

Name: _____

Belonging to the Group

Everyone wants to feel like they belong. Being part of a group at school, on a team, or even in your family can make you feel happy and safe. Sometimes, children are left out. They might not be picked for a game or invited to play. When this happens, it can feel lonely or sad.

Inclusion means letting everyone join in. It is important to notice when someone is feeling left out. If you see a friend sitting alone, you might add them to your game or talk with them. Little actions like this can help others feel welcome.

Groups grow stronger when everyone is included. When we work together, we can make sure no one is left behind. Belonging helps us all feel good inside.



Student Name: _____

Date: _____

Belonging to the Group

Everyone wants to feel like they belong. Being (8)
part of a group at school, on a team, or even in (20)
your family can make you feel happy and safe. (29)
Sometimes, children are left out. They might not (37)
be picked for a game or invited to play. When this (48)
happens, it can feel lonely or sad. (55)
Inclusion means letting everyone join in. It is (63)
important to notice when someone is feeling left (71)
out. If you see a friend sitting alone, you might (81)
add them to your game or talk with them. Little (91)
actions like this can help others feel welcome. (99)
Groups grow stronger when everyone is included. (106)
When we work together, we can make sure no one is (117)
left behind. Belonging helps us all feel good (125)
inside. (126)

Comprehension Questions:

Literal Question:

What does inclusion mean?

Answer:

Letting everyone join in.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might someone feel if they are not included?

Answer:

They might feel lonely or sad.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'add' mean in this passage?

Answer:

To include someone in an activity.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 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: Belonging to the Group

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 126

High-Frequency Words

add, being, children, group, left

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 helped someone feel included."
"Why is it important to notice when others are left out?"

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!)