

Name: _____

Feeling Brave When You Miss Home

Sometimes, starting something new can make you feel a little scared or nervous. It might be your first day at school or the first time you are away from your family. Many kids feel this way, and it is a normal part of growing up.

When you feel nervous, there are things that can help. Talking to people you trust, like a parent or teacher, can make you feel better. You can also bring something special from home, like a picture or a small toy, to help you feel safe.

Remember, it is okay to miss your family. Over time, you will find new friends and fun things to do. Each day, you get a little braver and stronger!



Student Name: _____

Date: _____

Feeling Brave When You Miss Home

Sometimes, starting something new can make you (7)

feel a little scared or nervous. It might be your (17)

first day at school or the first time you are away (28)

from your family. Many kids feel this way, and it (38)

is a normal part of growing up. (45)

When you feel nervous, there are things that can (54)

help. Talking to people you trust, like a parent (63)

or teacher, can make you feel better. You can also (73)

bring something special from home, like a picture (81)

or a small toy, to help you feel safe. (90)

Remember, it is okay to miss your family. Over (99)

time, you will find new friends and fun things to (109)

do. Each day, you get a little braver and (118)

stronger! (119)

Comprehension Questions:

Literal Question:

What are some things that can help when you feel nervous?

Answer:

Talking to someone and bringing something special.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think children become braver over time?

Answer:

They get used to new places and make friends.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'nervous' mean in this passage?

Answer:

Feeling a little scared or worried.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I Grade Level: 1 Word Count: 119

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: Feeling Brave When You Miss Home

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 119

High-Frequency Words

are, first, is, like, you

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 felt nervous about something new."
"What helps you feel better when you miss home?"

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!)