

Name: \_\_\_\_\_

## What Does It Mean to Be Brave?

Bravery means doing something even when you feel afraid. People can feel scared when they try something new or when they are alone in the dark. It is normal to feel afraid, but you can still be brave.

Some people are brave in big ways, like saving a pet or helping a friend. Others are brave in small ways, like saying sorry or asking for help. There is no one way to be brave. You do not have to be the strongest or the fastest to show courage.

Each person can find their own way to be brave. When you are brave, you learn more about yourself and what you can do. Remember, everyone feels afraid sometimes, but you can still try your best.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### What Does It Mean to Be Brave?

Bravery means doing something even when you feel (8)  
afraid. People can feel scared when they try (16)  
something new or when they are alone in the dark. (26)  
It is normal to feel afraid, but you can still be (37)  
brave. (38)  
Some people are brave in big ways, like saving a (48)  
pet or helping a friend. Others are brave in small (58)  
ways, like saying sorry or asking for help. There (67)  
is no one way to be brave. You do not have to be (80)  
the strongest or the fastest to show courage. (88)  
Each person can find their own way to be brave. (98)  
When you are brave, you learn more about yourself (107)  
and what you can do. Remember, everyone feels (115)  
afraid sometimes, but you can still try your best. (124)

### Comprehension Questions:

#### Literal Question:

What does bravery mean?

#### Answer:

Doing something even when you feel afraid.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might someone decide to be brave even if they are scared?

#### Answer:

They want to try their best or help others.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does the word 'courage' mean in the passage?

#### Answer:

It means being brave.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL I      Grade Level: 1      Word Count: 124

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                               |
|------------------------------|-----------------------------------|-----------------------|----------------------------|---------------------------------|
| <b>Expression and Volume</b> | monotone or quiet                 | some expression       | appropriate expression     | varied, natural expression      |
| <b>Phrasing</b>              | word-by-word reading              | some phrase groupings | generally smooth phrasing  | natural, meaningful phrasing    |
| <b>Smoothness</b>            | frequent pauses, starts and stops | occasional breaks     | mostly smooth reading      | fluent and confident            |
| <b>Pace</b>                  | 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    |
| <b>First</b>               | 0 - 10   | 10 - 50  | 30 - 90  | <b>Fourth</b> | 70 - 120 | 80 - 130  | 90 - 140  |
| <b>Second</b>              | 30 - 80  | 50 - 100 | 70 - 130 | <b>Fifth</b>  | 80 - 130 | 90 - 140  | 100 - 150 |
| <b>Third</b>               | 50 - 110 | 70 - 120 | 80 - 140 | <b>Sixth</b>  | 90 - 140 | 100 - 150 | 110 - 160 |

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: What Does It Mean to Be Brave?

### Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 124

### High-Frequency Words

about, each, no, one, 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 brave."  
"Why is it okay to feel afraid sometimes?"

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!)