

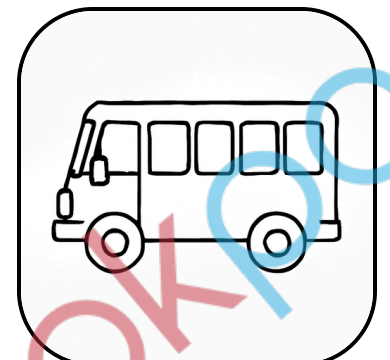
Name: _____

All About Buses and Bus Drivers

A bus is a big vehicle that carries many people to different places. You may see a bus on the road, at a stop, or on its way to school. Buses are made to be safe and strong, so they can take many people where they need to go.

Not just anyone can drive a bus. A bus driver is a person who has special training. They know how to keep everyone safe and follow the rules of the road. Driving a bus is an important job. It takes care, focus, and skill.

It is not safe for children or animals to drive buses. Only people who are trained and have a license should drive. This is how we make sure all riders get where they need to be safely.



Student Name: _____

Date: _____

All About Buses and Bus Drivers

A bus is a big vehicle that carries many people to (11)
different places. You may see a bus on the road, (21)
at a stop, or on its way to school. Buses are made (33)
to be safe and strong, so they can take many (43)
people where they need to go. (49)

Not just anyone can drive a bus. A bus driver is a (61)
person who has special training. They know how to (70)
keep everyone safe and follow the rules of the (79)
road. Driving a bus is an important job. It takes (89)
care, focus, and skill. (93)

It is not safe for children or animals to drive (103)
buses. Only people who are trained and have a (112)
license should drive. This is how we make sure all (122)
riders get where they need to be safely. (130)

Comprehension Questions:

Literal Question:

Who is allowed to drive a bus?

Answer:

People who are trained and have a license.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might it be unsafe for someone without training to drive a bus?

Answer:

They might not know how to keep riders safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'vehicle' mean in the passage?

Answer:

A thing used for moving people or things.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL J Grade Level: 1 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: All About Buses and Bus Drivers

Passage Details

Grade Level: 1

Reading Level: F&P GRL J

Word Count: 130

High-Frequency Words

all, are, be, people, who

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 rode on a bus or saw one."
"Why do you think rules for driving buses are important?"

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!)