

Name: _____

How Communities Change and Grow

A community is a group of people who live and work in the same place. People in a community help each other in many ways. They might build houses, plant gardens, or keep the air clean.

Communities can change over time. Sometimes, people add new things like parks or schools. Other times, they fix old things or try to make their home look better. Change can happen when people work together and share ideas.

Every community is special. The people who live there make it great. When everyone is kind and helps, the community feels happy and safe for all. You can help make your community a better place, too!



Student Name: _____

Date: _____

How Communities Change and Grow

A community is a group of people who live and work (11)

in the same place. People in a community help each (21)

other in many ways. They might build houses, plant (30)

gardens, or keep the air clean. (36)

Communities can change over time. Sometimes, (42)

people add new things like parks or schools. Other (51)

times, they fix old things or try to make their (61)

home look better. Change can happen when people (69)

work together and share ideas. (74)

Every community is special. The people who live (82)

there make it great. When everyone is kind and (91)

helps, the community feels happy and safe for all. (100)

You can help make your community a better place, (109)

too! (110)

Comprehension Questions:

Literal Question:

What is a community?

Answer:

A group of people who live and work together.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people want to change their community?

Answer:

To make it better or happier for everyone.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'change' mean in this passage?

Answer:

To make something different or better.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 110

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: How Communities Change and Grow

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 110

High-Frequency Words

air, change, help, home, house

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 makes your community special?"
"How could you help improve your community?"

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!)