

Name:

Why Making Mistakes Helps Us Grow

Everyone makes mistakes, even grown-ups! Mistakes can happen when we try something new or when we do something we have done many times before.

Sometimes, people feel nervous or embarrassed after making a mistake. This is a normal feeling. It can be hard, but mistakes are a part of learning.

When you make a mistake, you can learn from it and try again. Each time you try, you get better. People around us, like friends and family, can also help us when we need it. No one is perfect, and that is okay. We all grow and change by learning from our mistakes.

So, the next time you make a mistake, remember it is just a step on your way to something great!



Student Name: _____

Date: _____

Why Making Mistakes Helps Us Grow

Everyone makes mistakes, even grown-ups! Mistakes (6)
 can happen when we try something new or when we do (17)
 something we have done many times before. (24)
 Sometimes, people feel nervous or embarrassed (30)
 after making a mistake. This is a normal feeling. (39)
 It can be hard, but mistakes are a part of (49)
 learning. (50)
 When you make a mistake, you can learn from it and (61)
 try again. Each time you try, you get better. (70)
 People around us, like friends and family, can (78)
 also help us when we need it. No one is perfect, (89)
 and that is okay. We all grow and change by (99)
 learning from our mistakes. (103)
 So, the next time you make a mistake, remember it (113)
 is just a step on your way to something great! (123)

Comprehension Questions:

Literal Question:

How do people sometimes feel after making a mistake?

Answer:

Nervous or embarrassed

Student Answer:

_____ **Correct** _____ **Incorrect**

Inferential Question:

Why might it be good to try again after a mistake?

Answer:

It helps you learn and get better.

Student Answer:

_____ **Correct** _____ **Incorrect**

Vocabulary Question:

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

Answer:

To become different or grow

Student Answer:

_____ **Correct** _____ **Incorrect**

Notes:

Scoring Guide

Text Level: F&P GRL K **Grade Level:** 2 **Word Count:** 123

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: Why Making Mistakes Helps Us Grow

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 123

High-Frequency Words

again, after, change, great, help

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:
"Share a time when you learned from a mistake."
"Why is it important to help others after a mistake?"

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!)