

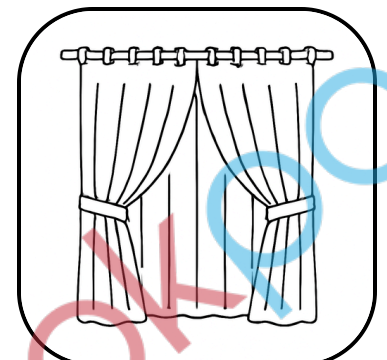
Name: _____

What Are Idioms?

Have you ever heard someone say, "It's raining cats and dogs"? That is an idiom. An idiom is a group of words that means something different from what the words really say. People use idioms to make their language fun or interesting.

If you take an idiom the wrong way, it can sound silly or confusing. For example, if someone says "draw the drapes", they do not mean to make a picture of them! Instead, they want you to pull the curtains closed. Idioms are all around us, and knowing what they truly mean can help us understand others better.

The next time you hear a strange saying, try to think about what it could really mean. This will help you know when someone is just using words in a fun way.



Student Name: _____

Date: _____

What Are Idioms?

Have you ever heard someone say, "It's raining (8)

cats and dogs"? That is an idiom. An idiom is a (19)

group of words that means something different from (27)

what the words really say. People use idioms to (36)

make their language fun or interesting. (42)

If you take an idiom the wrong way, it can sound (53)

silly or confusing. For example, if someone says (61)

"draw the drapes", they do not mean to make a (71)

picture of them! Instead, they want you to pull (80)

the curtains closed. Idioms are all around us, and (89)

knowing what they truly mean can help us (97)

understand others better. (100)

The next time you hear a strange saying, try to (110)

think about what it could really mean. This will (119)

help you know when someone is just using words in (129)

a fun way. (132)

Comprehension Questions:

Literal Question:

What is an idiom?

Answer:

A group of words with a special meaning.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people use idioms when they talk?

Answer:

To make language fun or interesting.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'draw the drapes' mean in the passage?

Answer:

To pull the curtains closed.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L

Grade Level: 2

Word Count: 132

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 Are Idioms?

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 132

High-Frequency Words

again, around, know, mean, word

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 an idiom you have heard and what it means."
"Why is it important to understand idioms?"

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!)