

Name: _____

How Police Officers and Dogs Keep Us Safe

Police officers work to keep people safe in our towns and cities. They help everyone follow the rules. Sometimes, police officers also work with special dogs. These dogs have a great sense of smell. They can help find lost things or people. The dogs are trained to listen and follow commands.

Police officers may visit schools to teach important safety rules. They might talk about what to do in an emergency or how to cross the street safely. After a visit, students can ask questions and learn even more. Officers and their dogs want to help everyone feel safe and know what to do if something is wrong. They make our community a better place for us all.



Student Name: _____

Date: _____

How Police Officers and Dogs Keep Us Safe

Police officers work to keep people safe in our (9)
towns and cities. They help everyone follow the (17)
rules. Sometimes, police officers also work with (24)
special dogs. These dogs have a great sense of (33)
smell. They can help find lost things or people. (42)
The dogs are trained to listen and follow (50)
commands. (51)
Police officers may visit schools to teach (58)
important safety rules. They might talk about what (66)
to do in an emergency or how to cross the street (77)
safely. After a visit, students can ask questions (85)
and learn even more. Officers and their dogs want (94)
to help everyone feel safe and know what to do if (105)
something is wrong. They make our community a (113)
better place for us all. (118)

Comprehension Questions:

Literal Question:

Why do police officers visit schools?

Answer:

To teach important safety rules.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might students feel safer after meeting police officers and dogs?

Answer:

They know who to ask for help and what to do in emergencies.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'trained' mean in the passage?

Answer:

It means the dogs learned to listen and follow commands.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 118

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: How Police Officers and Dogs Keep Us Safe

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 118

High-Frequency Words

after, ask, follow, help, us

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 safety rules would you like to learn from a police officer?"
"How do you think police dogs are trained to help people?"

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!)