

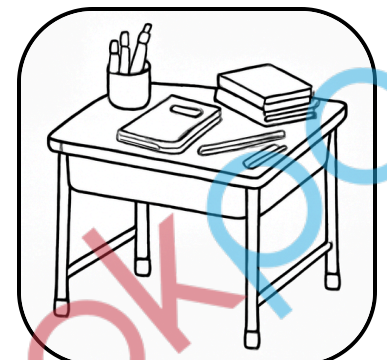
Name: \_\_\_\_\_

# What Makes a Classroom Community Special?

A classroom is more than desks and books. It is a special place where students meet each day to learn, share ideas, and grow together. The teacher guides the class and helps everyone feel ready to learn. Teachers also create rules to keep things safe and fair for all.

In a classroom, students work on group projects and sometimes sit beside new friends. These activities help everyone feel like members of a team. Some students may visit another room for extra help. This is called inclusion. It means everyone gets the support they need to do their best.

When students work together, they discover the difference a caring community can make, and they learn to believe in themselves and each other.



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

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

### What Makes a Classroom Community Special?

A classroom is more than desks and books. It is a (11)

special place where students meet each day to (19)

learn, share ideas, and grow together. The teacher (27)

guides the class and helps everyone feel ready to (36)

learn. Teachers also create rules to keep things (44)

safe and fair for all. (49)

In a classroom, students work on group projects (57)

and sometimes sit beside new friends. These (64)

activities help everyone feel like members of a (72)

team. Some students may visit another room for (80)

extra help. This is called inclusion. It means (88)

everyone gets the support they need to do their (97)

best. (98)

When students work together, they discover the (105)

difference a caring community can make, and they (113)

learn to believe in themselves and each other. (121)

### Comprehension Questions:

#### Literal Question:

What does a teacher do in the classroom?

#### Answer:

Guides and helps students feel ready to learn.

#### Student Answer:

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

#### Inferential Question:

Why might group projects help a classroom feel like a team?

#### Answer:

They help students work together and support each other.

#### Student Answer:

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

#### Vocabulary Question:

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

#### Answer:

Everyone gets the support they need.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL Y      Grade Level: 6      Word Count: 121

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: What Makes a Classroom Community Special?

### Passage Details

Grade Level: 6

Reading Level: F&P GRL Y

Word Count: 121

### High-Frequency Words

believe, beside, difference, members, teacher

### 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 felt like part of a team at school."  
"Why is it important for classrooms to welcome everyone?"

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!)