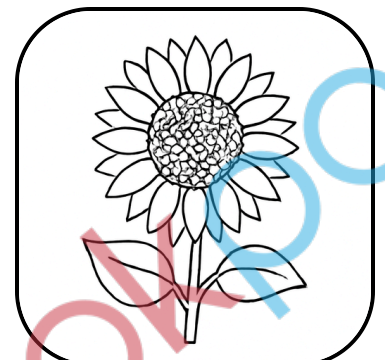


Name: _____

The World of Vincent van Gogh: Art That Inspires

Vincent van Gogh was a famous artist from the country of the Netherlands. He loved to use bright color in his paintings. Van Gogh painted things he saw every day, like fields, sunflowers, and birds. He would often paint for hours, trying to show how he felt inside.

Van Gogh's art is known for its swirling patterns and bold lines. Some people did not understand his work at first. However, over time, many have come to see his art as some of the best ever made. His paintings can make people feel happy, calm, or even a little sad. Art like Van Gogh's can help us notice beauty in the world and inspire us to become creative, too.



Student Name: _____

Date: _____

The World of Vincent van Gogh: Art That Inspires

Vincent van Gogh was a famous artist from the (9)

country of the Netherlands. He loved to use bright (18)

color in his paintings. Van Gogh painted things he (27)

saw every day, like fields, sunflowers, and birds. (35)

He would often paint for hours, trying to show how (45)

he felt inside. (48)

Van Gogh's art is known for its swirling (56)

patterns and bold lines. Some people did not (64)

understand his work at first. However, over time, (72)

many have come to see his art as some of the best (84)

ever made. His paintings can make people feel (92)

happy, calm, or even a little sad. Art like Van (102)

Gogh's can help us notice beauty in the world (111)

and inspire us to become creative, too. (118)

Comprehension Questions:

Literal Question:

Where was Vincent van Gogh from?

Answer:

The Netherlands.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might art help people when they feel sad?

Answer:

It can inspire hope or show beauty.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'pattern' mean in the passage?

Answer:

A repeated design or shape.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL S Grade Level: 4 Word Count: 118

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: The World of Vincent van Gogh: Art That Inspires

Passage Details

Grade Level: 4

Reading Level: F&P GRL 5

Word Count: 118

High-Frequency Words

best, birds, color, hours, pattern

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 how a painting can make you feel."
"Why do you think art is important in our lives?"

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!)