

Name: _____

Taking Charge of Your Urges

Have you ever felt like you just had to blurt something out, even when it wasn't your turn? This feeling is called an urge. Sometimes, urges can be hard to stop, but learning impulse control is an important life lesson. Impulse control means thinking before you act or talk.

There are different ways to practice impulse control. For example, you can take a deep breath and count to four before you speak. You might also keep your hands in your lap or watch the teacher's eyes while you wait. Playing waiting games with a group of friends is another fun way to practice! Sometimes, it's hard, but with practice, you get better at it.

Impulse control is important. It helps everyone feel heard and lets you work together with others.



Student Name: _____

Date: _____

Taking Charge of Your Urges

Have you ever felt like you just had to blurt (10)

something out, even when it wasn't your turn? (18)

This feeling is called an urge. Sometimes, urges (26)

can be hard to stop, but learning impulse control (35)

is an important life lesson. Impulse control means (43)

thinking before you act or talk. (49)

There are different ways to practice impulse (56)

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and count to four before you speak. You might also (75)

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to practice! Sometimes, it's hard, but with (108)

practice, you get better at it. (114)

Impulse control is important. It helps everyone (121)

feel heard and lets you work together with others. (130)

Comprehension Questions:

Literal Question:

What is one way to practice impulse control?

Answer:

Take a deep breath and count to four before speaking.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might impulse control help people work together better?

Answer:

It makes sure everyone gets a turn to share ideas.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

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

Answer:

A strong feeling that makes you want to act right away.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 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
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: Taking Charge of Your Urges

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 130

High-Frequency Words

life, example, eyes, group, hard

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:
"Share a time when you waited your turn even though it was hard."
"Describe a new way you could practice impulse control at school."

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!)