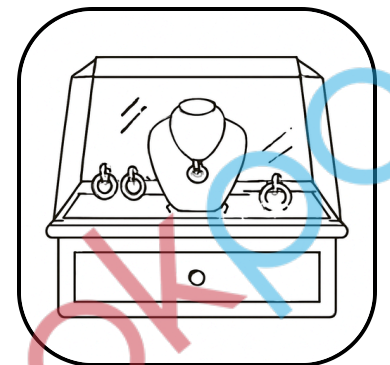


Name: _____

Inside a Jewelry Store at the Mall

A mall is a big place where people go to shop, eat, and have fun. There are many different stores in a mall. You might find clothing stores, toy stores, and also jewelry stores. Jewelry stores sell shiny things like rings, necklaces, and watches. These items are made from gold, silver, and other special materials. Because jewelry is worth so much, stores must keep it safe.

Most jewelry stores have glass cases to show their items. Workers use keys to open these cases. Some stores have alarms that make a loud sound if someone tries to take things. People go to jewelry stores to buy gifts or something special for themselves. The mall is a busy, happy place where people spend time together.



Student Name: _____

Date: _____

Inside a Jewelry Store at the Mall

A mall is a big place where people go to shop, (11)
eat, and have fun. There are many different stores (20)
in a mall. You might find clothing stores, toy (29)
stores, and also jewelry stores. Jewelry stores (36)
sell shiny things like rings, necklaces, and (43)
watches. These items are made from gold, silver, (51)
and other special materials. Because jewelry is (58)
worth so much, stores must keep it safe. (66)
Most jewelry stores have glass cases to show their (75)
items. Workers use keys to open these cases. Some (84)
stores have alarms that make a loud sound if (93)
someone tries to take things. People go to jewelry (102)
stores to buy gifts or something special for (110)
themselves. The mall is a busy, happy place where (119)
people spend time together. (123)

Comprehension Questions:

Literal Question:

What do jewelry stores sell?

Answer:

Rings, necklaces, and watches.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think jewelry stores have alarms?

Answer:

To help keep valuable items safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'place' mean in this passage?

Answer:

It means a location people can visit.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 123

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: Inside a Jewelry Store at the Mall

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 123

High-Frequency Words

also, different, much, place, sound

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:
"Describe a store you would like to visit at the mall."
"Why do people buy jewelry for themselves or others?"

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!)