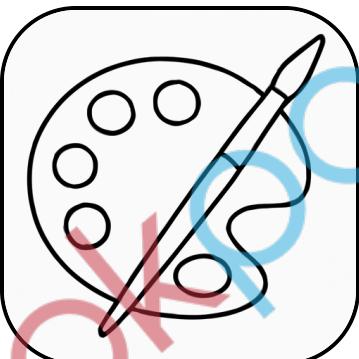


## Why We Make Art

People make art for many reasons. Art is a way to show feelings, ideas, and even stories without using words. You can use art to tell others how you feel inside, like when you are happy, sad, or excited. Some people like to draw pictures of things they see around them, like animals or trees.

There are many kinds of art. You can use paint, pencils, clay, or even sand to make something new. Some art is big, and some art is small. The best part is that you can try again if you don't like what you made the first time. It is okay to feel unsure or to make changes as you work.

Art helps us learn about the world and about ourselves. Anyone can make art, and each piece is special in its own way.



Student Name:

Date:

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(11)

(18)

(28)

(38)

(46)

(54)

(55)

(65)

(74)

(85)

(96)

(107)

(115)

(124)

(133)

(138)

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### Comprehension Questions:

#### Literal Question:

What are some things people use to make art?

#### Answer:

Paint, pencils, clay, or sand.

#### Student Answer:

\_\_\_\_\_

\_\_\_\_\_

#### Inferential Question:

Why might someone feel unsure when making art?

#### Answer:

They may worry their art will not turn out as they hoped.

#### Student Answer:

\_\_\_\_\_

\_\_\_\_\_

#### Vocabulary Question:

What does "try again" mean in this passage?

#### Answer:

To make more art if you did not like your first try.

#### Student Answer:

\_\_\_\_\_

\_\_\_\_\_

### Scoring Guide

Text Level: F&P GRL L

Grade Level: 2

Word Count: 138

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: Why We Make Art

### Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 138

### High-Frequency Words

again, animal, around, change, try

### 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:  
"Describe a time you made art and how it made you feel."  
"Why do you think art is important for people?"

### 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!)