

Name: _____

Community Helpers and Kindness

Every community has helpers who make things better for everyone. Police officers, firefighters, and doctors are just a few examples. These people work to keep us safe and healthy. They help when there is a problem or when someone needs a hand.

Acts of kindness can be big or small. Someone might help an animal cross the road or give directions to a lost person. When people are kind, it can change how others feel. Kindness can make a place feel like home, even for someone new.

We should try to notice the good things helpers do around us. After we see someone being kind, we can also try to help others. Kindness makes our world a better place.



Student Name: _____

Date: _____

Community Helpers and Kindness

Every community has helpers who make things better (8)
for everyone. Police officers, firefighters, and (14)
doctors are just a few examples. These people work (23)
to keep us safe and healthy. They help when there (33)
is a problem or when someone needs a hand. (42)
Acts of kindness can be big or small. Someone (51)
might help an animal cross the road or give (60)
directions to a lost person. When people are kind, (69)
it can change how others feel. Kindness can make a (79)
place feel like home, even for someone new. (87)
We should try to notice the good things helpers do (97)
around us. After we see someone being kind, we can (107)
also try to help others. Kindness makes our world (116)
a better place. (119)

Comprehension Questions:

Literal Question:

Who are some community helpers mentioned in the passage?

Answer:

Police officers, firefighters, and doctors.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think kindness makes a place feel like home?

Answer:

Kindness helps people feel safe and welcome.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "acts of kindness" mean in this passage?

Answer:

Doing good things to help others.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 119

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: Community Helpers and Kindness

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 119

High-Frequency Words

after, also, animal, change, home

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 saw someone help another person."
"How can you show kindness in your community?"

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!)