

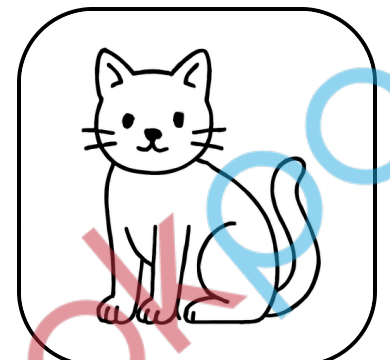
Name: _____

Meet Some Common Animals

There are many animals in the world, but some are easy to see. A bear is big and furry. A bird can fly in the sky. Ducks swim in the water and make a funny sound. Horses are strong and often run fast on farms.

Some animals like to live with people. A cat is soft and likes to sleep in the sun. Dogs love to play and can help people. Sheep have wool that can be used to make clothes. A goldfish swims in a bowl and is fun to watch.

These animals are all around us. When you know their names and what they look like, it is easier to talk about them and learn new things!



Student Name: _____

Date: _____

Meet Some Common Animals

There are many animals in the world, but some are (10)
easy to see. A bear is big and furry. A bird can (22)
fly in the sky. Ducks swim in the water and make a (34)
funny sound. Horses are strong and often run fast (43)
on farms. (45)
Some animals like to live with people. A cat is (55)
soft and likes to sleep in the sun. Dogs love to (66)
play and can help people. Sheep have wool that can (76)
be used to make clothes. A goldfish swims in a (86)
bowl and is fun to watch. (92)
These animals are all around us. When you know (101)
their names and what they look like, it is easier (111)
to talk about them and learn new things! (119)

Comprehension Questions:

Literal Question:

Which animal swims in a bowl?

Answer:

A goldfish.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people like to learn animal names?

Answer:

To help talk and learn about animals.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "furry" mean in the text?

Answer:

It means covered with fur.

Student Answer:

_____ Correct _____ Incorrect

Scoring Guide

Text Level: F&P GRL C Grade Level: K Word Count: 119

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

Notes:

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: Meet Some Common Animals

Passage Details

Grade Level: K

Reading Level: F&P GRL C

Word Count: 119

High-Frequency Words

a, and, in, is, the

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:
"What animals have you seen in real life?"
"Which animal would you like to learn more about?"

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!)