

Name: \_\_\_\_\_

## Why Honest Work Matters

Doing your own work is very important at school and in life. When you try your best, you learn and grow, even if you make a few mistakes along the way. It might seem easier to let someone or something else do the work, but that's not fair to yourself or others.

Shortcuts, like copying answers, can seem like a good idea, but soon, you might feel bad inside. You may even worry about being caught. Working hard and being honest helps you feel proud. Every time you face a hard task, remember that trying and learning matter more than being perfect.

Being honest helps you earn trust from your family, friends, and teachers. It might be hard, but it is always better to do your own work.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Why Honest Work Matters

Doing your own work is very important at school (9)

and in life. When you try your best, you learn and (20)

grow, even if you make a few mistakes along the (30)

way. It might seem easier to let someone or (39)

something else do the work, but that's not fair (48)

to yourself or others. (52)

Shortcuts, like copying answers, can seem like a (60)

good idea, but soon, you might feel bad inside. (69)

You may even worry about being caught. Working (77)

hard and being honest helps you feel proud. Every (86)

time you face a hard task, remember that trying (95)

and learning matter more than being perfect. (102)

Being honest helps you earn trust from your (110)

family, friends, and teachers. It might be hard, (118)

but it is always better to do your own work. (128)

### Comprehension Questions:

#### Literal Question:

Why is it important to do your own work?

#### Answer:

It helps you learn and grow.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

How might someone feel if they do not do honest work?

#### Answer:

They might feel bad or worried.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does the word "earn" mean in this passage?

#### Answer:

To work hard and gain the trust of others.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL N    Grade Level: 3    Word Count: 128

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                               |
|------------------------------|-----------------------------------|-----------------------|----------------------------|---------------------------------|
| <b>Expression and Volume</b> | monotone or quiet                 | some expression       | appropriate expression     | varied, natural expression      |
| <b>Phrasing</b>              | word-by-word reading              | some phrase groupings | generally smooth phrasing  | natural, meaningful phrasing    |
| <b>Smoothness</b>            | frequent pauses, starts and stops | occasional breaks     | mostly smooth reading      | fluent and confident            |
| <b>Pace</b>                  | 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    |
| <b>First</b>               | 0 - 10   | 10 - 50  | 30 - 90  | <b>Fourth</b> | 70 - 120 | 80 - 130  | 90 - 140  |
| <b>Second</b>              | 30 - 80  | 50 - 100 | 70 - 130 | <b>Fifth</b>  | 80 - 130 | 90 - 140  | 100 - 150 |
| <b>Third</b>               | 50 - 110 | 70 - 120 | 80 - 140 | <b>Sixth</b>  | 90 - 140 | 100 - 150 | 110 - 160 |

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Why Honest Work Matters

### Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 128

### High-Frequency Words

along, always, family, few, hard

### 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 felt proud of your own work."  
"Why is it important to be honest when you make mistakes?"

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!)