

Name: _____

Why Do We Have Rules?

Have you ever wondered why there are rules at school or at home? Rules help people know what is safe and fair. For example, there is a rule to walk in the hallway so no one gets hurt. These rules are made to keep everyone safe and happy.

Sometimes, people have to follow rules even if they do not like them. You may want to talk loudly in the library, but the rule is to be quiet so others can read and think. If someone does not follow a rule, others might feel upset or confused.

Rules are part of many places, like the playground or a classroom. They help people know what to do. When everyone knows the rules, it makes it easier to get along.



Student Name: _____

Date: _____

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Have you ever wondered why there are rules at (9)
school or at home? Rules help people know what is (19)
safe and fair. For example, there is a rule to (29)
walk in the hallway so no one gets hurt. These (39)
rules are made to keep everyone safe and happy. (48)
Sometimes, people have to follow rules even if (56)
they do not like them. You may want to talk loudly (67)
in the library, but the rule is to be quiet so (78)
others can read and think. If someone does not (87)
follow a rule, others might feel upset or (95)
confused. (96)
Rules are part of many places, like the playground (105)
or a classroom. They help people know what to do. (115)
When everyone knows the rules, it makes it easier (124)
to get along. (127)

Comprehension Questions:

Literal Question:

Why do people have rules in places like school?

Answer:

To help everyone be safe and fair.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might someone feel if a rule is not followed?

Answer:

They might feel upset or confused.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'fair' mean in this passage?

Answer:

Everyone is treated the same way.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL G Grade Level: 1 Word Count: 127

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 Do We Have Rules?

Passage Details

Grade Level: 1

Reading Level: F&P GRL G

Word Count: 127

High-Frequency Words

be, do, have, like, so

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:
"Talk about a rule you follow at school or home."
"How would you feel if there were no rules?"

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!)