

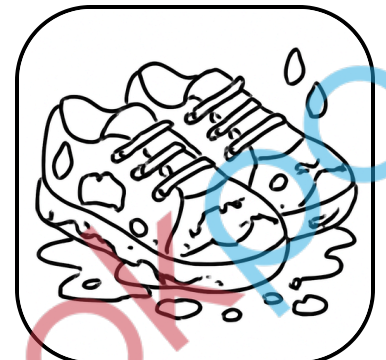
Name: _____

Colors All Around Us

Colors are everywhere! We see them in big things like the sky and small things like berries. Red, blue, brown, and white are just a few of the colors we can find. For example, strawberries are red, and blueberries are blue. Mud is brown, and snow is white.

Sometimes, colors can change. If you step in mud, your shoes might turn brown. If you wash them with water, the color may go away and your shoes look new again. Things can also look different because of light in the air or where you are.

Learning about colors helps us know more about our world. It can also help us follow what happens when things change around us.



Student Name: _____

Date: _____

Colors All Around Us

Colors are everywhere! We see them in big things (9)

like the sky and small things like berries. Red, (18)

blue, brown, and white are just a few of the (28)

colors we can find. For example, strawberries are (36)

red, and blueberries are blue. Mud is brown, and (45)

snow is white. (48)

Sometimes, colors can change. If you step in mud, (57)

your shoes might turn brown. If you wash them with (67)

water, the color may go away and your shoes look (77)

new again. Things can also look different because (85)

of light in the air or where you are. (94)

Learning about colors helps us know more about our (103)

world. It can also help us follow what happens (112)

when things change around us. (117)

Comprehension Questions:

Literal Question:

What color is mud?

Answer:

Brown

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think some colors go away after washing?

Answer:

Washing removes dirt or stains.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'change' mean in the passage?

Answer:

To become different

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 117

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: Colors All Around Us

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 117

High-Frequency Words

again, air, big, change, new

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 time you saw something change color."
"What colors do you see most at home or outside?"

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!)