

Name: _____

Everyday Routines and Family Life

Each day, families do many things together. Most people start their day at home. They get up, eat breakfast, and get ready for school or work. After breakfast, some kids go to school by car, bus, or by walking with their parents or older siblings.

At school, children learn, play, and talk with classmates and teachers. When the school day ends, families often meet again at home. Some families go shopping, visit the dentist, or play outside together. Before bed, many kids brush their teeth and read a story with their mother or another adult.

Daily routines help us feel safe and know what to expect. They also give us time to talk, share, and help each other every day.



Student Name: _____

Date: _____

Everyday Routines and Family Life

Each day, families do many things together. Most (8)
people start their day at home. They get up, eat (18)
breakfast, and get ready for school or work. After (27)
breakfast, some kids go to school by car, bus, or (37)
by walking with their parents or older siblings. (45)
At school, children learn, play, and talk with (53)
classmates and teachers. When the school day ends, (61)
families often meet again at home. Some families (69)
go shopping, visit the dentist, or play outside (77)
together. Before bed, many kids brush their teeth (85)
and read a story with their mother or another (94)
adult. (95)
Daily routines help us feel safe and know what to (105)
expect. They also give us time to talk, share, and (115)
help each other every day. (120)

Comprehension Questions:

Literal Question:

What do families often do before bed?

Answer:

Brush teeth and read a story.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why are routines important for families?

Answer:

They help people feel safe and know what to expect.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'siblings' mean in the passage?

Answer:

Brothers or sisters.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 120

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: Everyday Routines and Family Life

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 120

High-Frequency Words

after, another, home, mother, play

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 is your favorite daily routine at home?"
"How does your family help each other each day?"

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!)