

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

## Wants and Needs: What's the Difference?

People have needs and wants. Needs are things we must have to live, like food, air, water, and a safe place to sleep. Wants are different. They are things we would like to have, but we can live without them, like toys or extra snacks.

Sometimes, people ask for another treat or a new toy, even after they already have some. It is normal to want things, but it is important to know what really matters. If someone asks for help again and again, it can feel a little much. That is why sharing and being kind can help everyone get along.

Learning about needs and wants helps us think about what is good for us and those around us. We can make good choices when we understand the difference.



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

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

**Wants and Needs: What's the Difference?**

People have needs and wants. Needs are things we (9)  
 must have to live, like food, air, water, and a (19)  
 safe place to sleep. Wants are different. They are (28)  
 things we would like to have, but we can live (38)  
 without them, like toys or extra snacks. (45)  
 Sometimes, people ask for another treat or a new (54)  
 toy, even after they already have some. It is (63)  
 normal to want things, but it is important to know (73)  
 what really matters. If someone asks for help (81)  
 again and again, it can feel a little much. That (91)  
 is why sharing and being kind can help everyone (100)  
 get along. (102)  
 Learning about needs and wants helps us think (110)  
 about what is good for us and those around us. We (121)  
 can make good choices when we understand the (129)  
 difference. (130)

**Comprehension Questions:**

**Literal Question:**

What are some needs that people have?

**Answer:**

Food, air, water, and a safe place to sleep.

**Student Answer:**

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

**Inferential Question:**

How might someone feel if others keep asking for things?

**Answer:**

They might feel tired or a little annoyed.

**Student Answer:**

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

**Vocabulary Question:**

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

**Answer:**

Things we must have to live.

**Student Answer:**

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

**Notes:**

**Scoring Guide**

**Text Level:** F&P GRL K    **Grade Level:** 2    **Word Count:** 130

**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: Wants and Needs: What's the Difference?

### Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 130

### High-Frequency Words

again, air, another, help, much

### 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:  
"Can you name a want and a need in your life?"  
"How can you show kindness when a friend asks for help?"

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!)