

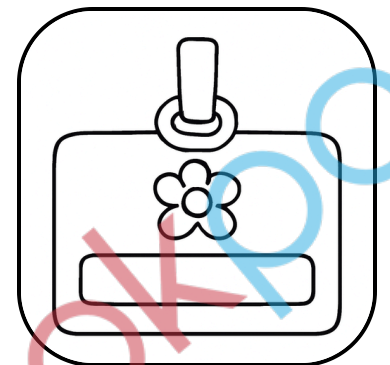
Name: _____

Why Names Matter

A name is more than just a word. It can tell us something special about a person. Names often come from family or from places that are important. Sometimes, a name shows where someone's family is from or what their parents like.

Every name is unique, just like every person is unique. Some names may sound different or new to us. It is kind to ask how to say a name if we do not know. We should also show respect for names, because they mean a lot to people.

When we make fun of someone's name, it can hurt their feelings. We all want to feel good about who we are. Being kind to each other helps everyone feel welcome and happy.



Student Name: _____

Date: _____

Why Names Matter

A name is more than just a word. It can tell us (12)
something special about a person. Names often come (20)
from family or from places that are important. (28)
Sometimes, a name shows where someone's family (35)
is from or what their parents like. (42)
Every name is unique, just like every person is (51)
unique. Some names may sound different or new to (60)
us. It is kind to ask how to say a name if we do (74)
not know. We should also show respect for names, (83)
because they mean a lot to people. (90)
When we make fun of someone's name, it can hurt (100)
their feelings. We all want to feel good about who (110)
we are. Being kind to each other helps everyone (119)
feel welcome and happy. (123)

Comprehension Questions:

Literal Question:

What can a name tell us about a person?

Answer:

Something special about them.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone feel sad if others make fun of their name?

Answer:

Names are important to who we are.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does unique mean in this passage?

Answer:

One of a kind or special.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 123

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: Why Names Matter

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 123

High-Frequency Words

ask, different, name, show, also

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:
"What does your name mean or where does it come from?"
"How can you help others feel good about their names?"

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!)