

Name: _____

Why Families Have Rules

Every family has rules. Rules keep you safe. They help you know what to do and what not to do. Some rules are to clean your things and be kind to others.

Sometimes kids make mistakes. That's okay. When you make mistakes, parents say "no" or ask you to stop. This does not mean they don't love you. They care always.

They say "I'm sorry" and give you a big hug. Knowing you are loved helps you feel safe and happy.



Student Name: _____

Date: _____

Why Families Have Rules

Every family has rules. Rules keep you safe. They (9)
help you know what to do and what not to do. Some (21)
rules are to clean your things and be kind to (31)
others. (32)
Sometimes kids make mistakes. That's okay. When (39)
you make mistakes, parents say "no" or ask you (48)
to stop. This does not mean they don't love you. (58)
They care always. (61)
They say "I'm sorry" and give you a big hug. (71)
Knowing you are loved helps you feel safe and (80)
happy. (81)

Comprehension Questions:

Literal Question:

Why do families have rules?

Answer:

To help everyone get along and stay safe.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might rules help people feel in their home?

Answer:

Rules can help people feel safe and happy.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What is a routine?

Answer:

Something you do the same way each day.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL G Grade Level: 1 Word Count: 81

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 Families Have Rules

Passage Details

Grade Level: 1

Reading Level: F&P GRL G

Word Count: 81

High-Frequency Words

do, not, make, love, happy

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:
"What is one rule you follow at home?"
"How do routines help your family?"

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!)