

Name: _____

Exploring Different Places Around Us

People live in many different places, like cities, forests, and homes. Each place has its own look and feel. A forest is full of trees and animals. A city is busy with large buildings and many people. Your home is where you feel safe and sleep at night.

When you move around, you use directions like left, right, up, and down. These words help us know where to go. Landmarks are special things you can find, like a big tree or a tall building. They help us find our way back if we get lost.

Learning about different places and how to move around them helps us feel safe. We can also help others when they need to find their way.



Student Name: _____

Date: _____

Exploring Different Places Around Us

People live in many different places, like cities, (8)

forests, and homes. Each place has its own look (17)

and feel. A forest is full of trees and animals. A (28)

city is busy with large buildings and many people. (37)

Your home is where you feel safe and sleep at (47)

night. (48)

When you move around, you use directions like (56)

left, right, up, and down. These words help us (65)

know where to go. Landmarks are special things you (74)

can find, like a big tree or a tall building. They (85)

help us find our way back if we get lost. (95)

Learning about different places and how to move (103)

around them helps us feel safe. We can also help (113)

others when they need to find their way. (121)

Comprehension Questions:

Literal Question:

What are some places people live?

Answer:

Cities, forests, and homes.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it important to know directions and landmarks?

Answer:

So we can find our way and help others.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'landmark' mean in the passage?

Answer:

A special thing used to find your way.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 121

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: Exploring Different Places Around Us

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 121

High-Frequency Words

around, back, different, home, large

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 place you feel safe and why."
"Tell how you would help someone who is lost."

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!)