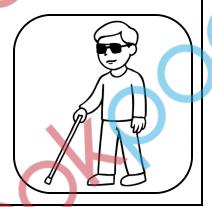
Seeing the World in New Ways

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:

Comprehension: ______ / 3 correct

Date:

| Seeing the World in New Ways | | Comprehension Questions: |
|--|-------|---|
| Blindness means that a person cannot see with | (8) | Literal Question: What is one tool that helps people |
| their eyes. Some people are born blind, and others | (17) | who are blind? Answer: |
| may lose their sight after an accident or illness. | (26) | A white cane helps people who are blind. |
| Even though they cannot see, people who are blind | (35) | Student Answer: |
| learn to use their other senses, like hearing, | (43) | |
| touch, and smell, to help them know what is around | (53) | CorrectIncorrect |
| them. | (54) | Information Quantity as |
| People who are blind also use special tools. A | (63) | Inferential Question: How might feelings change when using new senses to explore? |
| white cane helps blind people move safely and find | (72) | Answer: They might feel brave or curious |
| their way. Sometimes blind people use guide dogs, | (80) | about new experiences. |
| which are trained to lead them and keep them safe. | (90) | Student Answer: |
| Books with raised bumps, called Braille, let them | (98) | |
| read with their fingers. These tools help them do | (107) | CorrectIncorrect |
| things at home, at school, and in the world. | (116) | Vocabulary Question: What does 'blindness' mean in this |
| | | passage? |
| | | Answer: It means not being able to see. |
| | | Student Answer: |
| Scoring Guide | | |
| Text Level: F&P GRL M Grade Level: 2 Word Count: 116 | | |
| Total Words Read: | X | Correct Incorrect |
| Errors: | | Notes: |
| WCPM: (total words read — errors = WCPM) | | |
| WCPM: Below grade level At grade level Above grade level | | () |
| Prosody: 1 2 3 4 | | |

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 | | 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 Leve | el Norms (WC | PM) * | ノ | | | | |
|------------|--------------|----------|----------|--------|----------|-----------|-----------|
| 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: 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!)