

Name: _____

What Do Animals Need to Live?

All animals need some things to live and grow. They need food to eat and water to drink. Food gives them energy, and water helps their bodies work. Animals also need a safe place, called a habitat. A habitat is where an animal can find food, water, and shelter.

Some animals live in gardens, woods, or ponds. Others may live in deserts or even up in trees! Each animal finds the best place for it to stay safe and get what it needs. When animals have what they need, they can be healthy and strong.

We can help animals by taking care of their homes. When we protect their habitats, animals can live and grow in the world around us.



Student Name: _____

Date: _____

What Do Animals Need to Live?

All animals need some things to live and grow. (9)

They need food to eat and water to drink. Food (19)

gives them energy, and water helps their bodies (27)

work. Animals also need a safe place, called a (36)

habitat. A habitat is where an animal can find (45)

food, water, and shelter. (49)

Some animals live in gardens, woods, or ponds. (57)

Others may live in deserts or even up in trees! (67)

Each animal finds the best place for it to stay (77)

safe and get what it needs. When animals have what (87)

they need, they can be healthy and strong. (95)

We can help animals by taking care of their homes. (105)

When we protect their habitats, animals can live (113)

and grow in the world around us. (120)

Comprehension Questions:

Literal Question:

What do animals need to live?

Answer:

Food, water, and a safe place.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might animals choose different places to live?

Answer:

They need what helps them stay safe and healthy.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What is a habitat?

Answer:

A place where animals find what they need.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 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
Λ = 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: What Do Animals Need to Live?

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 120

High-Frequency Words

all, called, get, some, water

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:
"Where have you seen animals in your neighborhood?"
"How can we help animals keep their homes safe?"

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!)