

Name: _____

Let's Learn About Letters!

A letter is a special way to talk to someone, even when they are far away. People have used letters for many years to share news, ask questions, or just say hello. You can send a letter to a friend, a family member, or even to someone you don't know.

Every letter has three important parts. First is the greeting, where you write "Dear" and the name of the person receiving the letter. Next comes the body. This is the main part where you write your message or tell your news or ask someone to do something. Last, there is the closing, where you say goodbye and sign your name.

Writing a letter is a kind thing to do. It helps people stay connected.



Student Name: _____

Date: _____

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Writing a letter is a kind thing to do. It helps (121)
people stay connected. (124)

Comprehension Questions:

Literal Question:

What are the three main parts of a letter?

Answer:

Greeting, body, and closing

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone feel happy to get a letter?

Answer:

A letter shows someone cares about them.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "greeting" mean in a letter?

Answer:

The way you say hello at the start

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 124

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: Let's Learn About Letters!

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 124

High-Frequency Words

even, away, years, name, kind

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:
"Write a letter to a friend. What would you say?"
"Why is it important to know how to write a letter?"

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!)