

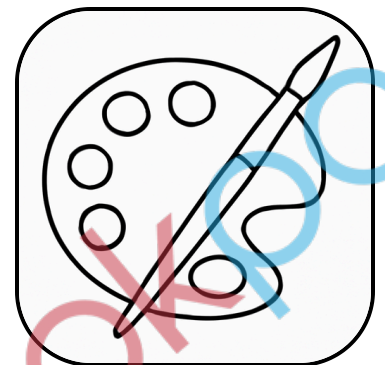
Name: _____

Mixing Colors Is Magic!

Did you know that you can make new colors by mixing other colors together? The first colors you need are called primary colors. They are red, yellow, and blue. You can find these colors in many parts of your day, like in art class or when you look at a rainbow.

When you mix two primary colors, you get a new color! These new colors are called secondary colors. If you mix red and yellow, you get orange. If you mix yellow and blue, you get green. When you mix blue and red, you make purple. Now you can see how all these colors come together to make the world bright and fun.

There are so many ways to use color and make art. Try mixing paints to see what you can create!



Student Name: _____

Date: _____

Mixing Colors Is Magic!

Did you know that you can make new colors by (10)
mixing other colors together? The first colors you (18)
need are called primary colors. They are red, (26)
yellow, and blue. You can find these colors in (35)
many parts of your day, like in art class or when (46)
you look at a rainbow. (51)

When you mix two primary colors, you get a new (61)
color! These new colors are called secondary (68)
colors. If you mix red and yellow, you get orange. (78)
If you mix yellow and blue, you get green. When (88)
you mix blue and red, you make purple. Now you can (99)
see how all these colors come together to make the (109)
world bright and fun. (113)

There are so many ways to use color and make art. (124)
Try mixing paints to see what you can create! (133)

Comprehension Questions:

Literal Question:

What are the three primary colors?

Answer:

Red, yellow, and blue.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think mixing colors is fun for artists?

Answer:

It helps artists make new and interesting art.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'secondary colors' mean in the text?

Answer:

Colors made by mixing two primary colors.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 Word Count: 133

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: Mixing Colors Is Magic!

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 133

High-Frequency Words

day, first, look, make, now

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 is your favorite color to make by mixing paints?"
"How do you think the world would look with only primary colors?"

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!)