

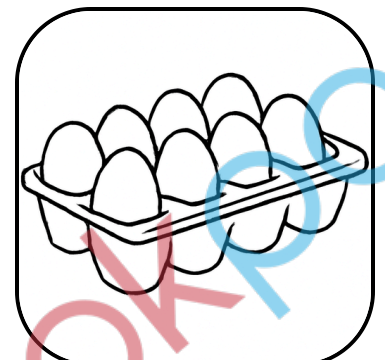
Name: _____

Getting Along Together

Many people live or work together in places like families, classrooms, or teams. When you share a space with others, it is important to be kind and help each other. You can take turns, share things, and listen to what other people have to say.

Sometimes, you may need some time alone or want to say no if something does not feel right. This is called setting a boundary. It is okay to ask for help or tell others how you feel. Doing these things can help everyone get along and make the group a better place for all.

Living with others is about working together and knowing when to care for yourself. When each person does their part, the group can be happy and strong.



Student Name: _____

Date: _____

Getting Along Together

Many people live or work together in places like (9)
families, classrooms, or teams. When you share a (17)
space with others, it is important to be kind and (27)
help each other. You can take turns, share things, (36)
and listen to what other people have to say. (45)
Sometimes, you may need some time alone or want to (55)
say no if something does not feel right. This is (65)
called setting a boundary. It is okay to ask for (75)
help or tell others how you feel. Doing these (84)
things can help everyone get along and make the (93)
group a better place for all. (99)
Living with others is about working together and (107)
knowing when to care for yourself. When each (115)
person does their part, the group can be happy and (125)
strong. (126)

Comprehension Questions:

Literal Question:

What does it mean to set a boundary?

Answer:

To ask for space or say no when needed.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it important to take turns or share?

Answer:

It helps everyone feel included and happy.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word "group" mean in this text?

Answer:

A set of people living or working together.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 Word Count: 126

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: Getting Along Together

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 126

High-Frequency Words

all, each, other, part, say

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 worked with others to solve a problem."
"How do you ask for space when you need it?"

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!)