

Name: _____

How Firefighters Help Us

Firefighters are very important helpers in every community. They do much more than put out fires. Firefighters also rescue people and animals when they are in danger. If there is a big storm or another emergency, firefighters come to help keep us safe.

When someone needs help fast, they can call a special phone number. Firefighters answer these calls and hurry to the place where help is needed. They work as a team and use special tools to get the job done.

Neighbors can look out for each other and call for help if there is trouble, too. When your community works together it keeps your neighborhood safe. So the next time you see someone in trouble, offer to help.



Student Name: _____

Date: _____

How Firefighters Help Us

Firefighters are very important helpers in every (7)

community. They do much more than put out fires. (16)

Firefighters also rescue people and animals when (23)

they are in danger. If there is a big storm or (34)

another emergency, firefighters come to help keep (41)

us safe. (43)

When someone needs help fast, they can call a (52)

special phone number. Firefighters answer these (58)

calls and hurry to the place where help is needed. (68)

They work as a team and use special tools to get (79)

the job done. (82)

Neighbors can look out for each other and call for (92)

help if there is trouble, too. When your community (101)

works together it keeps your neighborhood safe. (108)

So the next time you see someone in trouble, offer (118)

to help. (120)

Comprehension Questions:

Literal Question:

What do firefighters do besides put out fires?

Answer:

They rescue people and animals.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it good for neighbors to look out for each other?

Answer:

It helps keep everyone safe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'rescue' mean in this passage?

Answer:

To save from danger.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K 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
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: How Firefighters Help Us

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 120

High-Frequency Words

another, animals, big, help, very

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 helped someone in your community."
"Why do you think teamwork is important for firefighters?"

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!)