

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

## We Are All Unique!

Every person in the world is different. Some people are tall, and some are small. Some have curly hair, while others have straight hair. These differences make each of us special and help us learn new things from one another.

Sometimes, people notice when someone looks or acts in a way that is not the same as most. This can lead to questions or even teasing. But it is important to be kind and remember that everyone wants to feel welcome and happy. We should always try to help others and treat them the way we want to be treated.

When we accept each other's differences, we make our world a better place. We can learn a lot when we play and work together!



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

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

### We Are All Unique!

Every person in the world is different. Some (8)

people are tall, and some are small. Some have (17)

curly hair, while others have straight hair. These (25)

differences make each of us special and help us (34)

learn new things from one another. (40)

Sometimes, people notice when someone looks or (47)

acts in a way that is not the same as most. This (59)

can lead to questions or even teasing. But it is (69)

important to be kind and remember that everyone (77)

wants to feel welcome and happy. We should always (86)

try to help others and treat them the way we want (97)

to be treated. (100)

When we accept each other's differences, we make (108)

our world a better place. We can learn a lot when (119)

we play and work together! (124)

### Comprehension Questions:

#### Literal Question:

Why is everyone unique?

#### Answer:

Because people have different looks and ways of acting.

#### Student Answer:

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

#### Inferential Question:

How might someone feel if they are teased for being different?

#### Answer:

They might feel sad or left out.

#### Student Answer:

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

#### Vocabulary Question:

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

#### Answer:

To welcome and include others as they are.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL M    Grade Level: 2    Word Count: 124

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: We Are All Unique!

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 124

### High-Frequency Words

different, help, most, play, world

### 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 when you noticed someone was different."  
"How can you help someone feel included at school?"

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!)