

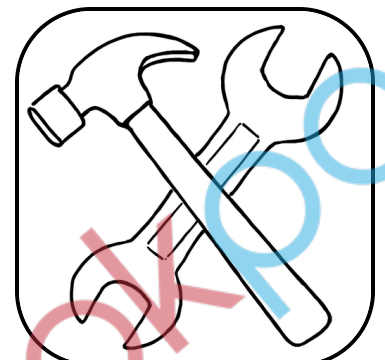
Name: \_\_\_\_\_

# How Inventors Solve Problems

Inventing means making something new that has not been made before. Inventors often use tools like hammers or wrenches to help them build things. They might need to try more than once to get their idea to work the right way.

If something does not work, an inventor can change their plan and try again. Sometimes, inventors feel upset when things fail, but they do not give up. They look for another way to solve the problem.

After inventors fix mistakes, they feel proud of what they made. Trying, making changes, and learning from mistakes is what makes inventing so much fun! The world has many great inventions because people kept working hard.



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

Date: \_\_\_\_\_

### How Inventors Solve Problems

Inventing means making something new that has not (8)  
been made before. Inventors often use tools like (16)  
hammers or wrenches to help them build things. (24)  
They might need to try more than once to get their (35)  
idea to work the right way. (41)  
If something does not work, an inventor can change (50)  
their plan and try again. Sometimes, inventors (57)  
feel upset when things fail, but they do not give (67)  
up. They look for another way to solve the (76)  
problem. (77)  
After inventors fix mistakes, they feel proud of (85)  
what they made. Trying, making changes, and (92)  
learning from mistakes is what makes inventing so (100)  
much fun! The world has many great inventions (108)  
because people kept working hard. (113)

### Comprehension Questions:

#### Literal Question:

What do inventors do if something does not work?

#### Answer:

They change their plan and try again.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might inventors feel proud after fixing mistakes?

#### Answer:

Because they worked hard to solve a problem.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does inventing mean in this passage?

#### Answer:

Making something new.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL L      Grade Level: 2      Word Count: 113

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                               |
|------------------------------|-----------------------------------|-----------------------|----------------------------|---------------------------------|
| <b>Expression and Volume</b> | monotone or quiet                 | some expression       | appropriate expression     | varied, natural expression      |
| <b>Phrasing</b>              | word-by-word reading              | some phrase groupings | generally smooth phrasing  | natural, meaningful phrasing    |
| <b>Smoothness</b>            | frequent pauses, starts and stops | occasional breaks     | mostly smooth reading      | fluent and confident            |
| <b>Pace</b>                  | 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    |
| <b>First</b>               | 0 - 10   | 10 - 50  | 30 - 90  | <b>Fourth</b> | 70 - 120 | 80 - 130  | 90 - 140  |
| <b>Second</b>              | 30 - 80  | 50 - 100 | 70 - 130 | <b>Fifth</b>  | 80 - 130 | 90 - 140  | 100 - 150 |
| <b>Third</b>               | 50 - 110 | 70 - 120 | 80 - 140 | <b>Sixth</b>  | 90 - 140 | 100 - 150 | 110 - 160 |

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: How Inventors Solve Problems

### Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 113

### High-Frequency Words

after, another, change, does, 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:  
"Describe a time you solved a problem by trying again."  
"What tool would you use to build something new?"

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!)