

Name: _____

What's for Breakfast, Lunch, and Dinner?

Everyone needs to eat meals each day to stay strong and healthy. In America and many other places, people eat three main meals called breakfast, lunch, and dinner. Breakfast is usually after you wake up. Lunch is in the middle of the day, and dinner is at night.

At each meal, you might eat different kinds of food. For example, you may have pancakes or juice for breakfast, soup or a sandwich for lunch, and mashed potatoes with meat for dinner. Most food comes from a store, not the air. People must shop for food and then cook it at home or in a restaurant.

Mealtime is a good chance to sit, talk, and share with others. It helps us feel at home and gives us energy to do things each day.



Student Name: _____

Date: _____

What's for Breakfast, Lunch, and Dinner?

Everyone needs to eat meals each day to stay (9)
strong and healthy. In America and many other (17)
places, people eat three main meals called (24)
breakfast, lunch, and dinner. Breakfast is usually (31)
after you wake up. Lunch is in the middle of the (42)
day, and dinner is at night. (48)
At each meal, you might eat different kinds of (57)
food. For example, you may have pancakes or juice (66)
for breakfast, soup or a sandwich for lunch, and (75)
mashed potatoes with meat for dinner. Most food (83)
comes from a store, not the air. People must shop (93)
for food and then cook it at home or in a (104)
restaurant. (105)
Mealtime is a good chance to sit, talk, and share (115)
with others. It helps us feel at home and gives us (126)
energy to do things each day. (132)

Comprehension Questions:

Literal Question:

How many main meals do people eat each day?

Answer:

Three main meals

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people talk and share at mealtime?

Answer:

To feel close and enjoy time together

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'must' mean in the passage?

Answer:

Something you need to do

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M 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's for Breakfast, Lunch, and Dinner?

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 132

High-Frequency Words

after, America, air, home, must

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:
"What is your favorite meal, and what do you eat?"
"Why is it important to have meals each day?"

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!)