

Name: _____

Why We Grow in Our Own Time

All children learn new things, but not always at the same time. Some kids may tie their shoes quickly, while others need more time. This is normal, and it is okay to go at your own speed.

There are many things that can make us learn in different ways. Our bodies and brains grow at their own pace. Some people may be fast at reading, and others may be quick at sports. Each person is special and has their own way to learn.

It is important to be kind to yourself and to friends. If you see someone who needs more time, you can help or cheer them on. We all grow in our own way, and that is what makes us unique.



Student Name: _____

Date: _____

Why We Grow in Our Own Time

All children learn new things, but not always at (9)
the same time. Some kids may tie their shoes (18)
quickly, while others need more time. This is (26)
normal, and it is okay to go at your own speed. (37)
There are many things that can make us learn in (47)
different ways. Our bodies and brains grow at (55)
their own pace. Some people may be fast at (64)
reading, and others may be quick at sports. Each (73)
person is special and has their own way to learn. (83)
It is important to be kind to yourself and to (93)
friends. If you see someone who needs more time, (102)
you can help or cheer them on. We all grow in our (114)
own way, and that is what makes us unique. (123)

Comprehension Questions:

Literal Question:

What does the passage say about how kids learn new things?

Answer:

Kids learn at their own pace and in their own way.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might it be good to cheer for a friend learning something new?

Answer:

It helps friends feel happy and supported.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'unique' mean in this passage?

Answer:

It means each person is special in their own way.

Student Answer:

_____ Correct _____ Incorrect

Scoring Guide

Text Level: F&P GRL I Grade Level: 1 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

Notes:

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 We Grow in Our Own Time

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 123

High-Frequency Words

all, and, at, is, their

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 something you learned at your own speed."
"How can you help a friend learning something new?"

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!)