

Name: _____

What Makes You One of a Kind?

Everyone is different in some way. Some people have curly hair, and some have straight hair. You might have a loud laugh or a quiet voice. These things make each person special. No two people are the same.

Sometimes, others may not understand what makes you different. They might even say something that hurts your feelings. But being proud of who you are is important. It is good to celebrate what makes you, you!

When we learn about what makes us and others unique, we can be more kind and helpful. We can give a hand to a friend who feels left out. The world is a better place when everyone feels proud to be themselves.



Student Name: _____

Date: _____

What Makes You One of a Kind?

Everyone is different in some way. Some people (8)
have curly hair, and some have straight hair. You (17)
might have a loud laugh or a quiet voice. These (27)
things make each person special. No two people are (36)
the same. (38)
Sometimes, others may not understand what makes (45)
you different. They might even say something that (53)
hurts your feelings. But being proud of who you (62)
are is important. It is good to celebrate what (71)
makes you, you! (74)
When we learn about what makes us and others (83)
unique, we can be more kind and helpful. We can (93)
give a hand to a friend who feels left out. The (104)
world is a better place when everyone feels proud (113)
to be themselves. (116)

Comprehension Questions:

Literal Question:

What makes each person special?

Answer:

Everyone is different in some way.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it good to celebrate what makes you unique?

Answer:

It helps you feel proud and happy about yourself.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does unique mean in this passage?

Answer:

Being different from everyone else.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 116

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 You One of a Kind?

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 116

High-Frequency Words

give, hand, kind, learn, same

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:
"What is something special about you?"
"How can you help others feel proud of who they are?"

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!)