

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

## Why Do We Wait?

Waiting is something we all do. Sometimes, we wait for a birthday, a friend to come over, or for a big event. Waiting can feel slow, but it is a part of life. We often want things to happen right away, but many good things take time.

When we wait, we may feel excited, or even a little sad if things take too long. Some people find ways to make waiting easier. They might play, read, or talk with someone while they wait. This helps time pass more quickly.

After waiting, it can feel great when what we hoped for finally comes. Waiting teaches us to be patient. It also helps us enjoy special things even more when they happen.



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

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

### Why Do We Wait?

Waiting is something we all do. Sometimes, we wait (9)  
for a birthday, a friend to come over, or for a (20)  
big event. Waiting can feel slow, but it is a part (31)  
of life. We often want things to happen right (40)  
away, but many good things take time. (47)  
When we wait, we may feel excited, or even a (57)  
little sad if things take too long. Some people (66)  
find ways to make waiting easier. They might play, (75)  
read, or talk with someone while they wait. This (84)  
helps time pass more quickly. (89)  
After waiting, it can feel great when what we (98)  
hoped for finally comes. Waiting teaches us to be (107)  
patient. It also helps us enjoy special things (115)  
even more when they happen. (120)

### Comprehension Questions:

#### Literal Question:

What are some things people might wait for?

#### Answer:

A birthday, a friend, or a big event.

#### Student Answer:

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

#### Inferential Question:

Why might waiting help people enjoy things more?

#### Answer:

Because it builds excitement and patience.

#### Student Answer:

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

#### Vocabulary Question:

What does 'patient' mean in this passage?

#### Answer:

Being calm while waiting for something.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL L      Grade Level: 2      Word Count: 120

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 Wait?

### Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 120

### High-Frequency Words

after, big, over, read, wait

### 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 time you waited for something special."  
"What helps you feel better while you wait?"

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!)