

Name: _____

Trucks That Help Us

Trucks are strong vehicles that do many jobs for people. A pickup truck is smaller and can carry things like tools, boxes, or plants in its back. It can go on roads or even on bumpy paths. A dump truck is much bigger. It is made to carry heavy things like rocks or sand. The back of a dump truck can go up to dump out its load.

Sometimes, trucks can get stuck if the ground is very wet or muddy. When this happens, they may need help from another truck to get out. Trucks come in many sizes, but all have special parts to help them do their work. They make work easier for people every day.



Student Name: _____

Date: _____

Trucks That Help Us

Trucks are strong vehicles that do many jobs for (9)
people. A pickup truck is smaller and can carry (18)
things like tools, boxes, or plants in its back. (27)
It can go on roads or even on bumpy paths. A dump (39)
truck is much bigger. It is made to carry heavy (49)
things like rocks or sand. The back of a dump (59)
truck can go up to dump out its load. (68)
Sometimes, trucks can get stuck if the ground is (77)
very wet or muddy. When this happens, they may (86)
need help from another truck to get out. Trucks (95)
come in many sizes, but all have special parts to (105)
help them do their work. They make work easier for (115)
people every day. (118)

Comprehension Questions:

Literal Question:

What does a dump truck carry?

Answer:

Heavy things like rocks or sand.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might a truck need help from another truck?

Answer:

Because it is stuck and can't move alone.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'load' mean in this passage?

Answer:

The things a truck is carrying.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 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: Trucks That Help Us

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 118

High-Frequency Words

all, can, help, like, made

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 saw a truck working."
"How would you help if a truck got stuck?"

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!)