

Name: _____

A Day at the Department Store

A department store is a large place where people can shop for many things. You might find clothes, toys, and even furniture all in one big building. Each section has a different kind of item, so shoppers can move from one part to another easily.

Some department stores have escalators, which are moving stairs that help people go up or down a floor. This makes it easy to get around, even if the store is very big. People can look around, ask questions, and pick out what they want to buy.

At the end of the day, the store must close. The air gets quiet, and the lights turn off. All the toys and items stay in their place, waiting for shoppers to come back again another day.



Student Name:

Date:

A Day at the Department Store

A department store is a large place where people (9)
 can shop for many things. You might find clothes, (18)
 toys, and even furniture all in one big building. (27)
 Each section has a different kind of item, so (36)
 shoppers can move from one part to another easily. (45)
 Some department stores have escalators, which are (52)
 moving stairs that help people go up or down a (62)
 floor. This makes it easy to get around, even if (72)
 the store is very big. People can look around, ask (82)
 questions, and pick out what they want to buy. (91)
 At the end of the day, the store must close. The (102)
 air gets quiet, and the lights turn off. All the (112)
 toys and items stay in their place, waiting for (121)
 shoppers to come back again another day. (128)

Comprehension Questions:

Literal Question:

What can people buy in a department store?

Answer:

Clothes, toys, and furniture.

Student Answer:

_____ **Correct** _____ **Incorrect**

Inferential Question:

Why do you think stores close at night?

Answer:

So workers and shoppers can rest.

Student Answer:

_____ **Correct** _____ **Incorrect**

Vocabulary Question:

What does 'escalator' mean in this passage?

Answer:

A moving stair that goes up or down.

Student Answer:

_____ **Correct** _____ **Incorrect**

Notes:

Scoring Guide

Text Level: F&P GRL K **Grade Level:** 2 **Word Count:** 128

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: A Day at the Department Store

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 128

High-Frequency Words

again, air, another, ask, 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:
"Describe a time you went shopping with your family."
"If you could visit any section of a store, which would you choose?"

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!)