

Name: _____

All About Blended Families

Families can change in many ways. Sometimes, a parent gets married again, and a new person becomes part of the family. This new person might be called a stepmother or stepfather. Blended families can also add new brothers or sisters. It is common for children to feel many things when families change. Some children might feel happy, while others might miss how things were before. It might be hard to get used to new family members at first.

Getting to know someone new can take time. Families can grow closer by talking and doing things together. Even though changes can be tough, families work together to help each other feel loved. Every family is special, no matter how it began or how it grows.



Student Name: _____

Date: _____

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Comprehension Questions:

Literal Question:

What are some reasons families can change?

Answer:

A parent getting married again or new siblings joining.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might it be hard to get used to new family members?

Answer:

Because changes can feel different or unfamiliar at first.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'blended' mean in this passage?

Answer:

A family made from two families joining together.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 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
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: All About Blended Families

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 124

High-Frequency Words

add, began, family, miss, together

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 your family changed. How did you feel?"
"What are ways families can grow closer after a big change?"

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!)