

Name: _____

Why Some Families Have Less

Not every family has the same amount of money or things. Some families have enough food and clothes, while others might have only a few. The city or country where people live can also make a difference. Sometimes, adults cannot find work, or they may not earn much in their job. This can make life hard and mean there is less to share between everyone in the group.

When children do not have new clothes or school supplies, it is not their fault. It is important to be kind and include everyone, no matter what they have. Being a good friend means you care about others, even if their life looks different from your own. Treating people with respect helps everyone feel like they belong.



Student Name: _____

Date: _____

Why Some Families Have Less

Not every family has the same amount of money or (10)

things. Some families have enough food and (17)

clothes, while others might have only a few. The (26)

city or country where people live can also make a (36)

difference. Sometimes, adults cannot find work, or (43)

they may not earn much in their job. This can make (54)

life hard and mean there is less to share between (64)

everyone in the group. (68)

When children do not have new clothes or school (77)

supplies, it is not their fault. It is important (86)

to be kind and include everyone, no matter what (95)

they have. Being a good friend means you care (104)

about others, even if their life looks different (112)

from your own. Treating people with respect helps (120)

everyone feel like they belong. (125)

Comprehension Questions:

Literal Question:

Why might some families have fewer clothes?

Answer:

They may not have enough money.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it important to be kind to everyone?

Answer:

It helps people feel they belong.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "include" mean in this passage?

Answer:

Letting everyone join in.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 125

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 Some Families Have Less

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 125

High-Frequency Words

city, enough, few, group, own

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:
"How can you help someone feel included at school?"
"Why should we show respect to people with less?"

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!)