

Name: _____

Police Officers: Helpers in Our Community

Police officers work hard to keep our city safe. They help solve problems and make sure everyone follows the rules. Police officers often travel in a car or walk along the streets to watch over people. They are always ready to help when someone needs it.

Sometimes, police officers work with a group of helpers. This group might include police dogs, who use their strong noses to find clues. Officers might also talk with families, children, and other helpers to solve cases.

Police work is important because it helps us feel safe where we live. When officers and helpers work together, they make our city a better place for everyone.



Student Name: _____

Date: _____

Police Officers: Helpers in Our Community

Police officers work hard to keep our city safe. (9)

They help solve problems and make sure everyone (17)

follows the rules. Police officers often travel in (25)

a car or walk along the streets to watch over (35)

people. They are always ready to help when someone (44)

needs it. (46)

Sometimes, police officers work with a group of (54)

helpers. This group might include police dogs, who (62)

use their strong noses to find clues. Officers (70)

might also talk with families, children, and other (78)

helpers to solve cases. (82)

Police work is important because it helps us feel (91)

safe where we live. When officers and helpers work (100)

together, they make our city a better place for (109)

everyone. (110)

Comprehension Questions:

Literal Question:

What do police officers do to help the city?

Answer:

They keep the city safe and solve problems.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might police officers need to work with others?

Answer:

Working together helps them solve problems better.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'group' mean in this passage?

Answer:

A set of people who help the police.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 110

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: Police Officers: Helpers in Our Community

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 110

High-Frequency Words

always, car, children, group, along

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 way police officers help your community."
"Why is teamwork important for community helpers?"

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!)