

Name: _____

What Makes a Family? Understanding Home and Belonging

Families come in many shapes and sizes. Some children live with parents, while others may live with a grandparent or other relatives. Sometimes, families are divided by distance, death, or for other reasons.

Sadly, some children do not have a permanent home. This is called being homeless. Homelessness means not having a safe place to sleep every night. People might stay in shelters, move from place to place, or sleep beside others in crowded spaces.

Not having a steady home can make life hard. It can be tough to keep clothes clean, finish homework, or feel happy. But even in hard times, the hope for a beautiful, caring family remains strong.



Student Name: _____

Date: _____

What Makes a Family? Understanding Home and Belonging

Families come in many shapes and sizes. Some (8)
children live with parents, while others may live (16)
with a grandparent or other relatives. Sometimes, (22)
families are divided by distance, death, or for (30)
other reasons. (32)
Sadly, some children do not have a permanent home. (41)
This is called being homeless. Homelessness means (48)
not having a safe place to sleep every night. (57)
People might stay in shelters, move from place to (66)
place, or sleep beside others in crowded spaces. (74)
Not having a steady home can make life hard. It (84)
can be tough to keep clothes clean, finish (92)
homework, or feel happy. But even in hard times, (101)
the hope for a beautiful, caring family remains (109)
strong. (110)

Comprehension Questions:

Literal Question:

What does it mean to be homeless?

Answer:

Not having a permanent home.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might life feel difficult without a steady home?

Answer:

Basic needs and comfort are harder to get.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'divided' mean in this passage?

Answer:

Separated or split apart.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL W Grade Level: 6 Word Count: 110

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: What Makes a Family? Understanding Home and Belonging

Passage Details

Grade Level: 6

Reading Level: F&P GRL W

Word Count: 110

High-Frequency Words

beautiful, beside, brother, divided, clothes

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 ways families can show love and care."
"How might it feel to move between different homes?"

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!)