanda told the people villagers to dig a well by near close to the willow's roots	13
381	The people The villagers listened knew it was important because she Amanda the girl almost never barely talked spoke	14
404	The people The villagers dug the well and got found water	15
440	Everyone was The villagers were happy that she Amanda the girl and the willow tree helped save them <i>or</i> She Amanda was happy that she and the willow tree helped save them the villagers the village	16

## Grade 6 Passage Reading Fluency Equating Table MOY – *Suni*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<54	34	99	91	144	148	189	205
55	35	100	92	145	149	190	206
	36	101	93	146	150	191	207
56	37		94		151	192	208
57	38	102	95	147	152		209
58	39	103	96	148	153	193	210
	40	104	97	149	154	194	211
59	41		98	150	155	195	212
60	42	105	99		156	196	213
61	43	106	100	151	157		214
62	44	107	101	152	158	197	215
	45	108	102	153	159	198	216
63	46		103	154	160	199	217
64	47	109	104		161	200	218
65	48	110	105	155	162		219
66	49	111	106	156	163	201	220
	50	112	107	157	164	202	221
67	51		108	158	165	203	222
68	52	113	109		166	204	223
69	53	114	110	159	167		224
70	54	115	111	160	168	205	225
	55	116	112	161	169	206	226
71	56		113	162	170	207	227
72	57	117	114		171	208	228
73	58	118	115	163	172		229
74	59	119	116	164	173	209	230
	60	120	117	165	174	210	231
75	61		118	166	175	211	232
76	62	121	119		176		233
77	63	122	120	167	177	212	234
78	64	123	121	168	178	213	235
	65		122	169	179	214	236
79	66	124	123		180	215	237
80	67	125	124	170	181		238
81	68	126	125	171	182	216	239
	69	127	126	172	183	217	240
82	70		127	173	184	>218	241
83	71	128	128		185		
84	72	129	129	174	186		
85	73	130	130	175	187		
	74	131	131	176	188		
86	75		132	177	189		
87	76	132	133		190		
88	77	133	134	178	191		
89	78	134	135	179	192		
	79	135	136	180	193		
90	80		137	181	194		
91	81	136	138		195		
92	82	137	139	182	196		
93	83	138	140	183	197		
	84	139	141	184	198		
94	85		142	185	199		
95	86	140	143		200		
96	87	141	144	186	201		
97	88	142	145	187	202		
	89	143	146	188	203		
98	90		147		204		

# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
22	There is a Suni is a pink dolphin * Chinese White Dolphin that is pink	1
47	There is a problem with the dolphin Sunis dolphins	2
61	The dolphin Suni lives near Hong Kong in the Pearl River Delta in China	3
79	There are very few less than 200 of the dolphins Chinese White Dolphins	4
98	They The dolphins change colors turn from black to pink as they grow get older	5
137	Adult Full-grown dolphins are long 8–9 feet	6
147	Not very many Few dolphins live to be big adults very old or Most dolphins don't live to the age time they turn pink	7
183	The dolphins are endangered might become extinct or getting being killed off	8
194	The water is dirty polluted full of sewage unhealthy	9

\* "White" is not an acceptable synonym for "pink."

† "Killed" is not an acceptable synonym for "endangered;" however, "killed off" is acceptable.

Table continues on the next page.

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
215	They The dolphins get hit by boats fishermen or are get trapped in fishermen's nets	10
241	People Humans helped him her Suni the dolphin when he she Suni it was hurt injured scarred	11
263	He She Suni The dolphin was lucky to survive live be alive or Most Many dolphins don't get help survive getting hurt	12
293	There isn't enough food for the dolphins or The fishermen are catching all the dolphins' fish food	13
299	They The dolphins have to live there in that particular place in those waters close to the shore or can't leave the area	14
329	Hong Kong Laws tried to keep them the dolphins safe protected or Legislation has Laws have been unsuccessful not helped keep the dolphins safe	15
360	Hong Kong raises money for the dolphins by having people pay to bringing people to see them watch them	16
379	The dolphins don't like are afraid of move away from go away from the boats	17

Table continues on the next page.

# Retell Scoring Guide (cont.)

Suni (3 of 3)

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units	
404	Sometimes the dolphins		let people see them jump perform dive	or jump perform dive for people for spectators	18	
420	He She Suni The dolphin	wants to	save protect	the other	dolphins calves babies	19
446	He She Suni The dolphin	hopes the laws	save them keep them from	or going extinct dying off	20	

## Grade 6 Passage Reading Fluency Equating Table MOY – *A Wonderful Friendship*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<27	16	75	73	123	130	171	187
28	17	76	74	124	131		188
29	18		75		132	172	189
	19	77	76	125	133	173	190
30	20	78	77	126	134	174	191
31	21	79	78	127	135	175	192
32	22	80	79	128	136	176	193
33	23	81	80	129	137	177	194
34	24	82	81		138		195
	25		82	130	139	178	196
35	26	83	83	131	140	179	197
36	27	84	84	132	141	180	198
37	28	85	85	133	142	181	199
38	29	86	86	134	143	182	200
39	30	87	87		144		201
	31		88	135	145	183	202
40	32	88	89	136	146	184	203
41	33	89	90	137	147	185	204
42	34	90	91	138	148	186	205
43	35	91	92	139	149	187	206
44	36	92	93	140	150		207
45	37		94		151	188	208
	38	93	95	141	152	189	209
46	39	94	96	142	153	190	210
47	40	95	97	143	154	191	211
48	41	96	98	144	155	192	212
49	42	97	99	145	156		213
50	43		100		157	193	214
	44	98	101	146	158	194	215
51	45	99	102	147	159	195	216
52	46	100	103	148	160	196	217
53	47	101	104	149	161	197	218
54	48	102	105	150	162	198	219
55	49	103	106		163		220
	50		107	151	164	199	221
56	51	104	108	152	165	200	222
57	52	105	109	153	166	201	223
58	53	106	110	154	167	202	224
59	54	107	111	155	168	203	225
60	55	108	112		169		226
61	56		113	156	170	204	227
	57	109	114	157	171	205	228
62	58	110	115	158	172	206	229
63	59	111	116	159	173	207	230
64	60	112	117	160	174	208	231
65	61	113	118	161	175		232
66	62		119		176	209	233
	63	114	120	162	177	210	234
67	64	115	121	163	178	211	235
68	65	116	122	164	179	212	236
69	66	117	123	165	180	213	237
70	67	118	124	166	181		238
71	68	119	125		182	214	239
	69		126	167	183	215	240
72	70	120	127	168	184	>216	241
73	71	121	128	169	185		
74	72	122	129	170	186		



# Retell Scoring Guide

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	⊗ Recalled Idea Unit			Ⓜ Maximum Possible Idea Units
11	A girl Helen Keller	couldn't	see hear	1
18	A man Alexander Graham Bell		was a scientist was an inventor invented the telephone	2
26	They Keller and Bell	were famous knew each other	opened new worlds of conversation communication	3
58	The girl Helen Keller	lost her did not could not	sight hearing when she was a baby or speak talk	4
81	She The girl Helen Keller	was intelligent wanted to learn was eager to learn		5
100	Her (Keller's) parents	wanted	to help her learn to educate her	6
116	They Her (Keller's) parents	took her (Keller) went	to see the scientist the inventor Alexander Graham Bell	7
131	He The man Bell	thought teaching was considered teaching to be was a teacher of used to teach	his most important work or deaf people	8
153	They Her (Keller's) parents	hired	a private teacher Anne Sullivan	9
172	The teacher Sullivan	taught her (Keller) words		10
190	The girl Keller	learned to read and write wrote her first letter to Bell		11

*Table continues on the next page.*

# Retell Scoring Guide (cont.)

# of Words Read	⊗ Recalled Idea Unit				Ⓜ Maximum Possible Idea Units
205	He Bell	encouraged her (Keller) to learn			12
236	He Bell	told her (Keller) stories	with using	his hands his fingers	13
256	He Bell	told her (Keller) about inventing the telephone			14
277	The telephone	let people	all over the world in different places	talk to each other	15
305	He Bell	opened a school for deaf	students people children		16
321	He Bell	started an information center to tell people about the deaf			17
362	She Keller	decided set a goal	to learn how to speak to take lessons in speaking		18
395	She Keller	gave a speech about Bell's work at his information center			19
424	He Bell	helped hearing and deaf people talk to each other			20
444	She Keller	finished graduated	college	or became a writer	21
466	She Keller	dedicated	her autobiography a book about her life	to Bell	22
	Keller's Her	book about her life autobiography	was a symbol of her friendship with Bell		