

Name: _____

Why One Thing Leads to Another

Cause and effect is when one thing happens because of another thing. For example, if you drop a glass, it might break. The cause is dropping the glass. The effect is the glass breaking. You can find cause and effect all around you, even in your own home.

Knowing about cause and effect helps us understand how things change and why things happen. If you want to have dessert, you must first eat your dinner. If you touch a pan, you might burn your hand and it will hurt. When you know the reason for things, you can guess what might happen next.

Learning about cause and effect is a great way to help us think and answer questions. It helps us become good problem solvers in our world.



Student Name: _____

Date: _____

Why One Thing Leads to Another

Cause and effect is when one thing happens because (9)
of another thing. For example, if you drop a (18)
glass, it might break. The cause is dropping the (27)
glass. The effect is the glass breaking. You can (36)
find cause and effect all around you, even in your (46)
own home. (48)

Knowing about cause and effect helps us understand (56)
how things change and why things happen. If you (65)
want to have dessert, you must first eat your (74)
dinner. If you touch a pan, you might burn your (84)
hand and it will hurt. When you know the reason (94)
for things, you can guess what might happen next. (103)

Learning about cause and effect is a great way to (113)
help us think and answer questions. It helps us (122)
become good problem solvers in our world. (129)

Comprehension Questions:

Literal Question:

What is an example of cause and effect from the passage?

Answer:

Dropping a glass causes it to break.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it important to know why things happen?

Answer:

It helps us solve problems and make good guesses.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'cause' mean in the text?

Answer:

It means the reason something happens.

Student Answer:

_____ Correct _____ Incorrect

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 Word Count: 129

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: Why One Thing Leads to Another

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 129

High-Frequency Words

after, answer, change, home, must

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:
"Tell about a time you saw cause and effect at home."
"Why do you think learning about cause and effect is helpful?"

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!)