

Name: _____

Families Can Change and Grow

Families are very special, but sometimes they change. One common change is when parents decide to live apart, which is called divorce. This can be a hard time for everyone, but it does not mean the family is less filled with love.

Children may feel many different emotions, like sadness, confusion, or even anger. It is important to know that these feelings are normal. Talking to a person you trust can help you feel better. Even if parents live in different homes, they can still bring support and care to their children.

Families come in many shapes and sizes. What matters most is that everyone feels safe, understood, and loved. Families can become strong in new ways, even after a big change.



Student Name: _____

Date: _____

Families Can Change and Grow

Families are very special, but sometimes they (7)

change. One common change is when parents decide (15)

to live apart, which is called divorce. This can (24)

be a hard time for everyone, but it does not mean (35)

the family is less filled with love. (42)

Children may feel many different emotions, like (49)

sadness, confusion, or even anger. It is important (57)

to know that these feelings are normal. Talking to (66)

a person you trust can help you feel better. Even (76)

if parents live in different homes, they can still (85)

bring support and care to their children. (92)

Families come in many shapes and sizes. What (100)

matters most is that everyone feels safe, (107)

understood, and loved. Families can become strong (114)

in new ways, even after a big change. (122)

Comprehension Questions:

Literal Question:

What is it called when parents decide to live apart?

Answer:

Divorce.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might children talk to someone they trust during changes?

Answer:

To help them feel better and understood.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'common' mean in this passage?

Answer:

It means something that happens a lot.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL U Grade Level: 5 Word Count: 122

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: Families Can Change and Grow

Passage Details

Grade Level: 5

Reading Level: F&P GRL U

Word Count: 122

High-Frequency Words

bring, common, filled, person, strong

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 families can stay strong after a big change."
"Share a way someone might show support in a changing family."

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!)