

Name: _____

Why Dogs Act Silly Indoors

Dogs are playful animals. Many dogs like to run, jump, and explore new places. When a dog comes into a home, it may be excited and want to look at all the rooms. Some dogs are big and have a lot of energy, so they might bump into things or knock over a lamp by accident.

Dogs do not always know what is safe or what is not. That is why people sometimes make rules for pets. A dog may need to stay out of some rooms or sleep in a special spot. These rules help keep the pet and the home safe.

Learning about how dogs act can help us take good care of them.



Student Name: _____

Date: _____

Why Dogs Act Silly Indoors

Dogs are playful animals. Many dogs like to run, (9)
jump, and explore new places. When a dog comes (18)
into a home, it may be excited and want to look at (30)
all the rooms. Some dogs are big and have a lot of (42)
energy, so they might bump into things or knock (51)
over a lamp by accident. (56)
Dogs do not always know what is safe or what is (67)
not. That is why people sometimes make rules for (76)
pets. A dog may need to stay out of some rooms or (88)
sleep in a special spot. These rules help keep the (98)
pet and the home safe. (103)
Learning about how dogs act can help us take good (113)
care of them. (116)

Comprehension Questions:

Literal Question:

Why do some dogs knock over things in a house?

Answer:

They are big and have a lot of energy.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people make special rules for their dogs?

Answer:

To keep pets and the home safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'explore' mean in the passage?

Answer:

To look at new places.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL J Grade Level: 1 Word Count: 116

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: Why Dogs Act Silly Indoors

Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 116

High-Frequency Words

all, are, like, not, some

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 rules would you make for a dog in your house?"
"Describe a time a pet acted silly or excited indoors."

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!)