

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

# The Secret World of Superheroes

Superheroes are people who help others and save the day. They often have special powers, like flying through the air or being extra strong. Many superheroes wear costumes so they look different from regular people. This helps them do their jobs without being noticed.

Most superheroes have a secret identity. That means they have another name and life when they are not fighting crime. They might act like a normal boy or girl at home or school. Keeping secrets is important because it helps them protect their friends and family.

Many people think superheroes are great because they work to make the world a better place. Even though they must hide who they are, they still want to help and do good things for others.



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

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

### The Secret World of Superheroes

Superheroes are people who help others and save (8)  
the day. They often have special powers, like (16)  
flying through the air or being extra strong. Many (25)  
superheroes wear costumes so they look different (32)  
from regular people. This helps them do their jobs (41)  
without being noticed. (44)

Most superheroes have a secret identity. That (51)  
means they have another name and life when they (60)  
are not fighting crime. They might act like a (69)  
normal boy or girl at home or school. Keeping (78)  
secrets is important because it helps them protect (86)  
their friends and family. (90)

Many people think superheroes are great because (97)  
they work to make the world a better place. Even (107)  
though they must hide who they are, they still (116)  
want to help and do good things for others. (125)

### Comprehension Questions:

#### Literal Question:

Why do superheroes wear costumes?

#### Answer:

To look different from regular people.

#### Student Answer:

\_\_\_\_\_

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

#### Inferential Question:

Why might superheroes need to keep secrets?

#### Answer:

To keep others safe from danger.

#### Student Answer:

\_\_\_\_\_

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

#### Vocabulary Question:

What does 'secret identity' mean?

#### Answer:

A hidden name or life.

#### Student Answer:

\_\_\_\_\_

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

### Notes:

### Scoring Guide

Text Level: F&P GRL M    Grade Level: 2    Word Count: 125

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: The Secret World of Superheroes

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 125

### High-Frequency Words

air, another, boy, great, 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:  
"Why might it be hard to have a secret identity?"  
"What power would you want if you were a superhero?"

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!)