

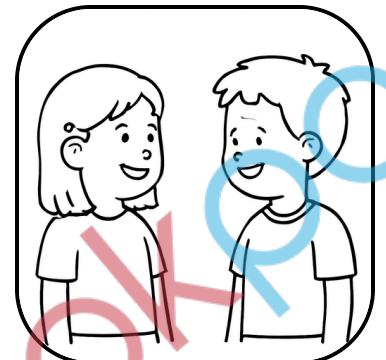
Name: _____

What Makes a Good Friend?

A friend is someone you can trust and have fun with. Friends play together, laugh, and help each other when things get hard. They can be people at school, in your family, or even someone new you meet at the park.

There are many ways to be a good friend. You can share your toys or help a friend when they are sad. Sometimes, it is important to listen to your friends or say a kind words to them. Friends look out for each other and make sure no one feels left out.

When you show kindness, you help friendships grow. It is great to know that someone is there for you, and you can be there for them, too.



Student Name: _____

Date: _____

What Makes a Good Friend?

A friend is someone you can trust and have fun (10)

with. Friends play together, laugh, and help each (18)

other when things get hard. They can be people at (28)

school, in your family, or even someone new you (37)

meet at the park. (41)

There are many ways to be a good friend. You can (52)

share your toys or help a friend when they are (62)

sad. Sometimes, it is important to listen to your (71)

friends or say a kind words to them. Friends look (81)

out for each other and make sure no one feels left (92)

out. (93)

When you show kindness, you help friendships grow. (101)

It is great to know that someone is there for you, (112)

and you can be there for them, too. (120)

Comprehension Questions:

Literal Question:

What are some ways to be a good friend?

Answer:

Share, help, listen, say kind words.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think friends help each other?

Answer:

Because they care about each other.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'trust' mean in the passage?

Answer:

To believe someone will be kind or honest.

Student Answer:

_____ Correct _____ Incorrect

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 Word Count: 120

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: What Makes a Good Friend?

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 120

High-Frequency Words

can, each, is, many, them

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 helped a friend."
"What does kindness look like in your classroom?"

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!)