

Name: _____

We Are All Unique

Every classroom is full of children who are both alike and different. Some students may eat different food at lunch, or speak another language at home. Others may have family traditions that are new to you. These differences make our group more interesting and help us learn from each other.

It's important to remember that everyone wants to feel welcome and included. When we listen to each other's stories, we can find things we share, like favorite games or songs. We also discover new ideas and ways of life. Being kind and open helps everyone feel like they belong.

No matter where you come from, your story matters. Together, we can add light and joy to our school community.



Student Name: _____

Date: _____

We Are All Unique

Every classroom is full of children who are both (9)
alike and different. Some students may eat (16)
different food at lunch, or speak another language (24)
at home. Others may have family traditions that (32)
are new to you. These differences make our group (41)
more interesting and help us learn from each (49)
other. (50)

It's important to remember that everyone wants (57)
to feel welcome and included. When we listen to (66)
each other's stories, we can find things we (74)
share, like favorite games or songs. We also (82)
discover new ideas and ways of life. Being kind (91)
and open helps everyone feel like they belong. (99)

No matter where you come from, your story matters. (108)
Together, we can add light and joy to our school (118)
community. (119)

Comprehension Questions:

Literal Question:

What is one way students can be different?

Answer:

They may eat different food at lunch.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it helpful to learn about each other's traditions?

Answer:

It helps us understand and include one another.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'included' mean in this passage?

Answer:

It means being welcomed and part of the group.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 119

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: We Are All Unique

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 119

High-Frequency Words

add, both, children, food, light

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 makes you unique in your classroom?"
"How can you help someone feel included 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!)