

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

## New Babies, New Feelings

When a new baby comes home, everything can feel different. Families may need to change their routines. Parents might spend more time with the baby, and this can make older children feel left out or sad. It is normal to have these feelings, and they are part of growing up.

Learning to share is a big part of having siblings. You may need to share your toys, your room, or your parents' attention. Sometimes, this is hard. But sharing can also be fun, and you can make new memories together.

Over time, many children find they like having a sibling. They can play, laugh, and help each other every day. A family can grow in love as it grows in size.



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

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

### New Babies, New Feelings

When a new baby comes home, everything can feel (9)  
different. Families may need to change their (16)  
routines. Parents might spend more time with the (24)  
baby, and this can make older children feel left (33)  
out or sad. It is normal to have these feelings, (43)  
and they are part of growing up. (50)  
Learning to share is a big part of having (59)  
siblings. You may need to share your toys, your (68)  
room, or your parents' attention. Sometimes, (74)  
this is hard. But sharing can also be fun, and you (85)  
can make new memories together. (90)  
Over time, many children find they like having a (99)  
sibling. They can play, laugh, and help each other (108)  
every day. A family can grow in love as it grows (119)  
in size. (121)

### Comprehension Questions:

#### Literal Question:

What might families need to change when a new baby comes?

#### Answer:

Their routines.

#### Student Answer:

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

#### Inferential Question:

Why might sharing with a sibling sometimes feel hard?

#### Answer:

Because you want things for yourself.

#### Student Answer:

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

#### Vocabulary Question:

What does 'routines' mean in this passage?

#### Answer:

The things families do each day.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL J      Grade Level: 1      Word Count: 121

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: New Babies, New Feelings

### Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 121

### High-Frequency Words

can, every, may, out, part

### 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 had to share something."  
"How can you help a new sibling feel welcome?"

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!)