

Name: _____

Wishes: Surprises and Lessons

Have you ever made a wish and hoped it would come true? Wishes are when people hope for something special to happen, like finding a lost toy or getting a pet. In many stories, wishes are made with magic, and they can change a person's life in big ways.

But wishes do not always turn out as planned. Sometimes, a wish seems like a good idea at first, but it can bring new problems. For example, someone might wish to always eat their favorite food, but after a few days, they might miss other foods. This is an example of how wishes can have both good and unexpected results.

Learning about wishes helps us think about what is important and to be grateful for what we already have.



Student Name: _____

Date: _____

Wishes: Surprises and Lessons

Have you ever made a wish and hoped it would come (11)

true? Wishes are when people hope for something (19)

special to happen, like finding a lost toy or (28)

getting a pet. In many stories, wishes are made (37)

with magic, and they can change a person's life (46)

in big ways. (49)

But wishes do not always turn out as planned. (58)

Sometimes, a wish seems like a good idea at first, (68)

but it can bring new problems. For example, (76)

someone might wish to always eat their favorite (84)

food, but after a few days, they might miss other (94)

foods. This is an example of how wishes can have (104)

both good and unexpected results. (109)

Learning about wishes helps us think about what is (118)

important and to be grateful for what we already (127)

have. (128)

Comprehension Questions:

Literal Question:

What can happen when people make wishes?

Answer:

Wishes can bring good or unexpected results.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone feel different after a wish comes true?

Answer:

They may face new problems or miss what they had before.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "example" mean in the passage?

Answer:

It shows a case to help explain an idea.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 128

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: Wishes: Surprises and Lessons

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 128

High-Frequency Words

always, eat, example, miss, something

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 wish that could have both good and bad results."
"Why is it important to think before making a wish?"

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!)