

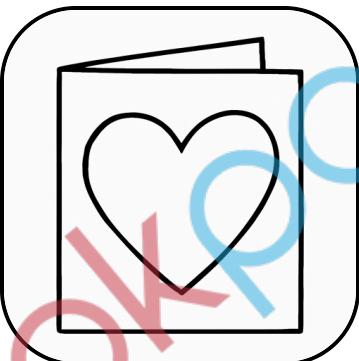
Name: \_\_\_\_\_

## Hearts, Hugs, and Happy Valentines

Valentine's Day is a special holiday celebrated in many places around the world. On this day, people show kindness and love to friends and family. One way they do this is by giving cards called valentines. These cards can be big or small, and people often make them at home or buy them at a store.

The heart shape is a symbol people use on Valentine's Day. It means caring and friendship. You might see hearts on cards, candy, or even balloons. Many children also enjoy making valentines for classmates or someone who has helped them.

Valentine's Day is a great time to think about the people who make us happy. Giving or getting a valentine is a way to say, "You are special!"



Student Name:

Date:

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(7)

(16)

(24)

(34)

(42)

(52)

(56)

(65)

(72)

(81)

(87)

(94)

(96)

(105)

(115)

(124)

Correct

Incorrect

### Comprehension Questions:

#### Literal Question:

What is a valentine?

#### Answer:

A card given to show kindness and love.

#### Student Answer:

#### Inferential Question:

Why might people enjoy making valentines for others?

#### Answer:

It helps them show they care about friends and family.

#### Student Answer:

#### Vocabulary Question:

What does the heart shape mean on Valentine's Day?

#### Answer:

It means caring and friendship.

#### Student Answer:

Correct

Incorrect

### Scoring Guide

Text Level: F&P GRL K

Grade Level: 2

Word Count: 124

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: Hearts, Hugs, and Happy Valentines

### Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 124

### High-Frequency Words

around, big, help, home, world

### 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 celebrate Valentine's Day?"  
"Describe a time you made or received a valentine."

### 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!)