

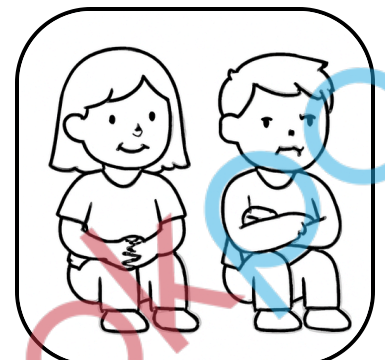
Name: _____

Why Do Siblings Sometimes Argue?

Siblings are people who grow up together in the same family. Many children have a brother or a sister. Siblings can be your first friends, but they might also argue or feel jealous sometimes. This happens when both want the same toy or when one feels left out. These feelings are a normal part of life in a family.

Sometimes, siblings compete for attention from their parents or try to show who is the fastest or the best at a game. Being close to someone almost every day can lead to small fights, but it also means you have someone to talk to and share with. Even if they argue, siblings often make up.

Learning to get along with your sibling helps you grow and become understanding.



Student Name: _____

Date: _____

Why Do Siblings Sometimes Argue?

Siblings are people who grow up together in the (9)

same family. Many children have a brother or a (18)

sister. Siblings can be your first friends, but (26)

they might also argue or feel jealous sometimes. (34)

This happens when both want the same toy or when (44)

one feels left out. These feelings are a normal (53)

part of life in a family. (59)

Sometimes, siblings compete for attention from (65)

their parents or try to show who is the fastest or (76)

the best at a game. Being close to someone almost (86)

every day can lead to small fights, but it also (96)

means you have someone to talk to and share with. (106)

Even if they argue, siblings often make up. (114)

Learning to get along with your sibling helps you (123)

grow and become understanding. (127)

Comprehension Questions:

Literal Question:

What is a common reason siblings might argue?

Answer:

They both want the same toy.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it helpful to learn to get along with siblings?

Answer:

It helps you become kind and understanding.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'jealous' mean in this passage?

Answer:

Feeling upset when someone else gets attention.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 127

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 Do Siblings Sometimes Argue?

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 127

High-Frequency Words

almost, both, being, close, often

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 shared something with a sibling or friend."
"How would you help two siblings stop arguing?"

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!)