

Name: _____

What Makes Families Different?

Some families have more money or bigger homes, while others have less. These differences are called social class. Social class can change the way people live, dress, or even play. For example, some children may have new toys, and others might not.

People sometimes judge others based on how they look or what they have. But these things do not tell us if someone is kind or good. It is important to remember that everyone wants to feel happy and safe, no matter what their house is like or where they live.

After all, being a good friend has nothing to do with money or things. What matters most is how we treat each other with care and respect.



Student Name: _____

Date: _____

What Makes Families Different?

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while others have less. These differences are (15)

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some children may have new toys, and others might (41)

not. (42)

People sometimes judge others based on how they (50)

look or what they have. But these things do not (60)

tell us if someone is kind or good. It is (70)

important to remember that everyone wants to feel (78)

happy and safe, no matter what their house is like (88)

or where they live. (92)

After all, being a good friend has nothing to do (102)

with money or things. What matters most is how we (112)

treat each other with care and respect. (119)

Comprehension Questions:

Literal Question:

What is social class?

Answer:

It is differences in money or how people live.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people feel left out because of social class?

Answer:

They may feel different or judged for what they have.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'judge' mean in this passage?

Answer:

To make an opinion about someone based on looks or things.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 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: What Makes Families Different?

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 119

High-Frequency Words

after, change, good, house, new

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:
"What makes a good friend, no matter where they live?"
"How can you show respect to someone who is different from you?"

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!)