

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

## Mistakes Help Us Grow

Everyone makes mistakes, even when they try their very best. Mistakes are a normal part of learning new things. When you mess up, it does not mean you should give up. You can always try again and do better next time.

Trying again after a mistake helps your brain grow stronger. It is a good way to learn what works and what does not. Sometimes, you might need to change the way you do something or ask for help. That is how you get better at hard things.

It feels good to keep going, even if you feel upset at first. Remember, mistakes mean you are learning. Each time you try, you get a little better. That is what makes you great!



Student Name:

Date:

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(8)

(17)

(28)

(38)

(41)

(50)

(61)

(70)

(81)

(88)

(98)

(106)

(115)

(122)

Correct  Incorrect

### Literal Question:

What happens when you try again after a mistake?

#### Answer:

You get better and learn more.

#### Student Answer:

Correct  Incorrect

### Inferential Question:

Why might someone feel upset after making a mistake?

#### Answer:

They might feel sad or disappointed.

#### Student Answer:

Correct  Incorrect

### Vocabulary Question:

What does 'change' mean in the passage?

#### Answer:

To do something a different way.

#### Student Answer:

Correct  Incorrect

### Scoring Guide

Text Level: F&P GRL L

Grade Level: 2

Word Count: 122

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: Mistakes Help Us Grow

### Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 122

### High-Frequency Words

again, ask, change, great, help

### 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:  
"Tell about a time you learned from a mistake."  
"Why is it important to try again after messing up?"

### 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!)