

Name: _____

The Meaning of Valentine's Day

Valentine's Day is a special holiday that many people celebrate around the world. On this day, people show love and kindness to friends and family. They often give cards, called valentines, or small gifts to others.

The heart is a big symbol of Valentine's Day. It means love and caring. You might see hearts on cards, treats, or even decorations at home or school. Some people also make their own valentines by hand. Making a card for someone can help you show how much you care.

This holiday is a great time to let others know you appreciate them. After you give a valentine, you might feel happy inside. Sharing kindness on Valentine's Day can make the world a better place.



Student Name: _____

Date: _____

The Meaning of Valentine's Day

Valentine's Day is a special holiday that many (8)

people celebrate around the world. On this day, (16)

people show love and kindness to friends and (24)

family. They often give cards, called valentines, (31)

or small gifts to others. (36)

The heart is a big symbol of Valentine's Day. It (46)

means love and caring. You might see hearts on (55)

cards, treats, or even decorations at home or (63)

school. Some people also make their own valentines (71)

by hand. Making a card for someone can help you (81)

show how much you care. (86)

This holiday is a great time to let others know (96)

you appreciate them. After you give a valentine, (104)

you might feel happy inside. Sharing kindness on (112)

Valentine's Day can make the world a better (120)

place. (121)

Comprehension Questions:

Literal Question:

What is a common symbol for Valentine's Day?

Answer:

The heart.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people like to give valentines on this holiday?

Answer:

To show they care about others.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'symbol' mean in the passage?

Answer:

Something that stands for an idea.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K 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: The Meaning of Valentine's Day

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 121

High-Frequency Words

after, around, big, hand, home

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 like to show kindness to others?"
"Describe a valentine you would like to make."

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!)