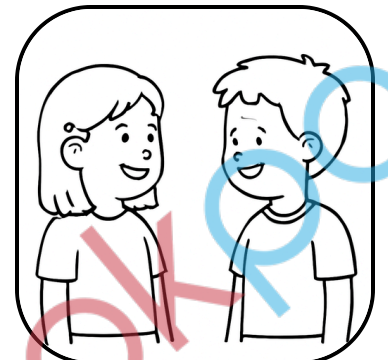Name:

How Friends Begin

Making a friend can be a happy thing. When you see a new person, you can smile at them. Smiling is a way to show that you are kind.

You can say "hello" or ask if they want to play with you. Sometimes, a friend is someone you meet at the park or in your class. Sharing toys and taking turns are good ways to show you care.

A friend is someone that you have fun with. Friends help each other and like to spend time together. It is nice to make new friends and be a good friend too.

Student Name: **Date:**

How Friends Begin

Making a friend can be a happy thing. When you see   (11)

a new person, you can smile at them. Smiling is a   (22)

way to show that you are kind.   (29)

You can say "hello" or ask if they want to play   (40)

with you. Sometimes, a friend is someone you meet   (49)

at the park or in your class. Sharing toys and   (59)

taking turns are good ways to show you care.   (68)

A friend is someone that you have fun with.   (77)

Friends help each other and like to spend time   (86)

together. It is nice to make new friends and be a   (97)

good friend too.   (100)

Comprehension Questions:

Literal Question:
What is one way to show you are kind to a new person?

Answer:
By smiling at them.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Inferential Question:
Why might sharing help two people become friends?

Answer:
It shows you care about others.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Vocabulary Question:
What does the word 'friend' mean in this passage?

Answer:
Someone you have fun with and care about.

Student Answer:

_____ **Correct**   _____ **Incorrect**

Scoring Guide

Text Level: F&P GRL C   **Grade Level:** K   **Word Count:** 100

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

Notes:

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: How Friends Begin

Passage Details

Grade Level: K

Reading Level: F&P GRL C

Word Count: 100

High-Frequency Words

a, are, have, in, that

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 made a new friend."

    "What do you like to do with your friends?"

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!)