

Name: _____

How Stories Come to Life

Authors are people who write stories and books. They use their ideas to create something new. First, an author thinks about what they want to write. This can be about animals, places, or even things that happened to them. Next, they write their story down, one sentence at a time. Some authors also draw pictures to go with their words.

After the story is written, the author may read it again and make changes. They might add more details or fix mistakes. When the story is ready, it can be shared with others. Anyone can be an author. You just need an idea.

Writing lets people show what they think and share what they know with the world.



Student Name: _____

Date: _____

How Stories Come to Life

Authors are people who write stories and books. (8)

They use their ideas to create something new. (16)

First, an author thinks about what they want to (25)

write. This can be about animals, places, or even (34)

things that happened to them. Next, they write (42)

their story down, one sentence at a time. Some (51)

authors also draw pictures to go with their words. (60)

After the story is written, the author may read it (70)

again and make changes. They might add more (78)

details or fix mistakes. When the story is ready, (87)

it can be shared with others. Anyone can be an (97)

author. You just need an idea. (103)

Writing lets people show what they think and share (112)

what they know with the world. (118)

Comprehension Questions:

Literal Question:

What does an author do?

Answer:

An author writes stories and books.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone want to share their story?

Answer:

To let others know their ideas or feelings.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'sentence' mean in this passage?

Answer:

A group of words that share an idea.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 118

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 Stories Come to Life

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 118

High-Frequency Words

after, animals, hand, page, 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:
"What story would you like to write about?"
"How would you illustrate your story?"

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!)