

Name: _____

Why Do We Exchange Valentines?

Valentine's Day is a special day when people show kindness and friendship. In many schools, students exchange cards called valentines. These cards often have bright colors and kind messages. Some people also give small treats or a picture with their card.

It is common for each student to give a card to every classmate. This helps everyone feel included and happy. Giving valentines is a way to show you care about others and want to help make their day better. Teachers often tell students that the cards should be friendly.

After the exchange, students may feel good because they have shared a kind moment. This tradition helps friends stay close and reminds us to be caring all year.



Student Name: _____

Date: _____

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often have bright colors and kind messages. Some (30)
people also give small treats or a picture with (39)
their card. (41)

It is common for each student to give a card to (52)
every classmate. This helps everyone feel included (59)
and happy. Giving valentines is a way to show you (69)
care about others and want to help make their day (79)
better. Teachers often tell students that the (86)
cards should be friendly. (90)

After the exchange, students may feel good because (98)
they have shared a kind moment. This tradition (106)
helps friends stay close and reminds us to be (115)
caring all year. (118)

Comprehension Questions:

Literal Question:

What do students often exchange on Valentine's Day?

Answer:

Cards called valentines.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might students feel if they are left out of the card exchange?

Answer:

They might feel sad or left out.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'included' mean in the passage?

Answer:

It means everyone is part of the group.

Student Answer:

_____ Correct _____ Incorrect

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

Notes:

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: Why Do We Exchange Valentines?

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 118

High-Frequency Words

after, kind, help, picture, show

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 feel when you get a valentine card?"
"Why is it important to include everyone when giving cards?"

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!)