

Name: _____

What Is Dyslexia?

Dyslexia is a way some people's brains work that makes reading hard. People with dyslexia might see letters and words in a different order. They may need more time to read a page or spell words. Even though reading is hard, they are smart and can be good at many other things.

Everyone learns in their own way. Some kids find reading easy, and others must try a little more. It is okay to need help. When someone helps you, you can learn new things and feel proud. If you know someone who finds reading hard, you can be kind and give them a hand.

People with dyslexia can do great things. They just learn in a different way. That makes our world a special place!



Student Name: _____

Date: _____

What Is Dyslexia?

Dyslexia is a way some people's brains work that (9)
makes reading hard. People with dyslexia might see (17)
letters and words in a different order. They may (26)
need more time to read a page or spell words. Even (37)
though reading is hard, they are smart and can be (47)
good at many other things. (52)
Everyone learns in their own way. Some kids find (61)
reading easy, and others must try a little more. (70)
It is okay to need help. When someone helps you, (80)
you can learn new things and feel proud. If you (90)
know someone who finds reading hard, you can be (99)
kind and give them a hand. (105)
People with dyslexia can do great things. They (113)
just learn in a different way. That makes our (122)
world a special place! (126)

Comprehension Questions:

Literal Question:

What does dyslexia make hard for some people?

Answer:

It makes reading hard.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might someone feel if reading is hard for them?

Answer:

They might feel sad or want help.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'spell' mean in the passage?

Answer:

It means to write the letters of a word in order.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 126

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: What Is Dyslexia?

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 126

High-Frequency Words

give, great, hand, must, page

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 would you help a friend who finds reading hard?"
"Why is it good that people learn in different ways?"

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!)