

Name: _____

How to Help When Someone Feels Sick

Sometimes, people get sick and need to stay home and rest. Being sick means your body does not feel well. You might have a cough, a runny nose, or feel tired. Air can feel cold, and you may want to curl up with a blanket.

When someone is sick, there are many kind things you can do to help. You can bring them a tissue or a glass of water. You can also keep them company by reading a story or just sitting nearby. Doing these things shows you care and want them to feel better.

After some rest and care, most people start to feel well again. Helping others when they are sick is a great way to show kindness and be a good friend.



Student Name: _____

Date: _____

How to Help When Someone Feels Sick

Sometimes, people get sick and need to stay home (9)

and rest. Being sick means your body does not feel (19)

well. You might have a cough, a runny nose, or (29)

feel tired. Air can feel cold, and you may want to (40)

curl up with a blanket. (45)

When someone is sick, there are many kind things (54)

you can do to help. You can bring them a tissue or (66)

a glass of water. You can also keep them company (76)

by reading a story or just sitting nearby. Doing (85)

these things shows you care and want them to feel (95)

better. (96)

After some rest and care, most people start to (105)

feel well again. Helping others when they are sick (114)

is a great way to show kindness and be a good (125)

friend. (126)

Comprehension Questions:

Literal Question:

What are some ways to help someone who is sick?

Answer:

Bring tissues, water, or keep them company.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people want to help friends who are sick?

Answer:

They care and want them to feel better.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'well' mean in this passage?

Answer:

It means to feel healthy or not sick.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 126

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: How to Help When Someone Feels Sick

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 126

High-Frequency Words

after, air, also, help, well

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 helped someone feel better."
"What are other ways to show care to a sick friend?"

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!)