

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

## Seeing the World in New Ways

Blindness means that a person cannot see with their eyes. Some people are born blind, and others may lose their sight after an accident or illness. Even though they cannot see, people who are blind learn to use their other senses, like hearing, touch, and smell, to help them know what is around them.

People who are blind also use special tools. A white cane helps blind people move safely and find their way. Sometimes blind people use guide dogs, which are trained to lead them and keep them safe. Books with raised bumps, called Braille, let them read with their fingers. These tools help them do things at home, at school, and in the world.



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

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

### Seeing the World in New Ways

Blindness means that a person cannot see with (8)

their eyes. Some people are born blind, and others (17)

may lose their sight after an accident or illness. (26)

Even though they cannot see, people who are blind (35)

learn to use their other senses, like hearing, (43)

touch, and smell, to help them know what is around (53)

them. (54)

People who are blind also use special tools. A (63)

white cane helps blind people move safely and find (72)

their way. Sometimes blind people use guide dogs, (80)

which are trained to lead them and keep them safe. (90)

Books with raised bumps, called Braille, let them (98)

read with their fingers. These tools help them do (107)

things at home, at school, and in the world. (116)

### Comprehension Questions:

#### Literal Question:

What is one tool that helps people who are blind?

#### Answer:

A white cane helps people who are blind.

#### Student Answer:

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

#### Inferential Question:

How might feelings change when using new senses to explore?

#### Answer:

They might feel brave or curious about new experiences.

#### Student Answer:

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

#### Vocabulary Question:

What does 'blindness' mean in this passage?

#### Answer:

It means not being able to see.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 116

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: Seeing the World in New Ways

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 116

### High-Frequency Words

after, around, home, know, world

### 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:  
"How do you think Braille helps people read?"  
"Why is it important to use all your senses?"

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!)