

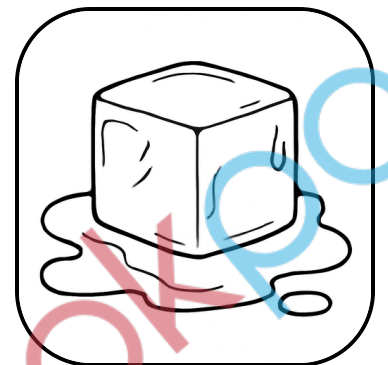
Name: _____

Why Snow Melts and Water Freezes

Have you ever wondered why snow melts when it gets warm? Snow and ice are solids. When the air around them is cold, they stay solid. But when the air gets warm, the heat makes the snow change. It melts and turns into water, which is a liquid.

This is because temperature can make things change form. If you put water in the freezer, it gets cold and turns solid again. That is how ice cubes form! When ice gets warm, it melts back into water. This change happens over and over in nature.

Knowing about temperature helps us understand why snow does not stay all year in most places. It also helps us answer questions about how the world works.



Student Name: _____

Date: _____

Why Snow Melts and Water Freezes

Have you ever wondered why snow melts when it gets (10)

warm? Snow and ice are solids. When the air around (20)

them is cold, they stay solid. But when the air (30)

gets warm, the heat makes the snow change. It (39)

melts and turns into water, which is a liquid. (48)

This is because temperature can make things change (56)

form. If you put water in the freezer, it gets (66)

cold and turns solid again. That is how ice cubes (76)

form! When ice gets warm, it melts back into (85)

water. This change happens over and over in (93)

nature. (94)

Knowing about temperature helps us understand why (101)

snow does not stay all year in most places. It (111)

also helps us answer questions about how the world (120)

works. (121)

Comprehension Questions:

Literal Question:

What happens to snow when the air gets warm?

Answer:

It melts and turns into water.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might snow not last during summer months?

Answer:

Because the warm air makes it melt.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'form' mean in this passage?

Answer:

The shape or state something is in.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 121

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: Why Snow Melts and Water Freezes

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 121

High-Frequency Words

again, air, answer, around, form

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 when you saw ice or snow melt."
"Explain how you would make ice cubes at home."

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!)