

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

## Helpers in a Time of Need

On September 11, 2001, an attack happened in New York City. There were fires, and many people needed help. Smoke filled the air, and things felt different all around the city. It was a scary time, but people did not give up.

Helpers came from all over. Firefighters, police officers, and even old fireboats worked together. Some helpers were people we see every day, and some were new to us. They all wanted to give a hand and make things better again.

When emergencies happen, communities must work as one. Helping each other is what makes us strong. Even when things are hard, people can come together and show great kindness.



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

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

### Helpers in a Time of Need

On September 11, 2001, an attack happened in New (9)  
York City. There were fires, and many people (17)  
needed help. Smoke filled the air, and things felt (26)  
different all around the city. It was a scary (35)  
time, but people did not give up. (42)  
Helpers came from all over. Firefighters, police (49)  
officers, and even old fireboats worked together. (56)  
Some helpers were people we see every day, and (65)  
some were new to us. They all wanted to give a (76)  
hand and make things better again. (82)  
When emergencies happen, communities must work as (89)  
one. Helping each other is what makes us strong. (98)  
Even when things are hard, people can come (106)  
together and show great kindness. (111)

### Comprehension Questions:

#### Literal Question:

Who came to help during the crisis?

#### Answer:

Firefighters, police, and old fireboats.

#### Student Answer:

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

#### Inferential Question:

Why do you think people worked together during the emergency?

#### Answer:

Working together made them stronger and safer.

#### Student Answer:

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

#### Vocabulary Question:

What does 'crisis' mean in this passage?

#### Answer:

A time when people need help.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 111

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: Helpers in a Time of Need

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 111

### High-Frequency Words

again, air, give, old, work

### 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:  
"Can you think of a time when you helped someone?"  
"Why is it important to work as a team in emergencies?"

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!)