

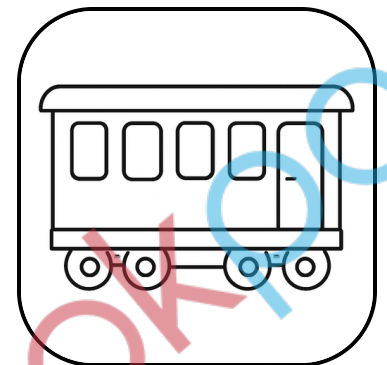
Name: _____

All Aboard! Exploring Trains and Train Travel

Trains are long vehicles that move on tracks. They can travel for many miles, carrying people and things from one place to another. Some trains go between cities, while others cross the country or even climb high mountains.

To ride a train, passengers usually wait at a station. When it is time, they board the train and find a seat in a train car. A conductor helps make sure everyone is safe and knows where to go. Sometimes, the train moves so fast that it is hard to watch the scenery go by!

Train travel is often exciting because you can see new places along the way. People might eat food, talk together, or just relax and watch out the window as the world rushes past.



Student Name: _____

Date: _____

All Aboard! Exploring Trains and Train Travel

Trains are long vehicles that move on tracks. They (9)

can travel for many miles, carrying people and (17)

things from one place to another. Some trains go (26)

between cities, while others cross the country or (34)

even climb high mountains. (38)

To ride a train, passengers usually wait at a (47)

station. When it is time, they board the train and (57)

find a seat in a train car. A conductor helps make (68)

sure everyone is safe and knows where to go. (77)

Sometimes, the train moves so fast that it is hard (87)

to watch the scenery go by! (93)

Train travel is often exciting because you can see (102)

new places along the way. People might eat food, (111)

talk together, or just relax and watch out the (120)

window as the world rushes past. (126)

Comprehension Questions:

Literal Question:

What does a conductor do on a train?

Answer:

Helps keep passengers safe and gives directions.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people find train travel exciting?

Answer:

They can see new places and have fun experiences.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'passengers' mean in this passage?

Answer:

People riding on the train.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 126

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! Exploring Trains and Train Travel

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 126

High-Frequency Words

along, between, car, eat, mountains

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 how you might feel riding on a train."
"What would you like to see from a train window?"

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!)