

Name: _____

Who's Telling the Story?

Every story has a narrator. The narrator is the person, animal, or object who tells us what happens. Sometimes, the narrator is a character in the story. Other times, the narrator is not in the story at all.

A narrator can tell things they saw, heard, or think. But not every narrator tells the story the same way. Some narrators tell the truth. Others may not say what really happened. This is called being an unreliable narrator. You must use clues to figure out what is true.

If you hear a story and it sounds strange, ask yourself, "Does this make sense?" Thinking about the narrator's point of view can help you find the right answer and enjoy the story even more.



Student Name: _____

Date: _____

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yourself, "Does this make sense?" Thinking about (104)

the narrator's point of view can help you find (113)

the right answer and enjoy the story even more. (122)

Comprehension Questions:

Literal Question:

Who is the person or animal that tells a story?

Answer:

The narrator.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might a narrator not tell the truth in a story?

Answer:

They may want to trick or surprise the reader.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'unreliable' mean in the passage?

Answer:

It means not always telling the truth.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 122

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: Who's Telling the Story?

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 122

High-Frequency Words

animal, answer, ask, happened, story

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:
"Have you ever heard a story that seemed strange? What did you do?"
"Why is it good to ask questions about who is telling a story?"

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!)