

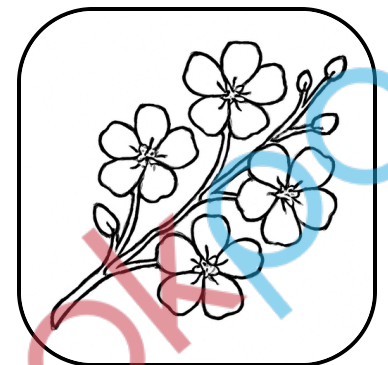
Name:

## Spring Blossoms: Nature's Surprise

In spring, trees and flowers wake up after a long, cold winter. You may notice white or pink blossoms all around your neighborhood. Blossoms are small flowers that form on trees before they grow new leaves. These blossoms fill the air with a sweet smell and sometimes float down, covering the ground like a soft blanket.

Blossoms are not the same as snow, even though they can look similar. Snow is cold and comes from the sky in winter. Blossoms grow from trees and appear when the weather starts to get warm again. Many animals use blossoms for food, and blossoms help make new seeds. Spring would not be the same without these beautiful changes!

So, the next time you see white petals falling, you will know it means spring is here.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Spring Blossoms: Nature's Surprise

In spring, trees and flowers wake up after a long, (10)  
cold winter. You may notice white or pink blossoms (19)  
all around your neighborhood. Blossoms are small (26)  
flowers that form on trees before they grow new (35)  
leaves. These blossoms fill the air with a sweet (44)  
smell and sometimes float down, covering the (51)  
ground like a soft blanket. (56)  
Blossoms are not the same as snow, even though (65)  
they can look similar. Snow is cold and comes from (75)  
the sky in winter. Blossoms grow from trees and (84)  
appear when the weather starts to get warm again. (93)  
Many animals use blossoms for food, and blossoms (101)  
help make new seeds. Spring would not be the same (111)  
without these beautiful changes! (115)  
So, the next time you see white petals falling, (124)  
you will know it means spring is here. (132)

### Comprehension Questions:

**Literal Question:**

What do blossoms look like?

**Answer:**

Small flowers, often white or pink.

**Student Answer:**

\_\_\_\_\_ **Correct** \_\_\_\_\_ **Incorrect**

**Inferential Question:**

Why do blossoms appear when it gets warmer?

**Answer:**

Because spring helps plants grow again.

**Student Answer:**

\_\_\_\_\_ **Correct** \_\_\_\_\_ **Incorrect**

**Vocabulary Question:**

What does the word 'blossoms' mean here?

**Answer:**

Small flowers on trees in spring.

**Student Answer:**

\_\_\_\_\_ **Correct** \_\_\_\_\_ **Incorrect**

**Notes:**

### Scoring Guide

**Text Level:** F&P GRL L    **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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Spring Blossoms: Nature's Surprise

### Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 132

### High-Frequency Words

again, air, around, animals, means

### 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 what you see in spring near your home."  
"How do you think blossoms help animals?"

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!)