

Name: _____

Hello and Goodbye: Special Times We Share

Every day, people say hello and goodbye. These words are a big part of our routines. Saying hello can make us feel happy and welcome. It means we are together again with someone we care about.

When we say goodbye, we may feel a little sad or even want to stay longer. But goodbyes are important, too. They help us know that a visit or playtime has come to an end. After we say goodbye, we often look forward to the next time we will meet.

Many families have special ways to greet or say farewell. Some might give a big hug, wave a hand, or say kind words. These moments help us feel close to people we love, at home or any place in the world.



Student Name: _____

Date: _____

Hello and Goodbye: Special Times We Share

Every day, people say hello and goodbye. These (8)

words are a big part of our routines. Saying hello (18)

can make us feel happy and welcome. It means we (28)

are together again with someone we care about. (36)

When we say goodbye, we may feel a little sad or (47)

even want to stay longer. But goodbyes are (55)

important, too. They help us know that a visit or (65)

playtime has come to an end. After we say goodbye, (75)

we often look forward to the next time we will (85)

meet. (86)

Many families have special ways to greet or say (95)

farewell. Some might give a big hug, wave a hand, (105)

or say kind words. These moments help us feel (114)

close to people we love, at home or any place in (125)

the world. (127)

Comprehension Questions:

Literal Question:

What do people often feel when they say hello?

Answer:

Happy and welcome.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people have special ways of saying goodbye?

Answer:

To show they care about each other.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does farewell mean in this passage?

Answer:

Saying goodbye.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 127

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: Hello and Goodbye: Special Times We Share

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 127

High-Frequency Words

after, big, hand, home, world

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 special way you greet someone at home."
"How do you feel when you say goodbye to a friend?"

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!)