

Name: _____

Everyone Feels Lonely Sometimes

Sometimes, people feel lonely even when others are around. This means they want a friend or someone to talk to. Feeling lonely is a normal part of life, and it can happen at any age. It might feel sad or big, but it does not last forever.

Making a new friend can change how you feel. When you meet someone kind, you may feel happy again. Friends can help each other and share things like games, stories, or a laugh. If you want a friend, you can ask someone to play or tell them your name.

After you make a friend, you might feel good again and your lonely feelings will go away. Friendship is a special part of being in the world. Everyone need a friend to feel their best!



Student Name:

Date:

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(8)

(17)

(27)

(38)

(47)

(57)

(66)

(75)

(85)

(95)

(96)

(106)

(114)

(124)

(131)

Correct

Incorrect

Literal Question:

What can help change how you feel when you are lonely?

Answer:

Making a new friend.

Student Answer:

Inferential Question:

Why is friendship important for people?

Answer:

It helps people feel happy and not alone.

Student Answer:

Correct

Incorrect

Vocabulary Question:

What does 'lonely' mean in the passage?

Answer:

Wanting a friend or someone to talk to.

Student Answer:

Correct

Incorrect

Scoring Guide

Text Level: F&P GRL K

Grade Level: 2

Word Count: 131

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: Everyone Feels Lonely Sometimes

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 131

High-Frequency Words

after, again, ask, big, away

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:
"Tell about a time you felt lonely or needed a friend."
"How can you help someone who looks lonely at school?"

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!)