

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

# Why Do We Have Classroom Routines?

Every school day, students follow classroom routines. These routines are the steps we take to help everyone learn and work together. For example, students might hang up their coats, line up quietly, or raise their hand to ask a question. These steps make the class a good place to learn.

Teachers help students remember what to do and when to do it. When everyone follows the rules, there is less confusion. This means that more time is spent learning, playing, and sharing with friends. If someone forgets a rule, the teacher might give a reminder or ask them to try again.

Classroom routines help us feel safe and know what comes next. When we work together and follow routines, school is a fun and fair place for all.



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

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

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(6)  
(15)  
(22)  
(30)  
(40)  
(50)  
(58)  
(67)  
(76)  
(83)  
(91)  
(101)  
(110)  
(118)  
(128)

### Comprehension Questions:

#### Literal Question:

What do students do when they have a question?

#### Answer:

They raise their hand.

#### Student Answer:

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

#### Inferential Question:

Why might it be important to follow the same steps each day?

#### Answer:

It helps everyone feel safe and ready to learn.

#### Student Answer:

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

#### Vocabulary Question:

What does 'routine' mean in the passage?

#### Answer:

A set of steps we do regularly.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL M    Grade Level: 2    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 Do We Have Classroom Routines?

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 128

### High-Frequency Words

again, ask, hand, line, try

### 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 routine you follow at school."  
"Why do you think rules help everyone get along?"

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!)