

Name: _____

All Aboard the Mail Train!

The postal service is a system that helps people send letters and packages to each other. It is important because it connects family and friends who live far apart. People can send a letter or a parcel, which is a package, at their local post office. The post office sends the items to places near and far.

Long ago, mail was often carried by train. Mail clerks worked on the trains to help sort and deliver the mail. This was the fastest way to carry letters and packages across the country. Sometimes, the rules were different than they are today. For example, there were a few times when even people could be sent as a parcel!

Today, the postal service still helps people send and receive mail.



Student Name: _____

Date: _____

All Aboard the Mail Train!

The postal service is a system that helps people (9)
send letters and packages to each other. It is (18)
important because it connects family and friends (25)
who live far apart. People can send a letter or a (36)
parcel, which is a package, at their local post (45)
office. The post office sends the items to places (54)
near and far. (57)

Long ago, mail was often carried by train. Mail (66)
clerks worked on the trains to help sort and (75)
deliver the mail. This was the fastest way to (84)
carry letters and packages across the country. (91)

Sometimes, the rules were different than they are (99)
today. For example, there were a few times when (108)
even people could be sent as a parcel! (116)

Today, the postal service still helps people send (124)
and receive mail. (127)

Comprehension Questions:

Literal Question:

How was mail often transported long ago?

Answer:

By train

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think the postal service was important to families?

Answer:

It helped them stay connected over long distances.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'parcel' mean in this passage?

Answer:

A package

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 127

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 Aboard the Mail Train!

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 127

High-Frequency Words

add, close, example, family, few

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 sent or received a package."
"Why might rules for mail change over time?"

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!)