

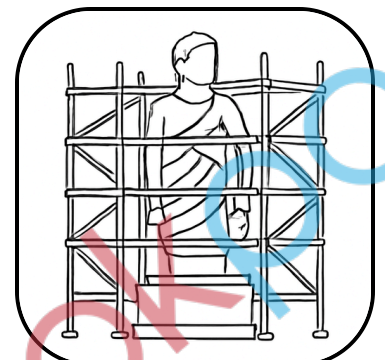
Name: \_\_\_\_\_

## How Big Structures Are Built

Building something huge, like a statue or bridge, takes careful planning. Engineers draw a plan to show every step. The plan helps workers know what to build and where each piece will go. Big projects are often built in sections. This makes it safer and easier for workers.

During construction, workers use strong materials like iron and copper. Iron is good for the inside framework because it can hold a lot of weight. Copper is often used to cover the outside. Scaffolding is built to give workers a safe place to stand while they work high above the ground.

Working on large structures can be dangerous, so workers wear special gear. They follow safety rules to make sure they do their best work and stay safe.



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

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

### How Big Structures Are Built

Building something huge, like a statue or bridge, (8)

takes careful planning. Engineers draw a plan to (16)

show every step. The plan helps workers know what (25)

to build and where each piece will go. Big (34)

projects are often built in sections. This makes (42)

it safer and easier for workers. (48)

During construction, workers use strong materials (54)

like iron and copper. Iron is good for the inside (64)

framework because it can hold a lot of weight. (73)

Copper is often used to cover the outside. (81)

Scaffolding is built to give workers a safe place (90)

to stand while they work high above the ground. (99)

Working on large structures can be dangerous, so (107)

workers wear special gear. They follow safety (114)

rules to make sure they do their best work and (124)

stay safe. (126)

### Comprehension Questions:

#### Literal Question:

What do engineers do before building big projects?

#### Answer:

They draw a plan.

#### Student Answer:

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

#### Inferential Question:

Why is safety important for workers on big structures?

#### Answer:

Because the work can be dangerous.

#### Student Answer:

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

#### Vocabulary Question:

What does 'scaffolding' mean in this passage?

#### Answer:

A safe platform for workers to stand on.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL R Grade Level: 4 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
<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: How Big Structures Are Built

### Passage Details

Grade Level: 4

Reading Level: F&P GRL R

Word Count: 126

### High-Frequency Words

best, copper, covered, during, ground

### 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 built something and planned your steps."  
"Why do you think teamwork is needed for big projects?"

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!)