

Name: _____

What Is a Letter? How People Share Their Thoughts

A letter is a special kind of message that people write to each other. Letters often start with a greeting, such as "Dear friend." The main part, called the body, is where you share your thoughts or ask a question. At the end, you write a closing, like "From, your friend."

People use letters to tell about their day, ask for help, or share something new. You can also use a letter to answer someone or to say thank you. When you read a letter, you can find out who is speaking by looking at the name at the end.

Every letter shows a different point of view. This means each person can share their own ideas and feelings. Letters help us learn about others and tell our stories, too.



Student Name: _____

Date: _____

What Is a Letter? How People Share Their Thoughts

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a letter to answer someone or to say thank you. (80)

When you read a letter, you can find out who is (91)

speaking by looking at the name at the end. (100)

Every letter shows a different point of view. This (109)

means each person can share their own ideas and (118)

feelings. Letters help us learn about others and (126)

tell our stories, too. (130)

Comprehension Questions:

Literal Question:

What are the three main parts of a letter?

Answer:

Greeting, body, and closing.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people like to share their own ideas in letters?

Answer:

To let others know how they feel or what they think.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "point of view" mean in the passage?

Answer:

It means each person's own ideas and feelings.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 130

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 a Letter? How People Share Their Thoughts

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 130

High-Frequency Words

answer, ask, help, letter, new

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:
"Think of a time you wrote or got a letter. How did it feel?"
"Why is it important to know who is speaking in a letter?"

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!)